

Dial Park Primary School PREVENT DUTY RISK ASSESSMENT / ACTION PLAN

2017

No.	<u>Prevent Vulnerability/Risk Area</u>	<u>Risk Y/N</u>	<u>Action taken/already in place to mitigate/address risk</u>	<u>Owner</u>	<u>When</u>	<u>RAG</u>
1	<p><u>LEADERSHIP</u></p> <p>Do the following people have an good understanding of their own and school responsibilities in relation to the "Prevent Duty"?</p> <ul style="list-style-type: none"> Ø Governors Ø SMT Ø Staff 	Y	<p>All staff have had time to read and sign up to the safeguarding display in staff room.</p> <p>All staff trained in team teach, restorative practise level one safeguarding and channel general awareness.</p> <p>SMT and key governors attended more specific prevent training, safer recruitment training and safeguarding training through the LA and other providers.</p> <p>Governors termly agenda item in personnel and pupils and finance in lettings and charging section.</p>	<p>JC</p> <p>JC</p> <p>JC</p> <p>JC</p>	<p>Ongoing</p> <p>3 year cycle</p> <p>Ongoing</p> <p>termly</p>	
2	<p><u>Partnership</u></p> <p>1) Is there active engagement from the School's Governors/Directors, SMT, managers and leaders?</p> <p>2) Does the School have an identified single point of contact (SPOC) in relation to Prevent?</p> <p>3) Does the School engage with the BIS Regional Prevent Coordinator, Local Authority Police Prevent Leads and engage with local Prevent Boards/Steering Groups at Strategic and Operational level?</p>	<p>Y</p> <p>Y</p> <p>N</p>	<p>James Clark is SPOC - updates policy and risk assessment</p> <p>SMT to attend prevent training in Jan - staff governor has attended training.</p> <p>Will engage with other bodies e.g. channel if the school ever has prevent issues escalating but not needed at present.</p> <p>Dial Park and Lisburne worked together on this risk assessment to ensure professional challenge.</p>	<p>JC</p> <p>JC</p>	<p>Ongoing</p> <p>Jan</p>	

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3	<p>Staff Training Do all staff have sufficient knowledge and confidence to:</p> <ol style="list-style-type: none"> 1) exemplify British Values in their management, teaching and through general behaviours in the institution 2) understand the factors that make people vulnerable to being drawn into terrorism and to challenge extremist ideas which are used by terrorist groups and can purport to legitimise terrorism 3) have sufficient training to be able to recognise this vulnerability and be aware of what action to take in response 	Y	<p>Team teach training, restorative approaches training throughout the school and whole school themed British values events support knowledge and confidence development of values / resilience in all staff and children.</p> <p>All staff to complete the channel general awareness module January 2016. Governors by Spring full GB</p>	JC	Ongoing/ 3 year cycle	
		Y		JC	By Spring 2016	
		Y	<p>Level 1 safeguarding and notes of concern with clear Prevent information on what to look out for in our specific community kept at the fore in briefing meetings weekly and through staff room safeguarding display.</p>	JC	Ongoing / permanent	
			<p>Clear reference made in key policies such as safeguarding, lettings and charging and computing.</p>	JC	Dec 2015	

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4	<p>Welfare, pastoral and Chaplaincy support</p> <p>1) Are there adequate arrangements and resources in place provide pastoral care and support as required by the School?</p> <p>3) Are their adequate monitoring arrangements to ensure that this support is effective and supports the school's welfare and equality policies?</p>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<p>We prepare pupils positively for life in modern Britain by...</p> <p>Restorative approaches are used throughout the school along, team teach strategy and character strengths to nurture positive approaches through the whole school community.</p> <p>Resilience and responses to challenging life situations are developed through circle time and whole school assembly.</p> <p>Twitter account demonstrates the positive ethos and British values which underpin the schools philosophy.</p> <p>Restorative house captains develop positive relationships and resilience throughout the school and nurture peer:peer and peer:staff relationships.</p> <p>Good behaviour is tracked through certificates earned from house points.</p> <p>Pupil premium used for staffing to support accelerated progress and to nurture resilience and positive relations between the school community. This also allows for increased vigilance to spot early signs of abuse, neglect or radicalised views.</p> <p>Poor behaviour choices are logged through think sheets when trigger is hit. Decline in these over the years indicates more positive and resilient relationships throughout the school.</p> <p>Forest school for all supports prevent agenda.</p>	<p>JC</p> <p>Staff</p> <p>Children</p> <p>JC</p> <p>JC</p> <p>JC lead children and staff</p> <p>Staff JC</p>	<p>Ongoing</p>	
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5	<p>Speakers and Events</p> <p>1) Is there an effective policy/framework for managing speaker requests?</p> <p>2) Is it well communicated to staff/students and complied with?</p> <p>3) Is there a policy/framework for managing on school events i.e. charity events?</p> <p>4) Are off school events which are supported, endorsed, funded or organised through the school subject to policy/framework?</p>	<p>N</p> <p>Y</p> <p>N</p> <p>N/A</p>	<p>Speakers are vetted on google with a search for their name and another type search such as "extreme views" or "radicalisation" etc to see what comes up and this is acted upon if negative through the police.</p> <p>References / endorsements sought from other school.</p> <p>A senior member of staff is in the hall for all speakers to check content is not against the aims, values, vision and policies of the school. Senior staff not afraid to stop the assembly / presentation if needed.</p> <p>Charging and letting policy and signed agreement indicates safeguarding policy and prevent duty policy are adhered to by any outside organisation.</p>	JC	Ongoing	
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6	<p><u>Safety Online</u></p> <p>1) Does the School have a policy relating to the use of IT and does it contain a specific reference and inclusion of the Prevent Duty?</p> <p>2) Does the school employ filtering/firewall systems to prevent staff/students/visitors from accessing extremist websites and material?</p> <p>3) Does this also include the use of using their own devices via Wi-Fi?</p> <p>4) Does the system alert to serious and/or repeated breaches or attempted breaches of the policy?</p>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<p>All policies, where relevant, have been updated in December 2015 to reflect the Prevent Duty. Continue to monitor policy through 2016 - 2017 and amend where appropriate.</p> <p>Firewall supplied by SBMC and any issues around searching inappropriate content can be tracked the individual logins and reported to the headteacher / senior staff. Safeguarding policy used if required at this point.</p> <p>Firewall reports</p>	<p>JC</p> <p>SMBC</p>	<p>Dec 2015 to July 2017</p> <p>Ongoing</p>	
7	<p><u>Prayer and Faith Facilities</u></p> <p>1) Does the institution have prayer facilities?</p>	<p>N</p>	<p>If needed we would provide a place for this to happen as and when the need arose e.g. reflection space during times of fasting or prayer space allocation for specific children at specific times within the current room allocation timetables.</p>	<p>JC</p>	<p>When required</p>	

