

Risk Reduction Assessment: PREVENT DUTY

This risk assessment and control document is a template and has been used to assess potential risks and identify any control methods.

This document has been put together using a 5x5 matrix of a 'Likelihood' against 'Severity'. It is recognised that although control measures can change the 'likelihood' of an event occurring, this may not reduce the 'severity' of an event. You should aim to reduce risks 'so far as reasonably practicable'.

Completed risk assessment forms should be saved for reference. Each updated version should be saved with a new Version number.

The product of **severity** and **likelihood** provides an action level, as shown in the tables below:-

Matrix:-

Likelihood (L):					
Certain 5	Very Low	Medium	High	Very High	Very High
Very Likely 4	Very Low	Low	Medium	High	Very High
Probable 3	Acceptable	Very Low	Low	Medium	High
Possible 2	Acceptable	Very Low	Very Low	Low	Medium
Unlikely 1	Acceptable	Acceptable	Acceptable	Very Low	Very Low
Severity (S):	Insignificant	Minor	Moderate	Major	Death
	1	2	3	4	5

Action Level:-

L x S Score	20-25	Very High – Stop activity immediately
	15-19	High – Action required in 1 day
	10-14	Medium – Action required in 1 week
	7-9	Low – Action required in 3 months
	4-6	Very Low - Minimal action required, consider controls where possible
	1-3	Acceptable – no action required

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Assessor: Tina Sharman	Location: The Bridge School
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Risk	Concern:	Likelihood 1 - 5	Severity 1 - 5	Rating (P x S)	Control Measures:	Likelihood	Severity	Rating:
Children being drawn into terrorism and/or extremist views which could bring themselves or others to harm.	<p>All children; specifically those children who</p> <ul style="list-style-type: none"> • Find it difficult to make friends • May have an SEN that means it is difficult to interact with other people • May be vulnerable due to family circumstances <p>Lack of cognitive understanding</p>	5	5	25	<p>DBS single point of entry</p> <ul style="list-style-type: none"> • Preventing radicalisation guidance is part of the safeguarding policy and separate / specific policy is also in place • The School Prevent Policy will be reviewed and updated annually (within safeguarding policy) • The Prevent Policy and the Safeguarding Policy are on the school website • Information on the school's Prevent duty is on the school website • Safer Recruitment procedures are followed • Acceptable ICT use policy for adults , pupils and parents • All members of Welfare and SLT trained in safeguarding and child protection referrals • All members of staff have up to date CP / Safeguarding training to enable the effective understanding and handling of referrals relating to radicalisation and extremism <p>People who help us, keeping safe and 'Stranger Danger' are explicit parts of the PSHE curriculum</p>	1	2	2

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				<ul style="list-style-type: none">• All staff have done Prevent Awareness Training (Channel) – L2 EduCare and Certificates of training are kept securely on file in School Office.• Curriculum teaches children strategies on keeping themselves safe (inc. PSHE). Personal Spiritual Moral activities that promote the spiritual, moral, social and emotional needs of children through both the explicit curriculum and through assemblies, celebration days, displays, newsletters• Schools Internet is filtered so as to ensure children are not exposed to inappropriate materials• Visitors to school to be members or recognised organisations. Any concerns around visitors are reported to senior member of staff.• Senior members of staff to attend any local seminars/conferences as needed to ensure secure local knowledge.• Ensure that within context of school equalities objectives there is support for anyone who might be identified by Prevent (ie: pro-active approach to avoiding stigma)• As appropriate, make use of local intelligence information to identify and manage any possible risks, if relevant.			
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Families being drawn into terrorism and/or extremist views which could bring themselves or others to harm.	Families on low income	5	5	25	Awareness of all staff to report anything unusual around the children and family – including sudden financial increases, extended travel	1	2	2
Welfare and pastoral support; Monitoring		5	5	25	<p>The school has a robust pastoral system underpinned by the SEND and behaviour policies, supported by the headteacher, leadership and teaching staff to support children and families in an open, honest and supportive culture.</p> <ul style="list-style-type: none"> • There is a clear system of pastoral care and referral to ensure no issues of arrangements vulnerability are missed • School works effectively with families and other agencies in order to improve outcomes for children • The headteacher provides appropriate guidance and challenge to parents, staff and pupils who express racist, extremist, homophobic or other views and options contrary to the inclusive values promoted by the school. These are instilled in the curriculum and the ethos of the school. • They are audited by the local authority during safeguarding audits and monitored by Ofsted through its inspections 	1	2	2

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Partnership and engagement		5	5	25	<p>Headteacher has contacted Principal Officer, Safeguarding in Education for advice in terms of training and raising awareness</p> <ul style="list-style-type: none"> • HT is DSL responsible for oversight of updates to SLT, staff and governors • The headteacher ensures parental awareness of the risks and the duty of the school • The CP policy clearly reflects the school's duty towards Prevent and has been ratified by governors and is available for parents. • All staff and governors are aware of the factors that make an individual vulnerable and have a good awareness of stereotypes • In the same way as the school has always taken safeguarding seriously, we take this (as an element of safeguarding) seriously and the headteacher as the designated child protection lead, are fully aware of the actions to take and who to contact in the event of concern • All governors, staff and parents know to contact in the event of concerns (DSLs) • The headteacher is aware of who to share information with regarding the Prevent duty. 	1	2	2
Online Safety		5	5	25	<ul style="list-style-type: none"> • The online safety policy updated to contain specific references to the Prevent Duty • The school has a robust firewall and filtering programme that is monitored by the school technician and provided by USP. • Parents are regularly invited to coffee mornings / workshops linked to online safety. • School has adopted the acceptable use policies from the USP. • School communicates clearly to parents and pupils about potential risks posed by online activity, including the use of technology 	1	2	2

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Site Security	Children/Staff/Other adults in school	5	5	25	There are effective arrangements in place to manage access to the site by visitors and other adults <ul style="list-style-type: none"> • Visitors to show ID and sign in using the Inventory system • Dangerous substances involved with cleaning are kept on site in a locked cupboard (accessible only to premises manager and senior staff). • All off-site activities are risk assessed thoroughly 	1	2	2
Critical Incidents		5	5	25	The school has a critical incident management procedure (including „Lockdown Procedure“ <ul style="list-style-type: none"> • The headteacher will lead in the case of an incident. In the headteacher’s absence, the most senior member of staff will lead. 	1	2	2
Staff and Volunteers		5	5	25	All staff and volunteers are subject to rigorous ongoing safeguarding checks including annual Declaration of Disqualification and all other checks in line with safer recruitment procedures • The Senior Leadership Team is proactive in supporting staff and children pastorally	1	2	2

(L – Likelihood C – Consequence RR – Risk Rating NRR – New Risk Rating)

Date..... Assessor’s Name..... Signature.....

Date..... Manager’s Name..... Signature.....

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