



Prevent Duty - Risk Assessment with Key Actions for Lilliput C.E Infant School

Prevent Duty- Risk Assessment (Written with reference to The Prevent Duty Guidance; duty in the Counter Terrorism and Security Act 2015 to have due regard to the need to prevent people being drawn into terrorism).

Dorset Specific Risks: Dorset is not adjudged by the Government to be a high priority area for Prevent activities; however the threats faced by the local community are no different to those faced by the rest of the UK. We know that radicalisation can take place online, and doesn't necessarily need someone to attend extremist meetings. Dorset has a small but growing Muslim community and it is primarily from this community that Daesh seeks to recruit supporters. There is also relatively small but active supporter of far ring wing extremists in the area and both Bournemouth and Weymouth have seen English Defence League activity over the past few years. There is also the Great replacement narrative and a need to look out for Gaming and extremism. High profile public events, a Premier League football team, our port, airport and military bases may also add to the risks locally.

PREVENT OBJECTIVE 1: Clear leadership and accountable structures are in place and visible throughout the organisation

PREVENT OBJECTIVE 2: Staff and the Governing Body have been appropriately trained according to their role

PREVENT OBJECTIVE 3: An appropriate reporting and referral process is in place and referrals are being managed effectively

PREVENT OBJECTIVE 4: A broad and balanced curriculum that helps protect students against extremism and promotes community cohesion

	Prevent Vulnerability/ Risk Area	Risk Y/N	Action taken/ already in place to mitigate/ address risk	RAG	Action
1	LEADERSHIP Do the following people have a good understanding of their own and educational responsibilities in relation to the "Prevent Duty"?	N	- All staff have completed the online awareness training - Head Teacher raised awareness with staff regularly. - The Safeguarding audit updated annually by HT and Safeguarding Governor to reflect PREVENT. - The safeguarding policy has been updated and adopted by Governors and is on the website to reflect 'PREVENT'. - DSL has organized training and ensures school procedures and policy is clear to all with regard to schools systems for PREVENT. Booked training 6th January 2025 with Training Matters. - Information on 'PREVENT' is also on the school website.		New staff to complete training.

			7. Updating of the 'PREVENT' Risk Assessment happens annually, as part of the school's Safeguarding Audit.		
2	Partnership 1) Is there active engagement from the school Governors, SLT, managers and leaders? 2) Does the school/setting have an identified single point of contact (SPOC) in relation to Prevent? (Usually HT/DSL) 3) Does the school engage with the Local Authority Police Prevent Leads and engage with local Prevent Boards/Steering Groups at Strategic and Operational level?	N	1. DSL gives advice on what can be provided in terms of training and raising awareness. 2. The Prevent Lead for the School is the Designated Safeguarding Lead. 3. DSL has oversight of the Prevent Action Plan & update to SLT, staff and Safeguarding Governor. 4. School information signs for Safeguarding have been updated and displayed in school. 5. The Prevent Lead is familiar with relevant contacts for BCP. Any concerns or making referrals would be through sru@dorset.pnn.police.uk or DFE Helpline: 02073407264 or National Police prevent advice line 0800 011 3764. Alternatively complete Dorset police online referral form. 6. CLP Safeguarding policy has been updated and is on the website.	Yes	
3	Staff Training Do all staff have sufficient knowledge and confidence to: 1) exemplify British Values in their management, teaching and through general behaviours in the school 2) understand the factors that make people vulnerable to being drawn into terrorism and to challenge extremist ideas which are used by terrorist groups and can purport to legitimise terrorism 3) have sufficient training to be able to recognise this vulnerability and be aware of what action to take in response	N	1. The School takes diversity and equality very seriously. For example, we share British Values in our PSHCE teaching and workshops. We celebrate diversity at events such as weekly workshops and support charities regularly. We model tolerance and respect for all groups in all communications and all areas of school life, celebrating diversity both as a reflection of the local community and also as a national awareness of our diversity as a country. School has an Equality Policy in place. 2. As a direct result of the depth and breadth of the training for PREVENT delivered and sourced by the DSL, all staff and governors are aware of the factors that make an individual vulnerable. For the identified risks please see page 1. In Poole, there are more risks of right-wing extremism. In the past there have been Halal demonstrations and animal extremism. We need to be alert for all forms of extremism due to easy access to the internet. We also need to be aware of extremism that is parent led with very young children e.g. children wearing clothing promoting extremism, changing the lyrics to nursery rhymes etc. There are also newer groups raising concerns such as 'The great replacement narrative.' 3. In the same way that we have always taken safeguarding seriously, we take this (as an element of safeguarding) seriously and the DSL as the	Yes	

