



Prevent & Channel Duty Risk Assessment and Action Plan



No	Leadership and Governance	Evidence	Action
1.1	Does the Institution have a nominated member of Staff and a Governor as a Prevent Lead?	J.Taylor –Headteacher - PREVENT Lead in school Key individuals are appointed amongst governors and staff with responsibility for safeguarding and understand the risk of extremism/radicalisation	Nominated Governor as the PREVENT lead
1.2	Has there been a creation of a 'Statement of Values' that respects learner and staff diversity, encourages freedom and openness and promotes learner voice	A safe learning environment is created across the School, behaviours which harm the ability of different individuals and groups to work together are challenged A whole School approach is taken to the support of learners who may be vulnerable to violent extremist radicalisation	Updated vision and values for the school includes respect for diversity and promotes the importance of pupil voice
1.3	Has the institution developed rigorous recruitment policies which include core School values	All staff are aware of the School's expectations and subscribe to its values	Staff Code of Conduct updated Which includes the promotion of core staff values
1.4	Has the institution included radicalisation or extremism within the corporate risk register and the maintenance of an up to date risk assessment	Risk Assessment completed and PREVENT Action Plan created and shared with staff and the Governing body. Category created on CPOMS Concerns relating to hate crime/harassment, extremism and radicalisation are reported promptly to SLT School communications and the sharing of concerns relating to extremism or radicalisation are coordinated effectively Staff feel confident and protected in raising any concerns which may place the safety of learners at risk	
No	Risk Assessment	Evidence	Action
2.1	Do the Senior Leadership team and Governors have an understanding, shared with partners, of the potential risk in the local area to assess the risk of pupils being drawn into terrorism, including support for the extremist ideas that are part of terrorist ideology?	Teachers and Teaching Assistants have a good understanding of the PREVENT DUTY all have read and signed to say they have read the PREVENT Duty and on-line radicalisation. Posters up around school	Welfare and Office Staff training
2.2	Is Prevent included within the Institution's Safeguarding Policy?	PREVENT is in the new Safeguarding Policy 2015 Ratified by Governors September 2015	
2.3	Is Prevent included the within the Institution's Safer Recruitment Policy?		Update Safer Recruitment Policy
2.4	Is Prevent included within the Institution's venue hiring policy? Are due diligence checks conducted on groups/individuals seeking to hire/use school premises?	DBS Checked by the office staff for anyone who uses our school premises	Update Venue Hiring policy
2.5	Is Prevent included within the Institution's Visitors Policy?	DBS Checked by office staff – Powerpoints are emails to	Update Visitor's policy

	Are due diligence checks conducted on visitors to the school? Does the policy set out clear protocols for ensuring that any visiting speakers – whether invited by staff or by pupils themselves – are suitable and appropriately supervised within school?	Lead teachers and checked prior to input with children Visitors are invited on recommendation and are supervised throughout their visit by teaching staff. The School does not host events or speakers supportive of, or conducive to, terrorism	
2.6	Is Prevent included within the Institution's Contractors Policy? Are due diligence checks conducted on contractors working at the school or providing extracurricular activities? Does the policy set out clear protocols for ensuring that any visiting contractors are suitable and appropriately supervised within school?	DBS Checked by office staff Contractors are hired through Sefton LA and are appropriately supervised in school.	Update contractors policy
2.7	Is Prevent an agenda item of relevant meetings / planning processes?	Safeguarding regular agenda item for SLT meetings PREVENT part of safeguarding Item on the Pastoral Governors Agenda	PREVENT item on Pastoral Governors agenda.
2.8	Is there a clear referral route for vulnerable individuals to receive support through the Channel process?	All staff have been made of the referral process – see posters around school. Poster has contact details of how to contact Merseyside Police Special Branch.	
2.9	Are fundamental British values promoted in the delivery of the curriculum and extra-curricular activities and reflected in the general conduct of the school?	British Values promoted throughout the curriculum. British Values are part of the Assembly rota. This is reflected in the conduct of the children around school.	
No	Working in Partnership	Evidence	Action
3.1	Do the safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the Local Safeguarding Children Board (LSCB)?	Local Safeguarding Policy is adopted by school which includes PREVENT. All staff are aware of the safeguarding procedure and that radicalisation and extremism is included within it as well as procedures including a reference to the Channel process Inclusion of a whistle blowing mechanism within the safeguarding procedures	Whistle-Blowing policy updated
3.2	Do the child protection policies describe procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the LSCB?	Local Safeguarding Board policy is adopted by school which includes PREVENT	
3.3	Are links developed with other Schools on the agenda including the Local Authority and Police	Links with other schools established through the PSHE Southport Learning Partnership Able to benefit from existing best practice and resources from other schools enabling us where necessary to support vulnerable individuals Head attended LA training with Liverpool Special Branch Police.	
No	Staff Training	Evidence	Action

4.1	Does the Institution have an annual policy and training review process in place?	All Staff take part in annual PREVENT training and in 3 yearly training cycle on Safeguarding	Spring Term PLT – PREVENT AND CHANNEL Training http://course.ncalt.com/Channel_General_Awareness 20 mins
4.2	Does the institution regularly assess Prevent Training needs to raise their awareness of Prevent issues with staff and the Governing body? Do staff members have sufficient training to give them the knowledge and confidence to identify children at risk of being drawn into terrorism and challenge extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups?	Headteacher has accessed local authority PREVENT training and has fed back to staff and Governors 11/9/15 All Staff have read and signed the PREVENT Duty Posters clearly visible around school.	
4.3	Are staff members aware of Prevent issues and the referrals process into the Channel process?	Posters around school explain the referral process to staff and visitors	
No	Safety Online	Evidence	Action
5.1	Does the School IT system have appropriate levels of filtering to ensure children are safe from terrorist and extremist material when accessing the internet in school?	AVARTO provides appropriate filtering to ensure that learners are unable to access terrorist and extremist material online through School servers Learners are safe from accessing extremist or terrorist materials whilst using School servers	
5.2	What processes and procedures are in place to ensure children use the internet responsibly?	Children have supervised access to the internet Children have E-Safety Awareness training built into their curriculum.	
5.3	Do staff, pupils and carers receive any Internet Safety awareness and are aware what terrorist and extremist material looks like	E-Safety Awareness /Planning and policies read and signed by staff. Staff have read information about what terrorist/ extremist material looks like so they are confident to share concerns through the appropriate processes if they do encounter access to this material.	
No	Student and Learner resilience	Evidence	Action
6.1	<ul style="list-style-type: none"> Are activities within the existing lesson structure there to enhance student and learner resilience for example, internet safety sessions and activities to improve critical thinking skills ? 	Opportunities to promote values are identified and utilised within the curriculum and within enrichment activities e.g. Assemblies	
No	School Environment	Evidence	Action
7.1	Are expectations on the learner behaviour set out and promoted by the institution?	The School has consistent set of Golden Rules and pupils have been actively involved in setting class code of conducts as well as the school vision and values. Learners are aware of the conduct expected by the School in creating a safe space for all groups on site A safe learning space is created, avoiding the display of inappropriate materials	