

Highfields Spencer Academy Prevent Risk Assessment & Action Plan

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.

“**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)

Since the publication of the ‘Prevent Strategy’, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been attempts to radicalise vulnerable children and young people 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.

Keeping children safe from these risks is a safeguarding matter and is approached in the same way as safeguarding children from other risks. Children should be protected from messages of all violent extremism including, but not restricted to, those linked to extreme Islamist ideology, or to Far Right/Neo Nazi/White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

Prevent, in the context of counter-terrorism is intervention before any criminal offence has been committed with the aim of preventing individuals or groups from committing crimes.

Subject:	Prevent	Assessment Conducted By (Name/Role): Anna Jones, Principal/ DSL
Risk Assessment Coverage:	Pupils, staff & external visitors of Highfields Spencer Academy	
Date:	December 2021	
Review Date:	December 2022	

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Risk Area	Hazard	Individuals at Risk	Risk L/M/H	Control Measures	Notes/Additional Controls	Residual Risk L/M/H
Safeguarding and Welfare	Staff or other persons in school are not aware of the school procedures for handling concerns and or do not feel comfortable sharing issues internally.	Pupils	High	<ul style="list-style-type: none"> Designated Safeguarding Lead (DSL) and received “Prevent” awareness training and has disseminated the training and other key parts to all staff, governors and other regular staff in the setting. Supply staff, students and volunteers are made aware of the person who concerns are to be reported. Preventing pupils from being exposed to radicalisation or extremism is part of safeguarding policies and procedures DSL has been allocated the role of Single Point of Contact (SPOC) Staff have received appropriate training and are familiar with our Safeguarding and Child Protection procedures Concerns are reported to the DSL Records are held of any referrals with an audit trail being maintained – regular monitoring by the DSL takes place. Prevent Duty is referenced in key safeguarding policies. 	<p>Part of the indication process, training package available on iHasco for all staff.</p> <p>Safeguarding audit completed annually</p> <p>Refresher training for all staff during 2021/22</p>	Low
	Pupils are radicalised by factors internal or external to the school	Pupils	High	<ul style="list-style-type: none"> The school has 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 developmentally appropriate levels of support to help young people develop their awareness of how to keep themselves safe from radicalisation. Staff and other adults working with pupils are challenged if opinions or language expressed are contrary to community cohesion or “British values” 	Curriculum map overview	Low
	Specific factors that make the school community potentially vulnerable to being radicalised remain unknown (e.g. extreme religious views promoted locally, tensions between local communities, promotion of radical websites by some pupils/parents)	Pupils/ Staff	Medium	<ul style="list-style-type: none"> Engage with wider services to establish a local perspective of extremist of radicalisation crime or any other activity that threatens pupils safeguarding Where increase of this type crime is reported, school increases key messages to staff and pupils via assemblies, newsletters etc. Knowledge/awareness of the County Terrorism local profile. DSL to receive and use regular updates in the form of the Prevent Newsletter from Prevent Education Officer – Sally Sinner 		Low
	School does not work with statutory partners and agencies and/or does not feel comfortable sharing extremism related concerns externally.	Pupils	High	<ul style="list-style-type: none"> School communicate regularly with statutory partners and agencies regarding a range of concerns All staff are aware that concerns are reported to the DSL/SPOC School have appropriate internal referral processes in place for all Child Protection matters including extremism and DSL/SPOC is aware of how to report and share these concerns with other agencies e. call Police Prevent DSL is aware of the key contact for the Police and this is named in the school’s safeguarding and child protection policy. DSL holds records of concerns which are kept securely and monitored regularly. 		Low
Action Plan						
1.	All staff, including Governors, have received some Prevent training					
2.	Prevent is a standard item in termly reports to governors					

