

*“When we are no longer able to change a situation, we are challenged to change ourselves.” Viktor Frankl*

## Barley Lane School

*Ready, Respectful, Safe.*

### **Prevent Risk Assessment and action plan**

#### **Introduction**

Everyone who comes into contact with children and their families has a role to play in safeguarding children. Schools have a duty of care to their pupils and staff which includes safeguarding them from the risk of being drawn into terrorism - this includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of the terrorist ideology and learn how to challenge these ideas.

School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance Working Together to Safeguard Children (2018) and Keeping Children Safe in Education (2022). Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

Radicalisation is listed as a specific safeguarding issue within this statutory guidance and is addressed within the Government Prevent Strategy. The Counter-Terrorism and Security Act 2015 places a duty on Schools to ‘have “due regard to the need to prevent people from being drawn into terrorism”’.

**The Prevent Strategy has three main objectives:**

- **Respond to the ideological challenge of terrorism & the threat we face from those who promote it;**
- **Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support;**
- **Work with sectors and institutions where there are risks of radicalisation which we need to address.**

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### Prevent Risk Self Assessment

Barley Lane School recognises that it has a duty under Section 26 of the Counter-Terrorism and Security Act, 2015, in the exercise of its functions, to have due regard to the need to prevent people from being drawn into terrorism.

#### SELF ASSESSMENT

##### 1. Clear leadership and accountable structures are in place and visible throughout the organisation

There is an identified strategic PREVENT lead within each school	<b>David Jones</b>
The strategic lead understands the expectations and key priorities to deliver PREVENT and that this is embedded within safeguarding procedures.	<b>At least one senior leader and one governor in each school has had recent relevant training.</b>
The senior leadership team are aware of the PREVENT strategy and its objectives	<b>All have undertaken CP and Prevent training. All staff, inclusion and child protection staff received guidance on extremism and preventing radicalisation.</b>
There is a clear awareness of roles and responsibilities throughout organisation regarding PREVENT.	<b>Preventing radicalisation refresher training accessed by staff as part of our annual Safeguarding training. Staff receive regular updates throughout the year. All new staff to the school will receive training as part of induction.</b>
PREVENT safeguarding responsibilities are explicit within the schools safeguarding and wider team.	<b>Child Protection and safeguarding staff receive specific guidance from our School and Trust Child Protection leads.</b>

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### 2. Staff and governing body have been appropriately trained accordingly to their roles

A plan is in place to raise awareness of PREVENT training so that key staff and governors understand the risk of radicalisation and extremism and know how to recognise and refer children who may be vulnerable	All new staff members are required to complete Prevent training as part of the appointment and induction process. Staff renew training at least Annually. All staff will revisit risks and referral guidance on the schools' website
There is appropriate staff guidance and literature available to staff on a prevent agenda	Yes. SSSCPD, School website, Webinars, twice daily meetings, the news – Keyham Inquest

### 3. An appropriate reporting and referral process is in place and referrals are being managed effectively

Ensure that preventing young people from being exposed to radicalisation or extremism is part of the schools safeguarding policies and procedures	See Safeguarding Policy
A single point of contact for any PREVENT concerns raised by staff within the school has been identified	David Jones & Helen Kidney
An appropriate internal PREVENT referral process has been developed	See Safeguarding Policy and referral form Devon and Cornwall Police Prevent contact: 01392 225130
Leads in partner agencies are known	national police Prevent advice line <b>0800 011 3764</b> Devon and Cornwall Police: PC Hodder
An audit trail for notification reports/referrals exists	All Safeguarding referrals and follow-up communications and actions are logged and monitored by School Leads (on CPOMS from 2018)

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### 4. A broad and balanced curriculum that helps protect students against extremism and promotes community cohesion

<p>School has a range of initiatives, curriculum and activities that promote PSHE and personal development, understanding of cultural cohesion and acceptance</p>	<p>Extra-curricular activities including Student Council discussions</p> <p>Cross-curricular themes</p>
<p>The school delivers education that helps develop critical thinking skills around the power of influence, particularly on-line and through social media.</p>	<p>ICT, PSHE, Tutor discussions, core British values, school values of Ready Respectful, Safe</p>
<p>Staff are able to provide appropriate challenge to students, parents and governors if opinions are expressed that are contrary to fundamental British values and promotion of community cohesion.</p>	<p>Whistle Blowing policy is promoted on induction and during the academic year</p> <p>Regular safeguarding reminders during daily staff briefings</p> <p>Police portal sharing</p>

