

Prevent Duty Risk Assessment 2024-25

Reviewed in line with DFE guidance

<u>Prevent Vulnerability/ Risk area</u>	<u>Hazzard</u>	<u>Actions to mitigate/address risk</u>	<u>Responsible</u>
Leadership and Partnership			
Leadership:			
<p><i>The setting does not place sufficient priority to Prevent and risk assessment/action plans (or does not have one) and therefore actions to mitigate risks and meet the requirements of the Duty are not effective.</i></p>	<p>Leaders (including governors and trustees) within the organisation do not understand the requirements of the Prevent Statutory Duty or the risks faced by the organisation. The Duty is not managed or enabled at a sufficiently senior level.</p>	<p><i>All staff and LGC members are aware of their safeguarding responsibilities and these are reviewed annually. Chair of LGC has attended briefing on responsibilities re: prevent.</i></p> <p><i>The LGC receive regular updates from the Prevent lead on any issues and updates to procedure/ risk assessment.</i></p>	<p>DSL LGC Principal Trust</p>
	<p>Leaders do not have understanding and ultimate ownership of their internal safeguarding processes, nor ensuring that all staff have sufficient understanding and that staff implement the duty effectively.</p>	<p><i>DSL is a Senior member of the leadership team, Principal and DSL regularly review the policies and procedures in line with trust and Local/National guidance. Lead governor for safeguarding/Prevent lead is at appropriate seniority. Principal and DSL are part of the governing meetings to review discuss any safeguarding processes.</i></p> <p><i>The Prevent Lead for Gooseacre Primary Academy is the Safeguarding Lead Vicky Fieldhouse who is responsible for oversight of the Prevent Action Plan & update to SLT.</i></p> <p><i>Oversight of this is by The Principal Jack Moore.</i></p> <p><i>The Safeguarding link for the LGC is Charlotte Cooper.</i></p>	<p>DSL SLT Principal</p>
	<p>Leaders do not communicate and promote the importance of the duty.</p>	<p><i>Preventing pupils from being exposed to radicalisation or extremism is part of safeguarding policies and procedures i.e. Child Protection & E-safety – All staff are made aware of their responsibilities at regular intervals throughout the academic year.</i></p>	<p>SLT Principal DSL DDSL</p>

		<p><i>Concerns are reported to the DSL with immediate effect.</i></p> <p><i>Records are held of any referrals with an audit trail being maintained – regular monitoring by the DSL takes place</i></p> <p><i>School Leaders use self-evaluation to identify key priorities for continuous improvement</i></p>	
	<p>Leaders do not drive an effective safeguarding culture across the institution.</p>	<p><i>Leadership have clear understanding of reporting and referral mechanisms. The academy promotes a safeguarding culture through regular training and discussions, with senior staff visibly involved. Clear induction for new members of staff and trainee teachers (see below) including volunteers.</i></p> <p><i>Staff have received appropriate training and are familiar with the Trust Safeguarding and Child Protection Policy and procedures, all staff are inducted on commencement of post and before any work with children and we hold an annual review of the Safeguarding for all staff on our September Training day.</i></p> <ul style="list-style-type: none"> <i>Staff are expected to sign induction any training documents to confirm they have read and understood the responsibilities and policies and are clear on the academy expectations.</i> <p><i>Separate Prevent training/briefing for staff (including SLT) and governors is offered as advised by the Trust.</i></p> <ul style="list-style-type: none"> <i>Staff are required to sign to state they have attended and understood all briefings.</i> <p><i>Contracted staff are made aware of the person to whom concerns are to be reported on entry to school site.</i></p>	<p><i>SLT</i></p> <p><i>All Staff</i></p> <p><i>DSL</i></p> <p><i>DDSL</i></p>
	<p>Leaders do not provide a safe environment in which children can learn.</p>	<p><i>Children are encouraged to speak with Staff across the academy regarding any worries they may have.</i></p> <p><i>The curriculum is inclusive of opportunities to debate key topics including age appropriate Prevent related conversations.</i></p> <p><i>Safeguarding topics in classrooms/ via Jigsaw taught lessons are undertaken throughout the year with the HLTA and DSL.</i></p> <p><i>The DSL leads on staff briefings throughout the terms regarding additional safeguarding topics.</i></p>	

