

**River Primary School Prevent Duty Risk Assessment/Action Plan**

**Date: September 2023 updated in line with the DfE Prevent Duty Self-Assessment Tool**

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# 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 children 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. There have been several occasions, both locally and nationally, in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views, including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

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 (2023)’*. Our school is committed to providing a secure environment for all, where children and young people feel safe and are kept safe. All adults at the school recognise that safeguarding is everyone’s responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not.

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:

* tackle the ideological causes of terrorism
* intervene early to support people susceptible to radicalisation
* enable people who have already engaged in terrorism to disengage and rehabilitate

The ‘*Counter-Terrorism and Security Act 2015*’ contains a duty on specified authorities, which includes all schools to have due regard to the need to prevent people from being drawn into terrorism. The new legislation will be measured through school inspection.

Undertaking a risk assessment linked to the demography of the school and identifying risks linked to extremism and radicalisation supports the school in fulfilling statutory duties and responsibilities. This document outlines the school’s analysis.

The Department for Education has set up a helpline for teachers who have questions and/or concerns about extremism. Teachers can call: 0207 340 7264 or email: counter.extremism@education.gsi.gov.uk

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| **What are the key areas of the local community?**  | **Are there any risks or concerns linked to this?**  | **As a result, what do you put in place?**  |

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| * Online space for young people

      * Right wing graffiti and stickering continues to be seen across the county which includes anti-migrant sentiment

        * River is not a culturally diverse community. However, Dover as an area is.

    | * The misinformation and disinformation that circulates online around a mixture of issues can lead to radicalisation. People are unable to critically evaluate information they come across which can leave them vulnerable to extremist narrative.

 * Risk to young people being exposed to extremist content online via social media and gaming. These platforms include Tik Tok and Roblox which are widely used by young children.

      * It is important that all children have a good understanding of other children’s cultures and beliefs in order to ensure there is an inclusive ethos.
 | * Online safety is a part of the PSHE/Computing curriculum and taught to all year groups. The curriculum provides children with the skills to be able to identify fact from fiction on the internet in order to support them further. *‘Education for Connected World’* is used to support progression and age appropriate content.
* Workshops offered annually for parents linked to age appropriate online safety and independent use of mobile technology.
* Online Safety Newsletter continues to be sent to parents monthly.

 * Picture News Assemblies highlight British Values and Protected Characteristics to develop children’s understanding further in this area.
* Annual engagement in ‘Safer Internet Day’ to promote key messages.
* Work to promote acceptance and celebration of different cultures comes through different parts of the curriculum including PSHE, English, History for example. This includes providing an opportunity for children to discuss and debate views and current issues.
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| 1. **LEADERSHIP: structures are in place and visible throughout the school**
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| **Evidence**  | **Next steps for 2023/2024**  |  |
| The Senior Leadership Team and Governors are aware of the Prevent Strategy and its objectives. | HoS to ensure prevent duty is included as a safeguarding item on the SLT meeting agenda termly to ensure all members of SLT are reminded regularly.EHT to ensure prevent duty is included as part of the safeguarding item on the FGB agenda. |  |
| All DSLs understand their duties if concerns were raised. | DSL refresher training for VA and TM Oct 23. Key messages to be shared to wider DSL team. |  |
| Supporting young people vulnerable to radicalisation is embedded withinSafeguarding Policies and Procedures. | HoS to contact prevent local education officers to discuss workshop options/resources available to schools and parents.Continue to be proactive in adapting the curriculum in line with current local, national and context specific issues. |   |
| All DSLS know who to contact if radical or extremist concerns are raised (including making a referral to the Channel programme). The HoS is the identified Prevent Lead. | To be revisited through DSL meetings.  |   |
| Staff understand to report concerns immediately. | DSLs to ensure prevent duty is included in safeguarding agenda items during staff meeting. Including relevant scenarios.EHT to highlight within safeguarding 5min read emails.All staff read Safeguarding related policies and sign to say they have been understood.  |   |
| All staff and Governors have completed training in the last two years on thePrevent Duty | All school governors to have completed training and shown evidence of this on Governor Hub.Teachers and TAs to complete training if certificate has lapsed. |   |
| School has a Child Protection policy which references radicalisation and extremism to ensure procedures are in place to protect children at risk of radicalisation. | Policies and procedures to be revisited in safeguarding agenda items in staff meetings.EHT to highlight within safeguarding 5min read emails. |   |
| British Values are modelled by leaders and governors in their attitudes and behaviours.  | Re-visit British Values through dedicated assemblies. British Values forms part of the discussion within weekly picture news assemblies.  |   |
| The school environment is positive and respectful, children are safe and know how to share their concerns.  | Colour coded lanyard system for adults to ensure children and staff know any additional adults on site are safe. Re-visit ‘keeping safe’ assembly with children to ensure they know who to speak to. (Lead by DSL) |  |

