

RISK ASSESSMENT – PREVENT

Company Name:	The Rose Learning Trust										
Location:	Crowle Primary Academy										
Date of Assessment:	November 2019			Review Date:	November 2020			Revision No:	01		
Persons Exposed:	Employees:	✓		Other Workers:			Public / Visitors:	✓		Estimated total number of persons at risk:	Approx. 270
	New / Expectant Mothers:			✓		Vulnerable Persons:			Other:		

Task Description:	<p>Radicalisation is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist groups.</p> <p>“Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas” (HM Government Prevent Strategy 2011)</p> <p>Since the publication of the Prevent Strategy, there has been an awareness of the specific need to safeguard children, pupils and families from violent extremism. There have been attempts to radicalise vulnerable children and pupils to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.</p>
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Hazard	Factors of Harm		Risk	Control Measures	Factors of Harm		Residual Risk	Further Actions	Acceptable Risk?	
	L	S			L	S			Yes	No
Staff or other contracted providers (e.g. regular supply or agency staff) are not aware of the school procedure for handling concerns and or do not feel comfortable sharing issues internally	4	4	16	<ul style="list-style-type: none"> All staff have received PREVENT training (September 2019). Visitors handbook in place for all staff who have not accessed the online training Contracted staff are made aware of the person to whom concerns are to be reported Preventing pupils from being exposed to radicalisation or extremism is part of safeguarding policies and procedures Concerns are reported to the DSL Records are held of any referrals with an audit trail being maintained – regular monitoring by the DSL 	1	4	4	None required.	✓	

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				takes place						
Pupils are radicalised by factors internal or external to the school	3	4	12	<ul style="list-style-type: none"> We have a range of activities to promote the spiritual, moral, social and emotional needs of pupils aimed at protecting them from radical and extremist influences Staff deliver training to help pupils develop critical thinking around influence, social media and other on-line safety through Gooseberry Planet scheme of work Staff and other adults working with pupils are challenged if opinions or language expressed are contrary to community cohesion or 'British values' Staff are able to challenge pupils, parents or governors if opinions expressed are contrary to community cohesion or 'British values' Staff in EYFS undertaking home visits and understand the signs to look out for around the home environment 	2	3	6	None required.	✓	
School does not work with statutory partners and agencies and/or does not feel comfortable sharing extremism related concerns externally	3	4	12	<ul style="list-style-type: none"> We communicate regularly with statutory partners and agencies regarding a range of concerns All staff are aware that concerns are reported to the DSL We have an appropriate internal referral process in place for all child protection matters including extremism and the DSL is aware of how to expedite concerns to other agencies. 	1	4	4	None required.	✓	

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Pupils are exposed by school staff or contracted providers to messages supportive of extremism, terrorism or which contradicts 'British values'	4	4	16	<ul style="list-style-type: none"> We have appropriate whistleblowing procedures and a range of 'safeguarding' policies which are known and understood by staff, volunteers and regular contracted staff Staff and other adults working with pupils are challenged if opinions or language expressed are contrary to community cohesion or 'British values' Opportunities to promote 'British values' are clearly identified within all curriculum areas Areas of the curriculum e.g. PSHE are used for controlled and safe debate and discussion on radical or extreme issues and ideologies <p>We have appropriate filters in place which reduce the risk of pupils being able to access inappropriate information via the school IT system.</p>	1	4	4	None required.	✓	

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Behaviours which harm the ability of different groups and individuals to learn and work together are left unchallenged	4	4	16	<ul style="list-style-type: none"> We have a Single Equality Scheme in place which is understood by staff and others who regularly work in the setting Pupils are taught about respect for other cultures Opportunities are created both within the environment and the curriculum to promote the setting's ethos and values Displays and other literature available in school reflects and encourages diversity and community cohesion Whole School Anti-Bullying Policy includes information on anti-bullying strategies and preventative measures for dealing with bullying Inappropriate behaviour, language and attitudes are challenged by staff and, where staff or other adults are involved, by senior leaders 	1	4	4	None required.	✓	
Staff or contracted providers are not aware of/do not subscribe to the ethos and values of the school	4	4	16	<ul style="list-style-type: none"> Senior Leadership Team are aware of the 'Prevent' Strategy and its objectives as it relates to both the national and local context and take steps to ensure that the overall values and ethos of the school reflect strategies to support the 'Prevent' duty Clear awareness of roles and responsibilities regarding 'Prevent' exist across the school Recruitment, selection and induction programmes exist which include reference to the ethos and values of the school 	1	4	4	None required.	✓	

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Staff are unable to raise extremism related organisational concerns due to the lack of an appropriate whistleblowing procedure	3	4	12	<ul style="list-style-type: none"> Appropriate whistleblowing procedures are in place and adults working with pupils are made aware of them Records are kept of incidents which are reported to the DSL for consideration and, where appropriate, are referred on to the appropriate agency 	1	4	4	None required.	✓	
Pupils/staff are exposed by visiting speakers to messages supportive of extreme ideologies or which contradict 'British values' Extremist or terrorist related material is displayed within the setting	4	4	16	<ul style="list-style-type: none"> Materials to be delivered by external speakers are discussed with the speaker prior to delivery Visiting speakers are not left alone with pupils The appropriateness and relevance of all materials or literature are considered prior to display Staff concerns are discussed with the DSL before materials are used Requests for externally provided materials to be displayed are considered and, where appropriate, authorised by the Head teacher 	1	4	4	None required.	✓	
Pupils access extremist or terrorist material whilst using school networks	3	4	12	<ul style="list-style-type: none"> The ICT network has appropriate filters which block sites which are deemed to be inappropriate School has robust acceptable use procedures for both pupils and staff which include advice on inappropriate attempts to subvert the network Pupils are encouraged to report to an adult any material which leaves them feeling worried or uncomfortable 	1	4	4			

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On-line/social media communications relating to extremist or terrorist materials feature the school's branding	3	4	12	<ul style="list-style-type: none"> No social media accounts are currently used by the academy. 	1	4	4			
Pupils access extremist or terrorist materials out of the school setting	4	4	16	<ul style="list-style-type: none"> Parents are provided with advice on where they can access information and support in relation to on-line extremism and radicalisation and how to help keep their children safe on-line (Gooseberry planet parent information) 	2	4	8			

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Action Plan

Hazard	Further Actions	Assigned To	Due Date	Priority
All	Maintain current controls and procedures	All employees	Ongoing	-

Severity	5	5	10	15	20	25
	4	4	8	12	16	20
	3	3	6	9	12	15
	2	2	4	6	8	10
	1	1	2	3	4	5
		1	2	3	4	5
Likelihood						

Likelihood	Severity	Risk (Likelihood x Severity)
1 = Very Unlikely	1 = No injury	1 – 5 = Low
2 = Unlikely	2 = Minor Injury or Illness	6 – 12 = Medium
3 = Likely	3 = 7-day Injury or Illness	15 – 25 = High
4 = Very Likely	4 = Specified Injury or Illness	
5 = Almost Certain	5 = Fatality or disabling injury	