Leadership and Partnership			
Working in partnership			
<p><i>The setting is not fully appraised of national and local risks, does not work with partners to safeguard children vulnerable to radicalisation, and does not have access to good practice advice, guidance or supportive peer networks.</i></p>	<p>The organisation does not establish effective partnerships with organisations such as the Local Authority and Police Prevent Team.</p>	<p><i>The Academy has strong partnerships with:</i></p> <ul style="list-style-type: none"> • <i>Local Safeguarding Children's Partnership and professionals directly linked with families.</i> • <i>DSL / headteacher networking across the trust and the local authority.</i> • <i>LADO</i> • <i>Community Safety Partnerships and professionals i.e. South Yorkshire Police and Crime Prevention teams.</i> <p><i>The academy has information of the following and in the event of need identified will make strong links with:</i></p> <ul style="list-style-type: none"> • <i>Police Prevent Team</i> <p>Prevent Coordinator for Barnsley Metropolitan Borough Council is : Lucy Ramsden (01226) 736372</p> <ul style="list-style-type: none"> • <i>Lucy.ramsden@sypolice.co.uk</i> • <i>Channel panel</i> 	<p><i>DSL DDSL Principal</i></p>
Understanding Risk			
Staff Training			
<p><i>Staff do not recognise signs of abuse or vulnerabilities and the risk of harm is not reported properly and promptly by staff.</i></p>	<p>Frontline staff including governors, do not understand what radicalisation means and why people may be vulnerable to being drawn into terrorism</p>	<p><i>The academy Trust and Academy training plan throughout each academic year includes face to face briefings, online training and additional networking events and any other face-to-face training opportunities for the team. The Trust makes these mandatory learning.</i></p> <p><i>The DSL ensures that staff have accessed/attended and understood these and knowledge is tested via termly quizzes.</i></p> <ul style="list-style-type: none"> • <i>All staff have received training (prevent online) and are fully aware of what radicalisation is, the vulnerable group and how radicalisation can take place. They are also aware of signs to be aware of as well as the procedures that are in place.</i> • <i>All staff are provided a copy of the academy safeguarding Policies, which includes the procedures that the academy has in place. This occurs annually or as updates are made.</i> • <i>The DSL sends out regular communications via print and email to staff and governors regarding Prevent and Local/National guidelines and updates.</i> 	<p><i>DSL SLT Trust</i></p>

	Frontline staff including governors, do not know what measures are available to prevent people from being drawn into terrorism and do not know how to obtain support for people who may be exploited by radicalising influences.	<i>The academy and Trust place expectations on staff to attend safeguarding training and are familiar with key school safeguarding and statutory policies including Prevent Risk assessments and Critical Incident Policies. The DSL and School Operations manager have attended additional Critical incident Briefings with the trust and a robust plan is in place for any incidents that require the use of the Critical incident action plan.</i>	
	Staff do not access Prevent training or refresher training.	<ul style="list-style-type: none"> • <i>The academy ensures all staff attend Prevent training with a focus on Notice, Check, Share. Designated training by Trust.</i> • <i>Refresher training to takes place annually at a minimum.</i> • <i>Training is quality assured and evaluated for effectiveness on a regular basis.</i> • <i>The DSL monitors staff/Governor training and keeps a log of anything accessed including dates of completion and due for renewal. The Business Manager is admin responsible on The National College (The selected training module)</i> • <i>The Trust require Governors attend Prevent training.</i> • <i>The Trust ensures SLT and DSL receive additional support from local partnerships and training on local processes for Prevent.</i> • <i>The DSL links with Barnsley Metropolitan Borough Council to ensure access to additional support is maintained.</i> 	<i>All Staff DSL Trust</i>
Information Sharing			
<i>Staff do not share information with relevant partners in a timely manner.</i>	Staff do not feel confident sharing information with partners regarding radicalisation concerns.	<i>The provider has a culture of safeguarding that supports effective arrangements to:</i> <ul style="list-style-type: none"> • <i>identify children who may need early help or who are at risk of neglect, abuse, grooming or exploitation.</i> • <i>help children reduce their risk of harm by securing the support they need, or referring in a timely way to those who have the expertise to help</i> 	<i>DSL All Staff Principal</i>
	Staff are not aware of the Prevent referral process.	<i>The provider has clear processes for raising radicalisation concerns and making a Prevent referral. Staff are instructed to refer all safeguarding concerns to the DSL immediately, particularly where referrals to other agencies may be required. The DSL will then action the next appropriate steps.</i>	

