PREVENT AGENDA RISK-ASSESSMENT

1. Clear leadership and accountable structures are in place and visible throughout the organisation

There is an identified strategic PREVENT lead within the school	Richard Stevens
The strategic lead understands the expectations and key priorities to deliver PREVENT and that this is embedded within safeguarding procedures	At least one senior leader and one governor in each school has had recent relevant training.
The senior leadership team are aware of the PREVENT strategy and its objectives	All trained child protection staff received guidance on extremism and preventing radicalisation.
There is a clear awareness of roles and responsibilities throughout organisation regarding PREVENT.	Preventing radicalisation refresher training delivered to staff in 2024. All new staff to the school will receive training as part of induction and must complete the Home Office online Prevent training.
PREVENT safeguarding responsibilities are explicit within the schools safeguarding team	Child Protection and safeguarding staff receive specific guidance from our Designated Safeguarding Lead.
The prevent agenda and its objectives has been embedded within the appropriate safeguarding processes	Policies are updated each year and the anti-radicalisation strand strengthened within the safeguarding policy.

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2. Staff and governing body have been appropriately trained accordingly to their roles

A plan is in place to raise awareness of PREVENT (WRAP) training 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 new staff will receive training as part of induction. All staff will revisit risks and referral guidance and must complete the home office online training. Key governors will attend training. They will provide key information to the wider governing body.
Details of WRAP courses including frequency and availability are cascaded to all relevant staff.	Head teacher's PA ensures this happens.
There is appropriate staff guidance and literature available to staff on a prevent agenda.	Head teacher's PA ensures this happens.

3. An appropriate reporting and referral process is in place and referrals are being managed effectively

Ensure that preventing young people from being exposed to radicalisation or extremism is part of the schools safeguarding policies and procedures	See safeguarding policy. Parents are aware of our policy and procedures and receive relevant safeguarding updates via website.
A single point of contact [SPOC / MyConcern] for any PREVENT concerns raised by staff within the school has been identified	(Richard Stevens, Andrea Williams, Angie Gillies, Laura Trepess).
An appropriate internal PREVENT referral process has been developed	See Safeguarding Policy
Leads in partner agencies are known	Dan Peddell SRU@dorset.pnn.police.uk or PreventReferrals@Dorset.pnn.police.uk 01202 229337 or MASH 01305 228558
An audit trail for notification reports/referrals exists	All Safeguarding referrals and follow-up communications and actions are logged.

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4. A broad and balanced curriculum that helps protect students against extremism and promotes community cohesion

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 extremism influences	SMSC – including assembly programme Cross-curricular themes Extra-curricular activities including Student Council discussions.
The school delivers education that helps develop critical thinking skills around the power of influence, particularly on-line and through social media.	SMSC – including assembly programme, ICT and tutor times.
Students are aware of the benefits of community cohesion and the damaging effects of extremism on community relations	SMSC – including assembly programme, curriculum, cross-curricular themes and tutor times.
Staff are 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.	Whistle Blowing policy is promoted on induction and during the updates. Regular safeguarding reminders.

	Significant Hazards and Associated Risks Those hazards which may result in serious harm or affect several people	People at risk	INITIAL RISK RATING	Control Measures (CM's) 1. Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). 2. Specific CM's not included in the generic RA (e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)	Additional CM's required? (Dynamic Risk Assessment) If existing CM's cannot be met or circumstances have changed	RISK H, M, L, VL