			PREVENT Lead is fully aware of the actions to take and who to contact in the event of a concern.		
	<u>Welfare and pastoral support</u> 1. Are there adequate arrangements and resources in place to provide pastoral care and support as required by the school? 2. Are there adequate monitoring arrangements to ensure that this support is effective and supports the school's welfare and equality policies? 3. Does the pastoral support reflect the student demographic and need?	N	1. The School has a robust pastoral provision underpinned by the SEND and Behaviour policies and supported by the HT, Inclusion Leader and Emotional Literacy Support Assistants (ELSA's). This works effectively, supporting children and families in an open, honest and supportive culture. 2. A clear system of referral to our DSL team is in place to ensure no issues of vulnerability are missed. We use 'My Concern'. 3. School has a proven track record of effectively working with families and other agencies such as Children's Social Care, the MASH team, in order to improve outcomes for children. 4. An appropriate portion of the budget is spent on vulnerabilities that reflect the demographic and upholding British Values and tolerance. Such as, pastoral support, additional TA support, SEND support.	Yes	
	<u>Safety Online</u> 1. Does the school have a policy relating to the use of IT and does it contain a specific reference and inclusion of the Prevent Duty? 2. Does the school employ filtering/firewall system to prevent staff/students/visitors from accessing extremist websites and material? 3. Does this also include the use of their own devices via Wi-Fi?	Y	1. The CLP e-safety contains specific reference to the PREVENT duty. This policy includes the use of their own devices via Wi-Fi. 2. The School does have a robust firewall and filter programme provided by SWGFL that is monitored by the IT lead and DSL in school. We get daily monitoring and filtering reports. 3. The system is monitored for repeat usage and also the School/Trust ICT team monitors the system and sends reports. This is now a section on the Headteacher status report to the trustees. 4. Each year, parents are invited to an online safety and prevention of exploitation sessions that is now organised by the MAT. School has adopted the Trust IT Acceptable Use Policy.	Yes	
	<u>Site Security</u> 1. Are there effective arrangements in place to manage access to the site by visitors and non- students/staff? 2. Is there a policy regarding the wearing of ID on site? Is it enforced?	N	1. The safeguarding policy and practice, start of day and end of day arrangements are robust and monitored termly by the Safeguarding Governor. 2. Governors, staff and visitors to school have their own ID badges that clearly denote who they are and have to sign into our InV Entry system. All visitors will be asked to show ID and only gain access if they are known to	Yes	

	Are dangerous substances kept and stored on site? 4. Is there a policy covering the distribution (including electronic) of leaflets or other publicising material? 3. Does the school intervene where off site activities are identified or are likely to impact upon staff and/or students i.e. leafleting, protest etc?		school and have signed in using our electronic system as appropriate. This year we have introduced a new Lanyard colour coding system so that we can easily identify who has and has not been DBS checked and needs to be accompanied. 3. Any potential dangerous substances involved with cleaning are kept on site, in a locked cupboard. 4. All leaflets externally generated are shown to the HT for permission to distribute. 5. All offsite activities are risk assessed thoroughly. 6. When there have been potentially difficult situations in the locality we have worked with Police and local officials to minimize any impact on children and staff.		
	<u>Safeguarding</u> 1. Is protection against the risk of radicalisation and extremism included within Safeguarding and other relevant policies? 2. Do Safeguarding and welfare staff receive additional and ongoing training to enable the effective understanding/ handling of referrals relating to radicalisation and extremism?	N	1. Safeguarding policy has been updated to reflect PREVENT. 2. All staff are trained to the highest degree in safeguarding, and this will be maintained in relation to PREVENT (and should it be required, 'Channel').	Yes	
	<u>Communications</u> 1. Is the school's Prevent Lead and their role widely known across the school? 2. Are staff and students made aware of the Prevent Duty, current risks and appropriate activities in this area? 3. Are there information sharing	Y	1. All Gobs, staff and parents know that the HT is the Prevent lead. 2. Head Teacher as DSL is clearly identified on school Safeguarding Posters around school. 3. Nearly all staff have completed the prevent awareness online module. Most governors have completed the module but it now needs to be completed by the new governors. 4. The HT is aware of who to share information with in terms of 'Prevent'.	Partly	New staff to complete online training.