<p><i>The school does not share relevant material with Parents/carers.</i></p>	<p>Parents/ carers may not understand the risks or signs to spot regarding Prevent/Extremism and Radicalisation and its links to their community and or their child’s online safety.</p>	<p><i>The academy promotes strong partnerships with parents/carers by:</i></p> <ul style="list-style-type: none"> • <i>Sending regular and appropriate newsletters for safeguarding topics. This includes use of other agency Prevent related information i.e. Educate against hate, and South Yorkshire Police crime and intervention bulletins.</i> • <i>Use of an academy app for communication purposes, though strong communication is also promoted by face to face, telephone and other written methods.</i> • <i>Parent forums regarding topics such as online safety.</i> 	<p><i>DSL/DDSL</i></p>
<p>Reducing Permissive Environments</p> <p>Building children's resilience to radicalisation</p>			
<p><i>Children and young people are exposed to intolerant or hateful narratives and lack understanding of the risks posed by terrorist organisations and extremist ideologies that underpin them.</i></p>	<p>The setting does not provide a safe space in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.</p>	<ul style="list-style-type: none"> • <i>The Academy has a code of conduct for all staff (teaching and non-teaching staff)</i> • <i>The Academy Trust carries out safer recruitment checks on all staff</i> • <i>The Academy embeds fundamental British values into the curriculum, while also ensuring specific discussions can take place in a safe environment.</i> • <i>The academy ensures that discussions of controversial issues are carried out in a safe space.</i> 	<p><i>All Staff Trust DSL DDSL Principal SLT</i></p>
	<p>The setting does not teach a broad and balanced curriculum which promotes spiritual, moral, cultural mental and physical development of students and fundamental British values and community cohesion.</p>	<ul style="list-style-type: none"> • <i>British Values and its effective teaching and delivery is carried out across the curriculum and our assembly provision.</i> • <i>The Academy provides opportunities within the curriculum to discuss controversial issues and for students to develop critical thinking and digital literacy skills</i> • <i>A counternarrative to extremism is provided to pupils through this.</i> • <i>All staff and LGC have are aware of British values and through our school curriculum these are actively promoted.</i> • <i>Staff deliver training to help pupils develop critical thinking around influence, social media and other on-line safety</i> • <i>Staff and other adults working with pupils are challenged if opinions or language expressed are contrary to community cohesion or ‘British values’</i> • <i>Staff are able to challenge pupils, parents or LGC if opinion expressed are contrary to community cohesion or ‘British values’</i> • <i>Staff are aware of local factors i.e. political views etc. which might have an influence on pupils</i> 	

		<p>Staff in EYFS undertaking home visits are briefed on the signs to look out for around the home environment. The DSL is also trained in this when undertaking visits or safe and well checks for all children.</p> <p>Teaching is monitored by senior leaders through observations, book checks and is quality assured.</p>	
<p>Reducing Permissive Environments</p>			
<p>IT Policies</p>			
<p><i>Ineffective IT policies increases the likelihood of students and staff being drawn into extremist material and narratives online. Inappropriate internet use by students is not identified or followed up.</i></p>	<p>Students can access terrorist and extremist material when accessing the internet at the institution.</p>	<p><i>The Trust ICT network has appropriate filters using SOPHOS which blocks sites which are deemed to be inappropriate and Wave 9 Net Support which filters through typed 'trigger words' over the school network. This also includes staff accounts and online activity on the school network being filtered for content through NetSupport DNA.</i></p> <p><i>The DSL is responsible for oversight of Net Support DNA database to track trigger words and implement next actions per incident. Including monitoring and logging on CPOMS.</i></p> <ul style="list-style-type: none"> • <i>School has robust acceptable use procedures for both pupils and staff which include advice on inappropriate attempts to subvert the network – The AUP are sent out annually.</i> • <i>Pupils are encouraged to report to an adult any material which leaves them feeling worried or uncomfortable</i> • <i>Gooseacre Primary Academy has an e safety policy which contains a reference to the Prevent Duty.</i> 	<p><i>Trust IT department DSL DDSL Principal</i></p>