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8	<p>School Security</p> <ol style="list-style-type: none"> 1) Are there effective arrangements in place to manage access to the school by visitors and non-students/staff? 2) Is there a policy regarding the wearing of ID in school? Is it enforced? 3) Are dangerous substances kept and stored on site? 4) Is there a policy in place to manage the storage, transport, handling and audit of such substances? 5) Is there a policy covering the distribution (including electronic) of leaflets or other publicising material? 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>N</p>	<p>All visitors are recorded, sign in and out, need to provide ID and are required to wear a school ID badge.</p> <p>Regular visitors and volunteers are on the SCR.</p> <p>All substances are properly stored by the cleaning team.</p> <p>There is no formal policy but all distribution is sanctioned by the SBM and HT</p>	<p>Admin team</p> <p>JS WC JC</p>	<p>Ongoing</p>	
9	<p>Safeguarding</p> <ol style="list-style-type: none"> 1) Is protection against the risk of radicalisation and extremism included within Safeguarding and other relevant policies? 2) Do Safeguarding and welfare staff receive additional and ongoing training to enable the effective understanding and handling of referrals relating to radicalisation and extremism? 3) Does the School utilise Channel as a support mechanism in cases of radicalisation and extremism? 4) Does the institution have a policy regarding referral to Channel identifying a recognised pathway and threshold for referral? 	<p>Y</p> <p>Y</p> <p>N</p> <p>N</p>	<p>All policies have been updated to reflect the prevent duty.</p> <p>All staff are trained regularly and kept up to date through briefing / through the safeguarding permanent display in staff room.</p> <p>No need at present but would if required. All staff to complete Channel online training by Januar 2016 and governors by Spring Full GB 2016.</p> <p>JC would use note of concern to report to the Channel team in stockport. Annabelle Weakley 0161 4742269, Jon Faulkener 01614743146, Ronit Bowman 01612181901. If senior staff were seen as posing a risk then whistleblowing policy can be used and is available to staff.</p>	<p>JC</p> <p>JC</p> <p>JC</p> <p>JC</p>	<p>Dec 2015 through July 2017</p> <p>Ongoing</p>	

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10	<p><u>Communications</u></p> <p>1) Is the school's Prevent Lead and their role widely known across the school?</p> <p>2) Are staff and students made aware of the Prevent Duty, current risks and appropriate activities in this area?</p> <p>3) Are there information sharing protocols in place to facilitate information sharing with Prevent partners?</p>	<p>Y</p> <p>Y</p> <p>Y</p>	<p>James Clark and Carol Smith governor is John Benvie and staff Governor is Sandra Tomkinson. Pictures of key staff displayed in school.</p> <p>Covered in staff meetings. Students through circle times and other learning which prepares pupils positively for life in modern Britain.</p> <p>These are in place should the need arise.</p>	<p>JC</p> <p>JC</p> <p>JC</p>	<p>Dec 2015 and ongoing through July 2017</p> <p>Ongoing</p>	
11	<p><u>Incident Management</u></p> <p>1) Does the school have a critical incident management plan which is capable of dealing terrorist related issues?</p> <p>2) Is a suitably trained and informed person identified to lead on the response to such an incident?</p>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<p>Critical incident Management Plan in place JC senior staff and governors are aware of this</p> <p>The headteacher / Prevent Lead has this responsibility. DHT and SMT key members also aware of what process to use in the event of needing to implement policy.</p> <p>This is undertaken in staff meetings.</p>	<p>JC</p> <p>JC</p> <p>JC</p>	<p>Dec 2015 update - 2017 alarms</p> <p>Ongoing</p>	
12	<p><u>Staff and Volunteers</u></p> <p>1) Does awareness training extend to sub-contracted staff and volunteers?</p> <p>2) Is the school vigilant to the radicalisation of staff by sub-contracted staff and volunteers?</p>	<p>Y</p> <p>Y</p>	<p>HT goes through the safeguarding display with volunteers in the staff room and signed checklist of information share with volunteers in meeting with HT. All DBS checks completed and risk assessments in place until DBS completed.</p> <p>Through safeguarding policy.</p>	<p>JC</p> <p>JC</p>	<p>Ongoing</p>	

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