

## **PREVENT Risk Assessment – Feckenham Primary School**

Aims:

- 1) Feckenham has all relevant policies, practices and training in place, they are regularly reviewed to reflect statutory requirements.
- 2) Appropriate advice, guidance and training is applied where appropriate.
- 3) Advice on individual cases is sought and referrals are made through Channel as appropriate.

Key areas of risk assessment for PREVENT:

- Leadership
- Partnerships
- Training
- Safeguarding
- Curriculum and Online Safety

**Risk Scale 1 – 3**

**1 = Low Risk**

**2 = Medium Risk**

**3 = High Risk**

**Worcestershire Lead for PREVENT : Paul Kinsella 01905 846550**

Area	Details	Existing strategies to reduce risk	Further Actions	Risk Score
Leadership	<p>Mrs Jeannette Little – Headteacher and DSL Mrs Tanya Howarth – Deputy Headteacher / SENDCo and DDSL Mrs Catherine O’Donnell – DDSL and Designated Teacher for LAC</p> <ul style="list-style-type: none"> <li>- Leaders are aware of local context and the risks.</li> <li>- Leaders are aware of Counter Terrorism Local Profile.</li> <li>- Leaders are aware of statutory prevent duty.</li> </ul>	<p>Staff understand their duty under Section 26 of the Counter Terrorism Act to have “due regard to the need to prevent people from being drawn into terrorism”</p> <ul style="list-style-type: none"> <li>• Prevent policy is included in the Trust overarching safeguarding and child protection policy.</li> <li>• Prevent policy and procedures for Prevent queries/referrals are updated in safeguarding refresher meetings and training.</li> <li>• Leaders keep abreast of Prevent updates from WCF.</li> </ul>	<ul style="list-style-type: none"> <li>• All academy staff know who to report concerns to.</li> <li>• No ideology concerns.</li> <li>• Risks are around vulnerability, online content and contextual activity.</li> </ul>	1

Partnership	<p>Worcestershire Children First – Family Front Door.</p> <p>Local police links</p> <p>Updates from Safeguarding Advisor from LA.</p>	<p>› Termly meeting with governors to discuss Prevent strategies.</p> <p>› Communication with Prevent engagement Officers for support with PSHCE delivery when needed.</p> <p>› Police visits and assemblies of any many issues such as antisocial behaviour.</p>	Continue to develop strong links with all partners from LA and other agencies.	1
Training	<ul style="list-style-type: none"> <li>• Prevent training by DSL during on inset day in line with KCSIE.</li> <li>• Refresher updates through safeguarding briefing slots.</li> <li>• Whole academy staff are confident about how to refer a concern and who to.</li> <li>• Whole academy staff have increased knowledge in identifying genuine Prevent concerns.</li> </ul>	<ul style="list-style-type: none"> <li>• All staff to understand what is meant by the terms radicalisation and extremism and are comfortable sharing concerns about signs of radicalisation and extremism.</li> <li>• British Values is promoted through the Personal Development programme and during PSHCE along with other events such as remembrance.</li> </ul>	Continuation of briefings to provide updates to staff as issues, concerns or changes to legislation occur.	1
Safeguarding	<ul style="list-style-type: none"> <li>• Outside visitors/speakers.</li> </ul>	<ul style="list-style-type: none"> <li>• Visiting speakers and guests' have to complete checklists and risk</li> </ul>	Continue to work with police around issues in local context and deliver	1

	<ul style="list-style-type: none"> <li>• Local context is understood by staff to understand risks in locality.</li> </ul>	<p>assessments are in place for each visit</p> <ul style="list-style-type: none"> <li>› Clear arrangements and resources in place provide pastoral care and support as required.</li> <li>› A clear referral system for any concerns of extremist behaviour.</li> </ul>	workshops to students on risks.	
Curriculum and E-safety	<ul style="list-style-type: none"> <li>• Safety filters applied</li> <li>• Systems for logging-in</li> <li>• Classroom use of internet for learning.</li> <li>• Lunchtime/break time clubs using IT facilities.</li> <li>• IT policies.</li> <li>• Children safe from terrorist and extremist material when accessing the internet in school/home tuition, including appropriate levels of filtering.</li> <li>• Prevent issues are included within the</li> </ul>	<ul style="list-style-type: none"> <li>• SMSC runs through whole school curriculum</li> <li>• Links to teaching Fundamental British values and Human Rights.</li> <li>• Good RE provides a safe space for discussing differing opinions and beliefs in a respectful manner.</li> <li>• RE also allows faith-inspired terrorist claims to be debunked through close inspection/interpretation of theology and scripture.</li> <li>• Teaching critical thinking skills and building resilience</li> </ul>	Continue to review the curriculum alongside changing legislation. Review curriculum taking into account student voice.	1

	curriculum, such as PSHE/Citizenship and RE.	against negative influences and stereotypical media.  • Personal development curriculum covers key topics through its four themes.		
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