		<ul style="list-style-type: none"> <i>The academy has oversight of, or administration rights for, all social media accounts set up by us.</i> <i>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</i> <i>Information sharing sessions are provided to pupils, staff and parents on staying safe on-line</i> 	
	Students may distribute extremist material using the institution IT system.	<p><i>Settings should ensure that there is a clear reporting process in place should filtering systems flag any safeguarding or Prevent- related concerns.</i></p> <p><i>The DSL and Deputy DSL receives immediate Net support notifications for designated ‘trigger words’ through Net Support DNA. The DSL and Principal will decide next actional steps to be taken with due regard to Prevent concerns.</i></p> <p><i>Students who have both sent and received harmful material will be supported through the next steps with age appropriate interventions considered along side referrals to other services.</i></p>	DSL DDSL PRINCIPAL
	Unclear linkages between IT policy and the Prevent duty. No consideration of filtering as a means of restricting access to harmful content.	<p><i>The designated safeguarding lead (DSL) takes lead responsibility for safeguarding and child protection (including online safety).</i></p> <p><i>Mr Jack Moore is also Online safety Lead from a technology and teaching Perspective.</i></p> <p><i>The academy aims to equip children and young people with the skills to stay safe online, both in school and outside through its robust curriculum and any additional work that is undertaken with classes and individuals.</i></p> <p><i>The DSL leads online safety assemblies a minimum of once per term.</i></p> <p><i>The DSL has a plan of additional work that is themed around online safety that is implemented as required.</i></p> <p><i>The academy AUP and Online safety Policies are reviewed annually at a minimum.</i></p> <p><i>The pupils are provided with a copy of the academy AUP and discuss this in class with their teacher.</i></p>	DSL DDSL SOM SLT

**Security
Visitors**

<p><i>External speakers or visitors being given a platform to radicalise children and young people or spread hateful or divisive narratives.</i></p>	<p>Leaders do not provide a safe space for children to learn.</p>	<p><i>A process is in place to manage site visitors, including sub-contractors. Contractors and Visitors must sign in at the main reception, showing proof of identity and DBS check confirmation (if applicable). Barnsley Metropolitan Borough Council have confirmed that workers forming part of their child and family workforce (i.e. social workers, parenting and family practitioners) do not need to show proof of DBS as long as they have valid staff identification.</i></p> <ul style="list-style-type: none"> <i>Social worker/support workers who request to do direct work with individuals are advised that if the child would like a school member of staff present then their wishes will be respected and the DSL/DDSL or another allocated staff member may remain with the child.</i> <i>Gooseacre Primary Academy has robust procedures in place to vet guest speakers and school events. There is also a policy on Academy visitors to ensure appropriate safeguarding policy and procedure. This is well communicated to all staff with and quality assured by reception staff when any visitor arrives. There is a clear process for arranging educational visits and all visits and the Principal agrees accompanying risk assessments.</i> <i>The DSL is responsible for sourcing/developing relationships with outside agencies that may be able to provide additional learning for our pupils, any requests made to visit the site are approved by the Principal before taking place.</i> <i>The appropriateness and relevance of all materials are considered before display or use. The DSL/DDSL and teacher may review all materials to assess suitability.</i> <i>Requests for externally provided materials to be displayed are considered and where appropriate authorised by the Principal.</i> 	<p><i>SOM Office staff DSL DDSL Principal</i></p>
	<p>Settings do not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.</p>	<p><i>The private/commercial use of the institution's spaces is effectively managed & due diligence checks are carried out on those using/booking and organisations that they represent.</i></p> <p><i>Visitors are supervised when on the school premises if the above checks are not provided, they may be refused entry in some circumstances.</i></p> <p><i>Visiting speakers are not left alone with pupils</i></p> <p><i>Contractors are permitted access to school site at times alternate to pupil timetables where possible, (i.e. school holidays or out of hours).</i></p>	<p><i>DSL/DDSL SOM Principal</i></p>