	protocols in place to facilitate information sharing with Prevent partners?				
	<u>Incident Management</u> 1. Does the school have a critical incident management plan which is capable of dealing with terrorist incidents? 2. Is a suitably trained and informed person identified to lead on the response to such an incident? 3. Does the person allocated to Media understand the nature of such an incident and the response that may be required? 4. Does the school have effective arrangements in place to identify and respond to tensions on or off site which might impact upon staff, student and/or public safety? 5. Are effective arrangements in place to ensure that staff and students are appraised of tensions and provide advice where appropriate?	N	1. The school has a critical incident management procedure. This is detailed in the Major Incident Policy in school. 2. We also have a lockdown policy which has partial and full lock downs which we practice with the children. 3. The HT would be expected to lead in the case of an incident. 4. The HT would work with CLP in terms of media relations.	Yes	
	<u>Staff and Volunteers</u> 1. Does awareness training extend to sub-contracted staff and volunteers? 2. Is the school vigilant to the radicalisation of staff by sub-contracted staff and volunteers?	N	1. All staff and volunteers are subject to rigorous safeguarding checks including all those in line with Safer Recruitment Policy and Procedures. The school prohibits any extremist speakers/ visitors. We would always check the organisation they represent. 2. Any visitors are made aware of all our policies. 3. The HT is proactive in supporting staff and children pastorally; HT meets with safeguarding team on a weekly basis/ regularly with the ELSA worker. 4. The HT ensures that where appropriate staff are insured for illness and	Yes	

			that HR and OH support staff who may be vulnerable.		
	Curriculum - Does the school have a range of initiatives and activities that promote the spiritual, moral, social and emotional needs of children aimed at protecting them from radicalisation and extremism influences? - Does the school deliver training that helps develop critical thinking skills around the power of influence, particularly on-line and through social media? - Does the school ensure that Students are aware of the benefits of community cohesion and the damaging effects of extremism on community relations? - Are Staff able to provide appropriate challenge to students, parents and governors if opinions are expressed that are contrary to fundamental British values and promotion of community cohesion?	Y	- The school has a range of initiatives and activities that promote the spiritual, moral, social and emotional needs of children through the wider curriculum. All year groups have lesson plans downloaded from the educate against hate website, to increase children's understanding of and promoting the values of democracy, rule of law, individual liberty and mutual respect for tolerance of those with different faiths and beliefs. - School actively promotes community cohesion and works closely with all stakeholders bringing the community together - The HT, with the full backing of the Governors, provides appropriate guidance and challenge to parents, staff and pupils who express racist, extremist, homophobic, or other views/opinions contrary to the inclusive values promoted by the school. These are instilled in the curriculum and the ethos of the school. They are monitored by Ofsted through its inspections. Any incidents are recorded and collected by HT.	Partly	Give a reminder,, particularly to new staff re the educate against hate lessons.
	Key Actions for 2024-25: All new Governors and staff to complete PREVENT online training New lanyard system in place, needs to be monitored. Include detail and analysis from the daily monitoring and filtering reports. Staff to continue using Educate against Hate lesson plans. Reminder to new staff re the lessons offered.				