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### PREVENT RISK ASSESSMENT AND ACTION PLAN

Duty	What this means	Action
<b>Risk assessment</b>		

<b>Assess the risk of children being drawn into terrorism</b>	Staff can demonstrate a general understanding of the risks affecting children and young people	<ul style="list-style-type: none"> <li>The Prevent Lead has informed staff of their duties as set out in “The Prevent Duty” (DfE, April 2021).</li> <li>All staff have completed the online Prevent Training (SSSCPD)</li> </ul> <p>All staff attended full Safeguarding Training September 2022 All staff have read “Keeping Children Safe in Education”, Sep 2022</p>
	Staff can identify individual children who may be at risk of radicalisation and how to support them.	<ul style="list-style-type: none"> <li>The Prevent Lead (DJ) has informed staff about signs and indicators of radicalisation.</li> </ul> <p>The Prevent Lead (DJ) has informed staff about ideologies including misogynistic language and behaviours</p>
	There is a clear procedure in place for protecting children at risk of radicalisation.	<ul style="list-style-type: none"> <li>All staff have read the Safeguarding Policy which includes a statement regarding the school’s “Prevent” duty. All</li> <li>Staff understand how to record and report concerns regarding risk of radicalisation.</li> </ul>
	The school has identified a Prevent Lead (Dave Jones DJ)	<ul style="list-style-type: none"> <li>All staff know who the Prevent Lead is and that this person acts as a source of advice and support.</li> </ul>
<b>Prohibit extremist speakers and events in the school</b>	The school exercises “due diligence” in relation to requests from external speakers and organisations using school premises.	<ul style="list-style-type: none"> <li>Request an outline of what the speaker intends to cover research the person/organisation to establish whether they</li> <li>have demonstrated extreme views/actions.</li> </ul> <p>Deny permission for people/organisations to use school premises if they have links to extreme groups.</p>

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Working in Partnership		
<b>The school is using existing local partnership arrangements in exercising its Prevent duty.</b>	Staff record and report concerns in line with existing policies and procedures.	<ul style="list-style-type: none"> <li>All staff record and report concerns to the Prevent Lead or DDSLs</li> </ul> <p>Prevent referral systems are known to staff alongside the police portal</p>
	The Prevent Lead makes appropriate referrals to other agencies including the Multi- Agency Safeguarding Hub (MASH) and Channel Panel.	<ul style="list-style-type: none"> <li>Records of referrals are kept on CPOMS</li> <li>Referrals are followed up appropriately (and challenged if necessary)</li> </ul>
Staff training		
<b>Equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas.</b>	Assess the training needs of staff in the light of the school’s assessment of the risk to pupils at the school of being drawn into terrorism.	<p>The designated safeguarding leads and Prevent Lead undertakes Prevent Awareness Training. Ensure that the designated safeguarding lead is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.</p> <p>All staff completed online Prevent Training</p> <p>All governors have read our child protection policy and Keeping Children Safe in Education, completed additional online training.</p> <p>Relevant staff have completed the “General Awareness Training on Channel”. (Referred to in the DfE guidance cited below).</p>

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IT Policies		
<b>Ensure that children are safe from terrorist and extremist material when accessing the internet in schools</b>	The school has policies in place which refer to the “Prevent” duty.	<ul style="list-style-type: none"> <li>• Online safety policy</li> <li>• Acceptable use policy</li> <li>• Preventing bullying policy</li> <li>• Filtering systems</li> <li>• Ban on personal technological devices</li> <li>• Letters to parents (Website communication updates)</li> <li>• Website</li> </ul>
	Children are taught about on-line safety with specific reference to the risk of radicalisation	<ul style="list-style-type: none"> <li>• The curriculum reflects this duty.</li> </ul>
Building children’s resilience to radicalisation		
<b>Ensure that pupils have a “safe environment” in which to discuss “controversial issues”.</b>	Pupils develop “the knowledge, skills and understanding to prepare them to play a full and active part in society”.	<ul style="list-style-type: none"> <li>• Through PSHE/RSE 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</li> </ul>

“Keeping Children Safe in Education: Information for all school and college staff” DfE, 2022

“The Prevent Duty: Departmental advice for schools and childcare providers”, DfE, April 2021