


Appendix B

		Prevent Duty Risk Assessment/Action Plan 2023/24		
No.	Prevent Vulnerability/Risk Area	Action taken/already in place to mitigate/address risk	Action Plan	By Who By When
1	<p><u>LEADERSHIP</u></p> <p>Do the following people have a good understanding of their own and institutional responsibilities in relation to the "Prevent Duty"?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Board of Governors <input type="checkbox"/> SLT <input type="checkbox"/> Staff <input type="checkbox"/> Early Help + Safeguarding Team 	<p>SLT & Safeguarding Officers have met to discuss policy, training, awareness</p> <p>HT undertaken CHANNEL training https://www.elearning.prevent.homeoffice.gov.uk/channel_awareness/01-welcome.html#</p> <p>Safeguarding Officer awareness training April 2022</p> <p>Staff have undertaken on-line CHANNEL training -</p>	<p>New staff to complete online CHANNEL training during first term appointed</p> <p>Refresher Training by SLT</p>	<p>Ongoing for new staff</p>
2	<p><u>Partnership</u></p> <p>Is there active engagement from the institution's Governors, SMT, managers and leaders?</p> <p>Does the institution have an identified single point of contact (SPOC) in relation to Prevent?</p> <p>Does the institution engage with the Local Authority Police Prevent Leads and engage with local Prevent Boards/ Steering Groups at Strategic and Operational level?</p>	<p>Safeguarding Officers - regular attendance at Newham Safeguarding Network forums</p> <p>SPOC - Safeguarding Officer – Dawn Kennedy</p> <p>Safeguarding Officers- regular attendance at Newham Safeguarding Network forums</p> <p>Newham Prevent Lead – Ghaffar Hussain</p>	<p>Feedback to Ravenscroft Staff any information shared at Newham Safeguarding forum meetings</p>	<p>DK + SC as / when relevant</p>
3	<p><u>Staff Training</u></p> <p>Do all leaders and teachers have sufficient knowledge and confidence to:</p> <ol style="list-style-type: none"> 1) exemplify British Values in their management, teaching and through general behaviours in the institution 2) understand the factors that make people vulnerable to being drawn into terrorism and to challenge extremist ideas which are used by terrorist groups and can purport to legitimise terrorism 	<p>Subject leaders review curriculum policies and plan to include & reflect British Values</p> <p>Staff working towards a culturally relevant curriculum which aims to develop pupils' understanding of themselves as Londoners (INSET training, curriculum planning & Educational Visits)</p> <p>HT undertaken CHANNEL training https://www.elearning.prevent.homeoffice.gov.uk/channel_awareness/01-welcome.html#</p> <p>Staff have undertaken on-line CHANNEL training</p> <p>All staff INSET PREVENT Training – 14-09-22</p>	<p>Staff INSET re British Values</p> <p>New staff & Governors to undertake PREVENT training – copy of completed certificate to be given to DK</p>	

	3) have sufficient training to be able to recognise this vulnerability and be aware of what action to take in response		Refresher training for all staff	
4	<p>Welfare and pastoral support</p> <p>1) Are there adequate arrangements and resources in place to provide pastoral care and support as required by the institution?</p> <p>2) Are there adequate monitoring arrangements to ensure that this support is effective and supports the institutions welfare and equality policies?</p>	<p>Early Help referral/concern form which is discussed & monitored by support team (SENCo, Safeguarding Officers, & SLT)</p> <p>Pastoral support personalised to the child i.e. staff members to whom pupils relate to naturally</p> <p>Home language support offered by staff where appropriate/ available e.g. Portuguese, Russian, Bengali</p>		
5	<p>Speakers and Events</p> <p>Is there an effective policy/framework for managing speaker requests?</p> <p>Is it well communicated to staff/students and complied with?</p> <p>Is there a policy/framework for managing on campus events i.e. charity events?</p> <p>Are off campus events which are supported, endorsed, funded or organised through the institution (including Students' Union) subject to policy/framework?</p>	<p>All external events / speakers are approved by Head Teacher with reference to the schools aims and values</p>		
6	<p>Safety Online</p> <p>1) Does the institution have a policy relating to the use of IT and does it contain a specific reference and inclusion of the Prevent Duty?</p> <p>2) Does the institution employ filtering/firewall systems to prevent staff/students/visitors from accessing extremist websites and material?</p> <p>3) Does this also include the use of using their own devices via Wi-Fi?</p> <p>4) Does the system alert to serious and/or repeated breaches or attempted breaches of the policy?</p> <p>5) Is there a policy in place for students and staff using IT equipment to research terrorism and counter terrorism in the course of their learning?</p>	<p>'Acceptable User Policy', E-Safety policy 'Information and Security Policy' which include filtering and firewall systems (covering Wifi) that prevent access to extremist websites and materials.</p> <p>Acceptable Use Agreement – signed by all pupils, parents & staff (pupils & staff on an annual basis)</p> <p>Open sites e.g. YouTube – closely directed and monitored by staff – children not left to use Internet unsupervised</p> <p>Pupils do not bring in to school own devices</p>	<p>Policies to be reviewed to reference Prevent Duty</p> <p>Safeguarding Officers & ICT subject co-ordinator to meet & discuss school e-safety</p> <p>system re Attempted breaches to be discussed with ICT technician</p>	<p>DK / SC – by end of Autumn term 2023</p> <p>DK & SC</p> <p>DK / SC – by end of Autumn term 2023</p>
7	<p>Prayer and Faith Facilities</p> <p>1) Does the institution have prayer facilities?</p> <p>2) Are there good governance and management procedures in place in respect of activities and</p>	<p>No designated prayer facilities in place – however requests outside working hours discussed with Head Teacher (individual prayer)</p>		