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CURRICULUM	**Hazard:** Lack of choice in qualification pathways for students of all abilities and aspirations **Risks:** -of disengagement from education generally -decline in standards of conduct -potential NEETs	Students	L	Dynamic/annual curriculum review to ensure broadest possible offer of accredited but appropriate qualifications for reach year group. Revised Behaviour Policy with emphasis on consistency.	New single lead to enhance consistency of implementation of the Behaviour Policy. Curriculum lead will ensure all HODs understand they must consider opportunities to promote British Values in their SOW.	VL
PERSONAL, SPIRITUAL, MORAL, SOCIAL AND CULTURAL EDUCATION (PSMSC)	**Hazard:** Time available, number of staff involved, staff not taking message seriously **Risks:** -inability to deliver all the strands in sufficient detail -consistency could be diluted	Students	M	New curriculum timetable and new lead means that we are undergoing a full review of SMSC. Monitoring of PSHCE and assemblies take place via local Line Managers. Key staff to undertake Prevent WRAP training. Staff training is part of induction and annual Safeguarding training.	Audit and relay to HOYs and HOD's so that they can prepare their teams appropriately. Delivery of assemblies and PSHCE will be more closely monitored centrally to ensure the message is consistent. On-going training of staff and governors as new guidance emerges.	VL
COMMUNITY COHESION	**Hazard:** Inconsistent message Decline of behaviour **Risks:** -Rise in racist incidents in school -Rise in community complaints for racist behaviour -Lack of engagement with message	Students and staff in school. Members of the community	L	Revised Behaviour Policy, Anti-bullying and Safeguarding Policies with emphasis on consistency. Tight monitoring of racist and bullying incidents. Remedial actions are more timely as a result. SMSC programme with tighter central monitoring to ensure consistent message. All staff to undertake Prevent WRAP training. Staff training is part of induction and annual Safeguarding training.	Closer work with community leaders as necessary. CE to ensure staff training on SMSC and identification/referrals is clear and consistent. On-going training of staff and governors as new guidance emerges.	VL

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STUDENT AWARENESS OF RISKS AND REMEDIES	**Hazards:** Inconsistent message Vehicles for message are too limited **Risks:** -Students misconstrue/misunderstand message or do not take it seriously - Message has the reverse effect and pushes students towards extremists - Students unable to recognise risks and seek help when needed	Students	M	New SMSC and assembly programme with tighter central monitoring to ensure consistent message. Same key messages will be delivered in different ways to mop up students who are absent. All staff to undertake Prevent WRAP training.	Closer work with the student body (eg: Student Council and Senior Team) to seek their views and monitor impact. Key messages will be shared with parents so they can support students at home.	VL
STAFF TRAINING	**Hazards:** Numbers of part-time staff Lack of engagement Limited staff training time available Staff turnover **Risks:** -Some staff will miss the training -Inconsistency of message - Vulnerable students not identified - Weak or uncommitted staff are less likely to engage with this message	Students and staff	M	Basic training given to staff in Sept each year. All staff to undertake Prevent WRAP training and complete home office online training. Staff training is part of induction and annual update training. Agency and temporary staff receive information as part of their induction. All staff are checked for their sharing of key messages such as anti radicalisation.	Source on-line training to give us more flexibility to include part-time and temporary staff.	VL
GOVERNOR TRAINING	**Hazards:** Governors do not have a shared awareness of the importance of this issue as a safeguarding one. Limited governor training time available. **Risks:** -It is not given sufficient resource -Students are put at risk of, or become radicalised	Students, staff and governors	M	Key governors from school undertaking training. Key messages will be disseminated to the wider governing body. The training will cover whistle blowing so that we are aware of staff/governors putting children at risk because of not following protocol.	On-line training to give us more flexibility to include all governors.	VL

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COMMUNICATION WITH PARENTS	**Hazards:** Lack of clarity about our key messages and methods of delivery. **Risks:** -Families feel targeted -Parents do not understand referrals -Parents withdraw their children from RE lessons	Students	M	Key messages will be shared with parents so they can support students at home.		VL
REFERRAL SYSTEMS	**Hazards:** Staff do not follow the correct procedures **Risks:** -Students are put at risk of, or become radicalised	Students	L	Staff training is part of induction and annual Safeguarding update training. The training covers procedures but also whistle blowing so that we are aware of staff putting children at risk because of not following protocol.	Monitoring of safeguarding now includes monitoring of referrals for radicalisation.	VL
INTERVENTIONS	**Hazards:** Staff do not know who to contact in local agencies. Local agencies cannot provide appropriate support .High potential cost/time resource implications of support. **Risks:** -Delay in getting support for a child/family heightens risk on child. -Impact on other areas of school if resources diverted to supporting a child/family.	Students and families	L	DSL and DDSL's have link to Safeguarding Referral Unit in Dorset Police. These names are shared with key safeguarding staff in the school.		VL
IT SYSTEMS	**Hazards:** Students can access radicalisation websites on the school network. Students are not equipped to identify such websites when accessing the internet out of school. Parents are not equipped with IT	Students	M	School network is firewalled – provided by SWGfL which supplies many schools. Computing classes cover e-safety.	Regular safeguarding info on the website to cover guidance for parents about e-safety on the internet (including mobile phones).	VL

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	knowledge to ensure appropriate firewalls etc on put on digital technology. **Risks:** -Students are groomed by radical extremists.					

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