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3. Conspiracy theories and Fake news lessons for pupils where developmentally appropriate.		
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Curriculum and Learning	Pupils are exposed by school staff or contracted providers to messages supportive of extremism, terrorism or material which contradicts "British Values"	Pupils	High	<ul style="list-style-type: none"> There is a whistleblowing procedure and a range of policies which fall under the safeguarding umbrella which are known and understood by staff, volunteers and 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 School have appropriate filters in place which reduce the risk of pupils being able to access inappropriate information via the school IT system. 	Curriculum map overview	Low
	Behaviours which harm the ability of different groups and individuals to learn and work together are left unchallenged	Pupils/ Staff	High	<ul style="list-style-type: none"> Pupils are taught about respect for other cultures and gain an understanding of community cohesion 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 The behaviour policy and anti-bullying policy provides 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 SLT. 	Highfields has signed up to be a Rights Respecting School and is completing the UNICEF award. We are working towards our Bronze level award from December 2021.	Low

Action Plan

4. Curriculum plans and school information show a clear programme of SMSC and British Values		
5. The 3D curriculum shows a clear safeguarding theme throughout including child protection, e-safety, prevent duty, bullying etc.		
6. Newsletters and website include key messages on all matters of safeguarding		

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Organisational Culture	Staff or other persons in school are not aware of/do not subscribe to the ethos and values of the school	Pupils/ Staff	High	<ul style="list-style-type: none"> SLT are aware of The Prevent Strategy and its objectives as it relates to both national and local context and they 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 setting Recruitment, selection and induction processes exist which include reference to the ethos and values of the setting Guidance and literature are available for staff on the Prevent Duty A process is in place to identify and develop "learned lessons" highlighted by the school or organisations/advisers 	The new Channel booklet Oct 2020 Prevent Duty accessible in each classroom and in staffroom	Low
	Staff are unable to raise extremism related	Pupils/ Staff	High	<ul style="list-style-type: none"> Appropriate whistleblowing procedures are in place and adults working with pupils are made aware of them. 	CPOMS is now in place across the setting and all staff are users	Low

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	organisational concerns due to the lack of an appropriate whistleblowing procedure.			<ul style="list-style-type: none"> Records are kept of incidents which are reported to the DSL/SPOC for consideration and, where appropriate, are referred to the appropriate agency. 	Safeguarding posters in school have Sarah McAneny's contact details for SAT as responsible for whistleblowing	
Action Plan						
7. Review induction process for visitors and contractors						
8. Refresher training to be delivered to all staff highlighting roles and responsibilities of key staff in relation to Prevent duty						

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Visiting speakers/ environment	Pupils and staff are exposed by visiting speakers to messages supportive of extreme ideologies or which contradict British values	Pupils/ Staff	High	<ul style="list-style-type: none"> Materials to be delivered by external speakers/virtual speakers are discussed with the speaker prior to delivery. Visiting speakers/virtual speakers are not left alone with pupils There is a visitors policy on place in school 	Assemblies and class speakers Staff training sessions Ask about other virtual speakers which may take part in delivery,	Low
	Extremist or terrorist related material is displayed within the setting	Pupils/ Staff/ Others	High	<ul style="list-style-type: none"> The appropriateness and relevance of all materials or literature are considered prior to display Staff concerns are discussed with DSL/SPOC before materials are used Requests for externally provided materials to be distributed are considered and, where appropriate, authorised by the Head teacher. 	The school rarely promotes material for other groups.	Low
Action Plan						
9. Visiting procedures are in place and explain safeguarding messages						
10. Share information leaflets with parents from the Let's Talk About It National Website						

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ICT and on-line study	Pupils access extremist or terrorist material while using school networks	Pupils	High	<ul style="list-style-type: none"> ICT network has appropriate filters which block sites that are deemed inappropriate School have a 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 Step-by step procedure for reporting breaches in filtering in the e-safety policy 	Staff handbook Child friendly safeguarding policy to be created by March 2022 and reviewed annually	Low
	Pupils access extremist or terrorist materials out of the school setting	Pupils	High	<ul style="list-style-type: none"> Parents are provided with advice on where they can access information and support in relation to online extremism and radicalisation and how to help keep their children safe online Information sharing sessions are provided to pupils, staff and parents on staying safe online Links are made with external agencies that offer support to pupils and parents 	Shared via class dojo Parent workshops Safe and Sound agency links	Low
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11. Lead an e-safety workshop for parents	Highfields are now a National Online Safety school- all staff, governors and parents can sign up for training and advice on e-safety and any other online issues. Online safety co-ordinator Rachel Wardle (our Computing Co-ordinator) appointed December 2021 to work with staff and parents.
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