



No	Risk Title	Summary	Risk Level before controls	Existing Controls	Risk Level After Controls
1	Online Safety	<p>A) Extremist organisations are able to radicalise students online and encourage them to commit acts of violence or incite others to commit acts of violence as 'lone actors'.</p> <p>B) Learners (and staff) are able to access unlawful radicalising material which promotes proscribed terrorist groups.</p>	High	<ul style="list-style-type: none"> <li>The school has policies in place which make reference to the prevent duty</li> <li>Children are taught about on-line safety with specific reference to the risk of radicalisation</li> <li>E-Safety Policy to be updated in light of the whole school E-safety training</li> <li>Acceptable Use Policy to be updated in light of the whole school E-safety training</li> <li>Home school agreement references appropriate use of technology</li> </ul>	Low
2	Partnership	<p>The organisation does not establish effective partnerships with organisations such as the Local Authority, Police Prevent Team, DfE Regional Coordinator and others.</p> <p>The result is that the organisation is not fully appraised of national and local risks and does not have access to developing good practice advice or supportive peer networks.</p>	High	<ul style="list-style-type: none"> <li>Staff record and report concerns in line with existing policies and procedures</li> <li>CPD PREVENT Lead arrange training through and work alongside BwD</li> <li>Whole School CPD completed March 2020 and INSET November 2022 planned.</li> <li>PREVENT lead attend regular CPD to support subject knowledge and shape CPD for staff</li> <li>The PREVENT Lead makes appropriate referrals to other agencies including CADS, the Channel Panel and the police</li> <li>All staff record and report concerns via CPOMS and alert the DSL/ Prevent Lead</li> <li>Records of concern, referrals and follow-ups are kept on CPOMS to pattern spotting and establish chronology</li> <li>Referrals are followed up appropriately</li> </ul>	Low
3	Leadership	<p>Leaders within the organisation do not understand the requirements of the Prevent Statutory Duty or the risks faced by the organisation and the Duty is not managed or enabled at a sufficiently senior level.</p> <p>The result is that the organisation does not attach sufficient priority to Prevent Action plans (or does not have one) and therefore action to mitigate risks and meet the requirements of the Duty are not effective.</p>	High	<ul style="list-style-type: none"> <li>The DSL / Prevent Leader is the headteacher ensuring a prominence of safeguarding and Prevent Duty</li> <li>School leadership commissions external review of safeguarding annually (Including prevent)</li> <li>Nominated school governors ensure correct safeguarding and prevent provision</li> </ul>	Low
4	Staff training and awareness	<p>A) Staff are not aware of the factors that make people vulnerable to radicalisation and terrorism and are unable to recognise the signs of vulnerability and therefore are unable or unwilling to refer concerns.</p> <p>B) Leaders and staff feel unable or unwilling to challenge extremist narratives or exemplify British Values throughout the organisation.</p> <p>C) Staff are unclear on how to deal with or refer concerns resulting in individuals not being supported and potentially radicalisation remaining unchecked.</p>	High	<p>As a school:</p> <ul style="list-style-type: none"> <li>Staff can demonstrate a general understanding of the risks affecting children and young people</li> <li>Staff can identify individual children who may be at risk of radicalisation and how to support the</li> <li>There is a clear procedure in place for protecting children at risk of radicalisation</li> <li>The school had identified a PREVENT lead (Rob Andrew – Headteacher)</li> <li>The school exercises due diligence in relation to requests from external speakers and organisations using the school premises</li> <li>Completed assessment of risk of children being drawn into terrorism;</li> <li>All staff have read Part One of Keeping Children Safe in Education September 2022</li> <li>The PREVENT lead has arranged the training of staff in their duties as set out in the Prevent Duty (DFE June 2015)</li> <li>All staff have read the updated Safeguarding and Child Protection Policy which includes a statement regarding the school's Prevent Duty</li> <li>All staff understand how to record and report concerns regarding the risk of radicalisation</li> </ul>	Low

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				<ul style="list-style-type: none"> <li>Staff complete a record of concern about a child's welfare as they would do for any other Safeguarding issue</li> <li>All staff know who the Prevent Lead is and that this person acts as a source of advice and support</li> <li>The Prevent Lead has informed staff about signs and indicators of radicalisation through whole school Safeguarding awareness and Prevent Duty training</li> </ul>	
5	Speakers and events	<p>A) Extremist organisations are given a platform to radicalise young people because the organisation has ineffective processes in the place for vetting speakers and events.</p> <p>B) Inappropriate or extremist materials are shared with learners (face to face or via weblinks) because insufficient checks are made of external speakers and materials that they promote or share.</p>	Medium	<p>As a school we:</p> <ul style="list-style-type: none"> <li>Request an outline of what the speaker intends to cover</li> <li>Research the person/organisation to establish whether they have demonstrated extreme views/actions</li> <li>Deny permission for people/organisations to use the school premises if they links to extreme groups or movements</li> <li>Provide justification for their decisions in writing</li> </ul>	Low
6	Welfare & Pastoral Care	The organisation does not provide effective welfare and pastoral support which results in learners (and staff) being unsupported and the risk of vulnerabilities being exploited.	Medium	<ul style="list-style-type: none"> <li>The school has 3 ELSA (Emotional Literacy Support Assistants) who provide targeted support as required where a child is at risk</li> <li>The school targets Early Help provision for families to eradicate risks to the life of children away from school that could be exploited</li> <li>Staff are trained to spot signs of radicalisation and report to the DSL</li> <li>The school's behaviour policy utilises restorative processes to ensure pupil voice is listened to, removing the potential for withheld anger. The schools behaviour policy focuses on coaching for understanding about different points of view</li> </ul>	Low
7	Prayer & Faith Facilities	<p>A) Requirements of learners (or staff) requiring faith support or the use of facilities are not met by the organisation resulting in individuals seeking external support of unknown suitability.</p> <p>B) Facilities (either prayer rooms or quiet space type facilities) provided are not effectively managed or supervised and become ungoverned spaces where radicalising, inappropriate or dangerous activities can take place.</p>	Low	<ul style="list-style-type: none"> <li>As requested, prayer space is provided for learners or staff and monitored accordingly</li> <li>RE curriculum aligns the values of major world faith</li> </ul>	Low



# Feniscowles Primary School

'Striving for Excellence'

## Prevent Risk Assessment 2022

No	Risk Title	Summary	Risk Level before controls	Existing Controls	Risk Level After Controls
9	Promoting British Values	<p>A) The school does not have a culture and ethos where British Values are celebrated, which leads to a culture of disrespect and intolerance and where tensions are allowed to flourish.</p> <p>B) Staff and learners do not understand BV (or feel confident about) and extremist views and narratives are allowed to flourish unchallenged.</p>	Medium	<ul style="list-style-type: none"><li>The school has a strong ethos based on widely understood values that align to the nationally recognised British Values. (Feniscowles Values : respect, diversity, compassion, endeavour, forgiveness, integrity). Values are taught and celebrated each week in assembly</li><li>We ensure that pupils have a 'safe environment' in which to discuss controversial issues. Pupils develop the 'knowledge, skills and understanding to prepare them to play a full and active part in society'</li><li>Through PSHE/Citizenship, Circle Times and other curriculum activities, pupils are able to explore political, religious and social issues</li><li>Pupils are taught about the diverse national, regional and ethnic identities in the UK and the need for mutual respect</li><li>Relevant staff are aware of the government guidance: <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf</a></li><li>We ensure that British Values are integrated into the curriculum and develop tolerance of others</li></ul>	Low