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| **2. RISK ASSESSMENT: risks around extremism are understood and appropriate referral process is in place**  |  |
| **Evidence**  | **Next steps for 2023/2024**  |  |
| DSLs and school staff show understanding of risks affecting children and how to support individual children who may be at risk.  | DSLs to ensure prevent duty is included in safeguarding agenda items during staff meeting. Including relevant scenarios. |   |
| An audit trail for notification reports/referrals exists.  | SMS – check categories available for raising concerns.Ensure all staff are confident in how to report concerns on SMS.Create a case study to show how concerns have been dealt with and the impact. |   |
| A process is in place to identify and develop ‘lessons learnt’.  | DSL meetings include discussions with reflections and challenges on individual concerns.  |   |
| School leaders are alert to local, national and international incidents which may affect the local community.  | To feed information into safeguarding briefings as and when is appropriate. Consider what can be shared with children.Consider appropriate adaptations to curriculum/assemblies. |   |
| Reasonable checks are carried out on visitors and volunteers to the schools who are intending to work with children, learners and/ or staff to ensure they have no links with extremism. | HR seek 2 references and DBS checks for all volunteers prior to working with children.Visitors to school are accompanied – identifiable by an orange lanyard.Any guest speakers meet with leadership to outline and agree content. Staff always present.  |  |
| Off-site visits are risk assessed and consideration is made to any terrorist related incidents. Security risks identified in trip risk assessments and participants briefed of any emergency procedures. | Ensure teachers are adding this into risk assessments – particularly with the use of public transport.DSLs to agree procedures and relay to teachers in staff meeting safeguarding update.  |  |

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| **3. WORKING IN PARTNERSHIP: develop multi-agency approaches to address safeguarding issues and deliver quality curriculums**  |  |
| **Evidence**  | **Next steps for 2023/2024**  |  |
| Partner agency communication channels have been developed – Local Authority and Police are first port of call when outside agencies need to be consulted or for making a Channel referral. School to contact Prevent Team (Jill.Allen) to enquire about training for staff and workshops for children.  | HoS to contact Prevent Education Officer to ask for information about local offer – workshops for children and families.   |   |
| DSLs have access to the Kent Safeguarding Newsletter produced by The Education People. DSL also attends the termly DSL catch up briefings where Prevent updates are provided. This is then disseminated through to the DSL team.  | DSL rota for attending the catch up briefing specific to our area – this will ensure the most up to date information is being received.DSL meetings to discuss safeguarding newsletter. HoS to access Prevent newsletter – Kelsi. Forward to all DSLs. Discuss at DSL meetings.  |   |
| The single point of contact has been identified (HoS) for any Prevent concerns raised by staff, students or parents within the school. | Check this is referenced on policies.Ensure this is evident on safeguarding board in staff room.  |   |

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| **4. CAPABILITIES: staff and governors are adequately trained on Prevent Duty** |  |
| **Evidence**  | **Next steps for 2023/2024**  |  |
| Staff have been trained/briefed on their responsibilities linked to the Prevent Duty and know how to recognise and refer children who may be vulnerable.  | To keep re-visiting during planned safeguarding updates and 5 min read email.DSLs to identify the impact and effectiveness of the training and identify future training that might be required.DSL to ensure governors have completed their Prevent Training and there is evidence of this. |   |
| Prevent is included within the staff induction process and new members of staff are required to complete the Prevent Channel Awareness training  | Add to new staff checklist. |   |
| There is appropriate staff guidance and literature available to staff on the Prevent agenda.  | DSLs to ensure safeguarding board in staff room updated with Prevent information.  |  |
| Safer Recruitment training has been carried out by 3 x Govs, EHT, HoS, AHoS x 2 and HR team (business manager and office lead)  | EHT to identify any further staff that would benefit from training.  |  |

