

St. Mary's Horsforth Catholic Voluntary Academy - Prevent Risk Assessment



School/Academy Name: St Mary's Horsforth CVA

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Shared with: All staff and Governors

To be viewed in line with the following policies:

- Health and Safety
- Safeguarding and Child Protection
- Keeping Children Safe in Education
- Online Safety
- ICT acceptable use
- Lettings
- Prevent Strategy
- Whistle blowing policy
- Staff Code of Conduct including confidentiality
- Data Protection

Number	Risk	Who is at risk of harm	Level of risk before actions (Low Medium High)	Actions to minimise risk:	Level of risk after actions (Low Medium High)
1	Staff or visitors are not aware of the school procedures for reporting PREVENT related concerns about pupils. Staff or visitors do not feel comfortable sharing PREVENT related concerns about pupils internally with Safeguarding leaders.	Pupils Staff	High	- Designated Safeguarding Leaders have received up to date PREVENT training annually and attends regular updates led by the Local Authority or Police Prevent Coordinator. - All staff and governors receive PREVENT training yearly. - Visitors are made aware of the person to whom concerns are to be reported. - Preventing pupils from being exposed to radicalisation or extremism is part of safeguarding policies and procedures i.e. Child Protection & Online Safety. - Staff have received Child protection training and are familiar with our Child Protection Policy and procedures including KCSIE updates. - Concerns are reported to the DSL or a DDSL. - Records are held of any referrals with an audit trail being maintained.	Low
2	Pupils are radicalised by factors internal or external to the school.	Pupils Staff	High	- Our entire curriculum promotes the spiritual, moral, social and emotional needs of pupils aimed at protecting them from radical and extremist influences (as well as other risks). - The PSHE Policy and curriculum directly addresses this risk to educate students. - Staff and other adults working with pupils are to be challenged if opinions or language expressed are contrary to community cohesion or 'British values' and shared with Safeguarding leaders. - Staff are able to challenge pupils, parents or governors if opinions expressed are contrary to community cohesion or 'British values'. - Key pastoral staff e.g. learning mentors attend additional training and will be made aware of any local factors which might have an influence on pupils.	Low
3	School does not work with statutory partners and agencies.	Pupils Staff	High	- We communicate regularly with statutory partners and agencies regarding a range of concerns. - All staff are aware that concerns are to be reported to the DSL.	Low

				We have an appropriate internal referral process in place for all child protection matters including extremism and Safeguarding leaders aware of how to expedite concerns to other agencies.	
4	Pupils are exposed by school staff or visitors to messages supportive of extremism, terrorism or which contradicts 'British values'.	Pupils Staff	High	- We have appropriate whistleblowing procedures and a range of safeguarding policies which are known and understood by staff, volunteers, visitors and regular contracted staff. - Staff and other adults working with pupils are to be challenged if opinions or language expressed are contrary to community cohesion or 'British Values'. - We promote and discuss 'British Values' regularly within across school. - Areas of the curriculum e.g. PSHE are used for controlled and safe debate and discussion on radical or extreme issues and ideologies. - We have rigorous filters in place which reduce the risk of pupils being able to access inappropriate information via the schools ICT systems.	Low
5	Behaviours which harm the ability of different groups and individuals to learn and work together are left unchallenged.	Pupils Staff	High	- A range of policies regarding equality are in place and understood by staff and others who regularly work in school e.g. SEND, equality, behaviour, antibullying, safeguarding policy. - Pupils are explicitly taught about respect for other cultures and gain an understanding of community cohesion. - Assemblies across both key stages address inclusion, cohesion and diversity. - Resources used / available in school reflect and encourage diversity and community cohesion. - Whole school Behaviour Policy includes information on anti-bullying strategies and preventative measures for dealing with bullying. - Inappropriate behaviour, language and attitudes are challenged by staff and, where staff or other adults are involved, by senior leaders.	Low
6	Staff, volunteers or visitors are not aware or do not subscribe to the ethos and values of the school.	Pupils Staff	High	- Senior Leadership Team are aware of the PREVENT Strategy and its objectives as it relates to both the national and local context and take steps to ensure that the overall values and ethos of the school reflect strategies to support the PREVENT duty. - All staff have a clear awareness of their roles and responsibilities regarding PREVENT across the school. - Recruitment, selection and induction programmes exist which include a commitment to the ethos and values of the school.	Low

				Regular training is carried out for staff on PREVENT.	
7	Pupils/staff are exposed by visiting speakers to messages supportive of extreme ideologies or which contradict 'British values'	Pupils Staff	High	- Materials to be delivered by external speakers are discussed with the speaker prior to delivery. - Visiting speakers are not left alone with pupils.	Low
8	Extremist or terrorist related material is displayed within the setting.	Pupils Staff	High	- The appropriateness and relevance of all materials or literature are considered prior to display. - Staff feel confident to raise concerns with the DSL if they feel materials used or to be used are inappropriate. - Requests for externally provided materials to be displayed are considered and, where appropriate, authorised by the Head teacher.	Low
9	School premises are used to host events supportive of extremism or which popularise hatred or intolerance of those with particular protected characteristics.	All premises users Pupils Staff	High	Hire and lettings agreements include the fact that the premises will not be hired out to extremist groups or those who popularise hatred or intolerance of those with protected characteristics.	Low
10	Pupils access extremist or terrorist material whilst using school networks.	Pupils Staff	High	- The ICT network has appropriate filters which block sites which are deemed to be inappropriate. - School has robust acceptable use procedures for both pupils and staff which include advice on inappropriate attempts to subvert the network. - Pupils are encouraged to report to an adult any material which leaves them feeling worried or uncomfortable. - Breaches in GDPR are referred to the data controller for review and recommendations. - The PSHE and computing curriculum specifically teach students about online safety and how to report concerns.	Low
11	Pupils access extremist or terrorist materials out of the school setting.	Pupils Staff	High	- Online safety policy made accessible to parents and carers. - A range of online safety information and tools are available on our school website, including a section on 'support for parents and carers to keep children safe from online radicalisation.' - A monthly online safety newsletter is available upon the school website.	Medium

				• School website provides contact details for a range of children's services available in the local area. • A recorded online safety workshop is available upon the school website.	
12	Current affairs within the local community reflecting extremist behaviour or terrorism.	Pupils Staff	High	• All staff proactively engage with the local community and parents to understand events that may be taking place by specific groups. • Staff are confident to share concerns about events taking place in the community. • Parents are confident in speaking to school staff about concerns around events that may be taking place in the community.	Low
13	Awareness of any locations in the community that are vulnerable places / hot spots for crime/exploitation/gang activity. Lack of awareness could lead to missing out on opportunities for early intervention.	Pupils Staff	High	• If necessary, safeguarding leaders ensure staff understand hotspots or areas of concern in the community where children may be vulnerable. • Staff are confident to share concerns with Safeguarding leaders if they feel pupils are at risk of being exploited due to going to places deemed vulnerable.	Low

Overall Risk Rating: Low