		<p><i>Where the above is unavoidable, pupils/classes may be moved to an alternate space to allow works to take place safely.</i></p> <p><i>The school sports hall lettings policy states that due diligence checks are made on any persons making bookings, this includes the relevant DSB checks and insurance/liability documents when activity involves children.</i></p>	
	<p>The setting does not conduct any due diligence checks on visitors or the materials they may use.</p>	<p><i>The Academy seeks advice and support from partners where necessary to assess suitability.</i></p> <ul style="list-style-type: none"> • <i>Materials to be delivered by external speakers are discussed with the speaker prior to delivery.</i> • <i>The DSL will check any materials to be shared with Pupils to assess suitability.</i> • <i>The appropriateness and relevance of all materials are considered before display or use. The DSL/DDSL and teacher may review all materials to assess suitability.</i> • <i>Requests for externally provided materials to be displayed are considered and where appropriate authorized by the Principal.</i> 	<p><i>DSL/DDSL Principal</i></p>
<p><i>The potential for radicalisation of staff/pupils by sub-contracted staff and volunteers.</i></p>	<p>Awareness training is not extended to subcontracted staff and volunteers</p>	<ul style="list-style-type: none"> • <i>All volunteers and contracted staff receive safeguarding information from the Academy. Intake Primary Academy is vigilant to the radicalisation of subcontracted staff and volunteers through the school's policy on whistleblowing.</i> • <i>Appropriate whistleblowing procedures are in place and adults working with pupils are made aware of them.</i> • <i>Volunteers at the academy are expected to have the same safeguarding induction that Staff access. Through this induction they are informed of all expectations and given copies of the Academy Policies.</i> • <i>SLT 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</i> • <i>Clear awareness of roles and responsibilities regarding 'Prevent' exist across the school</i> 	<p><i>SOM DSL DDSL Principal</i></p>

		<ul style="list-style-type: none"> Recruitment, selection and induction programmes exist which include reference to the ethos and values of the Academy/Trust 	
Site security/Incident management			
<p>The school site safety may be compromised by visiting persons.</p>	<p>The academy does not follow its visitor entry procedures.</p> <p>The Academy does not have a critical incident management plan in place.</p>	<p><i>Gooseacre Primary Academy has key fob security; access through all main doors can only be gained by staff using a security fob. Staff must wear their ID badges when onsite or have them available upon request.</i></p> <p><i>The reception/entrance is monitored by Office staff and any visitors to site must sign in and declare reasons for visit.</i></p> <p><i>Visitors must clearly display their allocated visitor badge whilst on school site.</i></p> <p><i>Persons requesting access to the school reception are visibly checked and greeted by an office staff member before being permitted entry.</i></p> <p><i>Within the Safeguarding Policy there is reference to Radicalisation and Anti-Extremism which identifies the course of action to take should the Academy find itself dealing with terrorist related issues.</i></p> <p><i>The DSL is sufficiently trained to lead on the response to such an incident, the school would proceed with its Critical Incident Lockdown/evacuation plan and inform the Police as an urgent action. The School Operations Manager and Principal will assist in the event of any Lockdown/evacuation.</i></p> <p><i>The DSL and School Operations manager have attended additional Critical incident Briefings with the trust and a robust plan is in place for any incidents that require the use of the Critical incident action plan.</i></p> <p><i>The Academy would alert the Barnsley Metropolitan Borough Council and the Academy Trust in the event of critical incident response. (when safe to do so).</i></p>	<p><i>SOM</i></p> <p><i>Office staff</i></p> <p><i>DSL</i></p> <p><i>DDSL</i></p> <p><i>Principal</i></p>

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