

## **Risk Assessment Tool for Prevent Duty**



**Ormiston  
RIVERS  
Academy**

## Section 1 – Leadership

1. Structures are in place and visible	Agree/ Disagree	Evidence	Action required and date for completion
1.1. The Senior Leadership Team and Governors are aware of the Prevent strategy and its objectives.	✓	All staff and governors have received Prevent training, and have been issued with registration numbers by The Home Office.	None
1.2. There is an identified strategic Prevent lead within the school who understands the expectations and key priorities to deliver the Prevent Duty.	✓	Vice-Principal, Jane Morrish, is fully trained and accredited to deliver Prevent training. Child Protection Officer is fully aware of and compliant with the expectations and key priorities of the Prevent Duty.	None.
1.3. Supporting young people vulnerable to radicalisation is embedded within Safeguarding Policies and Procedures.	✓	Safeguarding Policy and Child Protection Policy and Procedures both contain this information.	None.
1.4. Prevent safeguarding responsibilities are explicit within the School's Safeguarding Team and take into account the policies and procedures of the Local Safeguarding Children Board (LSCB).	✓	All staff trained. Prevent duty explicit in policies and procedures, including reference to the LSCB. The school follows DfE guidance on Prevent and contained in "Keeping Children Safe in Education" and "Working Together to Safeguard Children" documents.	None.
1.5. There is a clear awareness of roles and responsibilities throughout the organisation regarding the Prevent duty.	✓	All staff have been trained and are aware of roles and responsibilities.	None.

## Section 2 – Capabilities

<b>2. Staff and Governors adequately trained on Prevent Duty</b>	<b>Agree / Disagree</b>	<b>Evidence</b>	<b>Action required and date for completion</b>
2.1. A training plan is in place to deliver training / Workshop to Raise Awareness of Prevent (WRAP) so that key staff and governors understand the risk of radicalisation and extremism and know how to recognise and refer children who may be vulnerable.	✓	All staff and governors have received Prevent training, and have been issued with registration numbers by The Home Office.	None
2.2. Further training on the Prevent agenda is made available to the Strategic Prevent Lead, Safeguarding Leads and other relevant staff where appropriate.	✓	Training updates and opportunities are monitored and taken up as appropriate.	None.
2.3. There is appropriate staff guidance and literature available to staff on the Prevent agenda.	✓	Information circulated to staff as part of training package. All staff have received the “Keeping Children Safe in Education” document.	None.

## Section 3 – Risk Assessments

<b>3. Risk Assessments are in place and appropriate referral process is in place.</b>	<b>Agree / Disagree</b>	<b>Evidence</b>	<b>Action required and date for completion</b>
3.1. All key staff show understanding of risks affecting children and how to support individual children who may be at risk.	✓	Feedback from Prevent training shows staff understanding.	None
3.2. A single point of contact [SPoC] for any Prevent concerns raised by staff, students or parents within the school has been identified.	✓	Vice-Principal, Jane Morrish, is the named point of contact. On website and within policy.	None.
3.3. SPoC understands when it is appropriate to make a referral to the Channel programme.	✓	Fully trained and aware.	None.

3.4. Prevent referrals/notifications are being managed or overseen by relevant staff.	✓	Vice-Principal, Jane Morrish (SPoC), and Child Protection Officer	None.
3.5. An audit trail for notification reports / referrals exists.	✓	Kept in locked cabinet by Child Protection Officer.	None.
3.6. A process is in place to identify and develop “lessons learnt”.	✓	Vice-Principal, Jane Morrish keeps processes under review, and updates/amends as necessary.	None.

#### **Section 4 – Working in Partnership**

<b>4. Develop multi-agency approaches to address safeguarding issues and deliver quality curriculums</b>	<b>Agree / Disagree</b>	<b>Evidence</b>	<b>Action required and date for completion</b>
4.1. Partner agency communication channels are in place – Prevent lead at Essex County Council/MASH and Essex Police are first port of call when outside agencies need to be consulted or for making a Channel referral.	✓	Normal procedure is followed.	None
4.2. SPoC identified in Children’s Services to liaise on a range of safeguarding issues.	✓	Normal procedure is followed, and is contained with relevant policy documents.	None.
4.3. Effective links established with Children’s Services for support on radicalisation and extremism.	✓		None.
4.4. School has policy/procedure for working with partner organisations, individuals and external users of school premises.	✓	Contained within Safeguarding and Child Protection Policies.	None.

## Section 5 – Teaching & Learning

5. Develop effective learning opportunities to safeguard children from extremism and promote community cohesion and British Values	Agree / Disagree	Evidence	Action required and date for completion
5.1. School has a range of initiatives and activities that promote the spiritual, moral, social and emotional needs of children, aimed at protecting them from radicalisation and extremist influences	✓	PSHE, SMSC and RS curriculum very strong. British Values are included as part of everyday lessons in other curriculum areas.	None
5.2. The school delivers training that helps students develop skills to critically assess information, particularly on-line and through social media – supporting students to recognise risk and make safe choices	✓	Safer Internet Day run for every year group. Assemblies, mentor time and ICT curriculum teach e-safety and acceptable usage.	None.
5.3. School has systems in place to safeguard students from accessing extremist websites, e.g. IT filters/firewalls in place and digital footprints monitored	✓	Double IT filter/firewall in place. Students' internet activity is monitored and action taken where necessary.	None.
5.4. Students are aware of the benefits of community cohesion and the damaging effects of extremism on community relations. Students understand the philosophy and importance of British Values.	✓	Students are educated and informed of the wider world and are taught to be global citizens. British Values are taught both explicitly and implicitly and are understood by students.	None.
5.5. School is able to provide a safe environment for dialogue around controversial issues and support students to understand how they can influence and participate in decision-making.	✓	Students say they feel safe and well-supported to discuss difficult and controversial issues. Strong student voice within the school.	None.