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| **5. ONLINE SAFETY - TEACHING AND LEARNING** |  |
| **Evidence**  | **Next steps for 2023/2024**  |  |
| Staff at all levels have read KCSIE 2023 and have a good understanding with regards to their responsibility for online safety.  |  Acceptable use policy for children – ensure staff are sharing with children and discussing reasons why. All staff read and sign to ensure policies are understood.  |   |
| Staff receive annual training on online safety to equip them with the relevant skills and most up to date knowledge. HoS has attended online safety CPD with KCC. Online safety is a part of the induction process.  |  Look for opportunity for additional DSL to attend Kent online safety for DSLs CPD this academic year. Disseminate relevant information to DSls and staff. Use recent figures in staff meeting to highlight importance of teaching online safety and building children’s awareness of recognising risks. (4C’s) |   |
| The school had appropriate filtering and monitoring systems in place. The HoS receives notification of concerns immediately through the system and acts on these.  | HoS and IT support technician to complete and log checks monthly as per policy. Taking into account different devices and locations within the school.  |  |
| Online Safety policy is updated annually and ratified by the school governors and is also included within the Child Protection policy. The school has additional policies e.g. acceptable use policy, staff code of conduct.  |  Ensure staff see link between this and filtering and monitoring checks. |  |
| The school pro-actively engages with parents regarding online safety and will regularly share information. The school will also send out information to key year groups when a concern has been raised to help address the issue further.  | HoS to enquire with Prevent Education Officers about local offer to support parental understanding. Online Safety newsletter sent out monthly.Additional considerations for context specific information in whole school newsletter.  |  |
| Online safety is taught through the curriculum and not just in Computing lessons.  | HoS to look into workshops available by Prevent Education Officers, particularly for Year 5 and Year children to help them learn how online gaming is used to target young people. Curriculum overviews show year group responsibility through computing and PSHE. Project Evolve resources used to reinforce Education for a Connected World and support teachers. If issues arise – curriculum is adapted.Reminders must be given any time devices are used in school. |  |

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| **6. SAFEGUARDING SCHOOL PREMISES**  |  |
| **Evidence**  | **Next steps for 2023/2024**  |  |
| All visiting speakers must be approved by the HoS and checks are carried out to ensure they are suitable/supervised.  | Ensure teachers are fully aware of this and the reasons why this is important. All checks in place for visitors in school. |   |
| Checks are carried out for any agencies and groups that wish to hire the facilities. A safeguarding guide is provided to external agencies to ensure they have the correct systems in place to safeguard children. Staff are trained in how to report a low level concern so they know what to do if they identify an issue. |  Safeguarding briefings in staff meetings and through 5 min read emails ensure staff know policies and procedures.Low level concern to be added to SMS. Where this cannot be assigned to an individual child, a written concern to be emailed to HoS |   |
| Evacuation and lockdown procedures are in place and discussed regularly. Staff are provided with training in these areas to ensure lessons are learnt.  | Lockdown and Evacuation to be practiced with staff only. Discuss any changes that need to be made as a result.EHT to share emergency planning in brief with staff – as appropriate. |  |

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| **7. BUILDING CHILDREN’S RESILIENCE TO RADICALISATION - TEACHING AND LEARNING**  |  |
| **Evidence**  | **Next steps for 2023/2024** |  |
| British Values are threaded through the curriculum and are observed through the behaviours of children and staff.  | Re-visit British Values Assembly with the children.Continue to reference British Values through weekly picture news assemblies.  |   |
| Children are confident to engage with views, beliefs and opinions that are different from their own. This is seen through assemblies, in different areas of the curriculum and through general school life.  | Ambassadors to work with leadership team to lead an assembly linked to THRIVE values. ‘Value Everyone’ is used and linked to equality. RE/PSHE curriculum encourages children to debate and express views. Subject leaders to review opportunities. Are these sufficient enough?Consider adaptations to curriculum offer based on local, national and contextual events.  |   |
| Children are taught how to recognise risks and make safe choices online and offline.  | To keep re-visiting how to make good choices as the children progress through the school. Curriculum overviews show year group’s termly responsibilities linked to online safety. HoS to look into workshops available by Prevent Education Officers, particularly for Year 5 and Year children to help them learn how online gaming is used to target young people. |  |