	space in these facilities?			
8	<p>SiteSecurity</p> <ol style="list-style-type: none"> 1) Are there effective arrangements in place to manage access to the site by visitors and non-students/staff? 2) Is there a policy regarding the wearing of ID on site? Is it enforced? 3) Are dangerous substances kept and stored on site? 4) Is there a policy in place to manage the storage, transport, handling and audit of such substances? 5) Is there a policy covering the distribution (including electronic) of leaflets or other publicising material? 6) Does the institution intervene where off site activities are identified or are likely to impact upon staff and/or students i.e. leafleting, protest etc.? 7) Is there a policy which covers letting of premises? 	<p>Site security – access only through main Reception area</p> <p>All visitors to site sign in via main office – visitors badge required</p> <p>Only storage of cleaning materials – secure place managed by site supervisor</p> <p>Any publicising materials must be approved by Head Teacher (school and outside agencies)</p> <p>No lettings</p>		
9	<p>Safeguarding</p> <ol style="list-style-type: none"> 1) Is protection against the risk of radicalisation and extremism included within Safeguarding and other relevant policies? 2) Do Safeguarding and welfare staff receive additional and ongoing training to enable the effective understanding and handling of referrals relating to radicalisation and extremism? 3) Does the institution utilise Channel as a support mechanism in cases of radicalisation and extremism 	<p>Information on Radicalisation and Extremism is included in existing Safeguarding & Child Protection Policies. Separate Prevent Policy in place</p> <p>Signposting information included in Policy appendices – referrals, understanding concerns, etc.</p> <p>Channel training undertaken by HT</p> <p>Newham awareness briefing sessions attended by at least Safeguarding Officer.</p>	Channel training undertaken by all staff	
10	<p>Communications</p> <ol style="list-style-type: none"> 1) Is the institution Prevent Lead and their role widely known across the institution? 2) Are staff and students made aware of the Prevent Duty, current risks and appropriate activities in this area? 3) Are there information sharing protocols in place to facilitate information sharing with Prevent partners? 	<p>Prevent Lead – Safeguarding Officer</p> <p>Data sharing practice follows protocols: Information sharing advice for safeguarding practitioners DfE March 2015</p> <p>Direct phone contact information / Newham MASH</p>	include in staff training	

11	<p><u>Incident Management</u></p> <ol style="list-style-type: none"> 1) Does the institution have a critical incident management plan which is capable of dealing terrorist related issues? 2) Is a suitably trained and informed person identified to lead on the response to such an incident? 3) Does the Communications/Media dep't understand the nature of such an incident and the response that may be required? 4) Does the institution have effective arrangements in place to identify and respond to tensions on or off campus which might impact upon staff, student and/or public safety? 5) Are effective arrangements in place to ensure that staff and students are appraised of tensions and provide advice where appropriate? 	<p>Critical Incidents Team in place</p> <p>HT / DHT</p> <p>See School Emergency Plan</p>	<p>SLT update meeting – Critical Incidents</p>	
12	<p><u>Subcontracted Provision</u></p> <ol style="list-style-type: none"> 1) Does awareness training extend to sub-contracted provision? 	<p><i>All providers of learning that operate on site or interact with your pupils need to have awareness training.</i></p>	<p>To investigate training / awareness received by relevant people / agencies</p>	<p>DK / SB</p>
13	<p><u>Freedom of Expression</u></p> <ol style="list-style-type: none"> 1) Does the institution have a Freedom of Speech/Expression policy? 2) Does this policy recognise and incorporate the risks associated with radicalisation and extremism? 3) Is the need to protect vulnerable individuals covered within this policy? 	<p>Visions and aims statement states that the school encourages & values clear and honest communication but expects respect and appreciation of the wide diversity of the community.</p>	<p>review Visions & Aims statement</p>	<p>SLT before end Summer Term 2023</p>
14	<p><u>Are there Whistleblowing and Complaints Policies?</u></p>	<p>Whistleblowing policy in place & all staff aware</p> <p>Complaints policy and procedures in place and advertised through website, new admissions interviews and staff training.</p>	<p>Staff reminder at Safeguarding updates</p>	

Principles for school safeguarding approach

1. Go with your instinct
2. It doesn't matter how minor you think the issue is
3. Build confidence of staff to respond and report what they see
4. Don't be afraid to challenge young people, staff and other adults
5. Don't allow fear of damage to parental engagement and community relations to prevent you from taking appropriate action
6. Don't be afraid of accusations of racism or stereotyping – the priority is always to safeguarding children and young people
7. This is about all forms of extremism including far right political views

Children and young people may express support for extremist and/or terrorist organisations but it should be born in mind that, as with adults, they may express strong opinions without understanding those opinions and may also express entirely contradictory views at different times. The expression of strong and even offensive views on a range of issues can be a part of growing up – testing what it is ok to say/testing out ideas/provoking reactions/seeking to create a distinctive identity and rebelling against adults. For these reasons, it is important that professionals and volunteers consider a range of factors when assessing the risk in relation to a child who expresses or is reported to have expressed extremist views.

Concerns regarding a child may arise as a result of the following:

- The child expresses strongly held and intolerant views towards people who do not share his/her religious or political views.
- The child expresses verbal support for extreme views some of which may be in contradiction to British law. For example, they may, from time to time, espouse racist, sexist, homophobic or other prejudiced views and links these with a religion or ideology.
- The child expresses intolerant views towards peers which lead to their being socially isolated.

Concerns may lessen where:

- The child is open to other views.
- The child loses interest quickly.
- They appear to have superficial knowledge of the issues.
- Their behaviour has not changed.
- The child has a range of friends who do not appear to share their views.
- Their family challenge their views and/or behaviour.

Concerns may increase where:

- The child has an association through family, friends and/or fellow students with members of extremist organisations.
- Friends or family have travelled to conflict zones, such as Syria, and:
 - They went to support, or otherwise be involved in, extremist activity.
 - There is no information as to why they went, or;
 - Although the reasons given for travelling do not involve support of extremist activity, they lack credibility.
- The child appears to have an in depth knowledge of extremist ideology for example from known extremist texts/websites.
- The child has age inappropriate knowledge.
- The child has seen violent videos.
- The child refuses to engage or responds negatively when their views are questioned or challenged, for example, talking with fixed, scripted ideas that are unswayed and won't accept any alternative views.
- The child's behaviour has changed in accordance with the extremist views they espouse, for example, their dress has changed and/or they object to associating with people who don't share their views.
- The child tries to enforce their views on others – for example advocating separate spaces on the basis of gender or prioritising space on the basis of ethnicity.
- The child's friendship group shares their views.
- The child's family seem unconcerned and/or supportive of their child's views and behaviour.

Responding to concerns: Information gathering and monitoring

Professionals/volunteers may have concerns that a young person is at risk of being radicalised, but the concerns may be non-specific and could have arisen for a number of different reasons. These concerns might arise because something unusual happens or the young person's behaviour changes. For example:

- A young person who has not previously been seen with expensive belongings starts to be seen with expensive clothes and/or phone etc.
- A young person truant from school on 2 or 3 occasions.
- A young person's behaviour and/or mood deteriorates and there is no obvious explanation.

For further examples see Tier 2 [Children with additional needs that can be met through the provision of 'early help'] in the 'The Thresholds of Need'.
http://www.londoncp.co.uk/files/revised_guidance_thresholds.pdf

In these circumstances, the professional/volunteer should:

- Keep an open mind – there may be a number of different reasons for these changes.
- Discuss their concerns with their designated safeguarding professional lead, who will be able to offer advice and suggestions for further action and also decide whether a referral to LA children's social care is required.
- Gather information – often it is only when otherwise small pieces of information are shared that it is possible to see whether they add up to a serious concern. Alternatively, sharing information can allay fears by providing a reassuring explanation. Depending on the remit of the organisation and the role of the professional/volunteers, it may be appropriate to:
 - o Share concerns with other professionals who know the young person and ask if they have also noticed that something is amiss.
- Talk to the young person themselves, explaining the concerns and ask what the cause maybe. *It is important to be non-judgemental and not make assumptions about what is happening.*
- Talk to siblings, friends and classmates, asking them if there is anything going on. *It is important to maintain confidentiality and be mindful of the potential impact of talking about the situation with other young people.*
- Talk to parents and carers. *It is important to share concerns with parents and carers whilst also being mindful of the potential impact on the young person and their relationship with their parents/carers.*

Where, the concerns continue but remain low level and non-specific, the professional/volunteer should, in conjunction with the designated safeguarding lead:

- Agree to continue to monitor the situation with a view to either deciding that the concerns are unfounded or that a referral to LA children's social care is required.
- Refer to 'early help' services, such as sports activities, youth clubs, in-house support services, parenting support etc.

Where the concerns escalate and there is a concern that the child is a child in need a referral should be made to LA children's social care

http://www.londoncp.co.uk/files/cons_sg_children_exposed_to_extremist_ideology.pdf

