



## Highlees Primary School Prevent Risk Assessment

March 2021

Risk	Impact	Controls & Mitigations	RAG Risk rating
<p>Leadership fail to establish mechanisms to ensure staff understand and implement the Prevent Duty effectively</p>	<ul style="list-style-type: none"> <li>Stakeholder lack of understanding of vulnerabilities and risk associated with radicalisation and extremism</li> <li>Safeguarding risk: pupils and staff at risk of radicalisation and extremism</li> <li>Reputational risk to school and TEFAT</li> </ul>	<ul style="list-style-type: none"> <li>Leaders ensure they are familiar with national and TEFAT guidance regarding the Prevent Duty</li> <li>Leaders ensure they have clear and understood mechanisms for identification, reporting and referral with regarding to radicalisation and extremism</li> <li>Engage with local Police Prevent contact</li> <li>Maintain community contextual updates through termly CPIN Meetings (Local Authority)</li> <li>Single Point of Contact - (JO STROUD) is communicated and displayed for all staff, parents and children</li> <li>Complete and share the completed TEFAT Prevent Risk Assessment</li> <li>As leaders, complete Home Office approved Prevent training annually (<i>this can be accessed through Flick module: 'Prevention of Radicalisation'</i>)</li> <li>Ensure all leaders have regard for the <a href="#">Prevent Duty</a></li> <li>Share and explain clear procedures and processes outlined in <a href="#">TEFAT Child Protection and Safeguarding Policy</a> and locally owned policy (on website)</li> <li>eSafe monitoring software for pupil and staff TEFAT accounts</li> <li>Ensure visible prompts for National support agencies (CEOP, <a href="#">Channel guidance</a>, <a href="#">Prevent Duty</a>) e.g. on websites, in school on posters, in staffroom etc</li> <li>Ensure use of My Concern to record all concerns, refer all</li> </ul>	



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		concerns to DSL	
<p>*Stakeholder lack of understanding regarding roles and responsibilities in relation to the <a href="#">Prevent Duty</a></p> <p><i>*Stakeholders including: all staff, visitors, volunteers, supply, contractors, guest speakers, local partnerships etc</i></p>	<ul style="list-style-type: none"> <li>Lack of vulnerabilities identified and acted upon</li> <li>Increased risk of radicalisation and extremism being undetected and reported</li> <li>Safeguarding risk: pupils and staff at risk of radicalisation and extremism</li> <li>Lack of trust between colleagues</li> </ul>	<ul style="list-style-type: none"> <li>Share TEFAT Prevent Risk Assessment</li> <li>All stakeholders to complete Home Office approved Prevent training annually (<i>this can be accessed through Flick module: 'Prevention of Radicalisation'</i>)</li> <li>Ensure all stakeholders have regard for the <a href="#">Prevent Duty</a></li> <li>Share and explain clear procedures and processes outlined in <a href="#">TEFAT Child Protection and Safeguarding Policy</a> and locally owned policy (on website)</li> <li>Ensure all stakeholders are aware that Jo Stroud is SPOC - this is displayed around the school</li> <li>eSafe monitoring software for pupil and staff TEFAT accounts</li> <li>Ensure visible prompts for National support agencies (CEOP, <a href="#">Channel guidance</a>, <a href="#">Prevent Duty</a>) e.g. on websites, in school on posters, in staffroom etc</li> <li>Ensure use of My Concern to record all concerns, refer all concerns to DSL</li> </ul>	
Lack of regard to British values in the curriculum	<ul style="list-style-type: none"> <li>Pupils vulnerable to radicalisation</li> <li>Extremism not recognised or challenged</li> </ul>	<ul style="list-style-type: none"> <li>Develop pupils' resilience to radicalisation</li> <li>Refer to DfE guidance on <a href="#">Promoting British Values in Schools</a></li> <li>Monitor curriculum coverage by SLT and Hannah Boothdale (PSHCE)</li> <li>Jigsaw - PSHE / SMSC curriculum</li> </ul>	
Online radicalisation	<ul style="list-style-type: none"> <li>Pupils radicalised online</li> <li>Pupils exposed to extremist views online</li> <li>Pupils and or staff promoting extremism views online</li> </ul>	<ul style="list-style-type: none"> <li>Refer to DfE guidance on <a href="#">The Use of Social Media for Online Radicalisation</a></li> <li>RM buzz filtering in place</li> <li>eSafe monitoring software for staff and pupil TEFAT accounts</li> <li>Teach online safety and British Values (above) as part of the curriculum</li> </ul>	



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		<ul style="list-style-type: none"> <li>• TEFAT video calling risk mitigation risk assessments must be approved prior to live video calling use in schools</li> <li>• TEFAT online safety policy</li> <li>• Ensure use of My Concern to record all concerns, refer all concerns to DSL</li> <li>• Supervision and online safety reminders visible in school</li> <li>• Ensure strategy to raise concern on line for remote learning (e.g. wellbeing slide to report a concern or through the chat stream)</li> </ul>	
Inappropriate external speakers and guests	<ul style="list-style-type: none"> <li>• Pupils and/or staff exposed to extremist views</li> <li>• Pupils and/or staff at risk of radicalisation</li> <li>• Community tension/conflict through lack of understanding of purpose of speaker/guest visit</li> </ul>	<ul style="list-style-type: none"> <li>• External speakers are approved by the Principal</li> <li>• All speakers/events will be planned within curriculum and fully researched and checked before invitation</li> <li>• Supervised by identified staff member during whole time on site</li> <li>• ID checked and work/ speech quality assured before visit</li> <li>• Clear communication with parents and carers regarding purpose and content of visit to mitigate community conflict</li> </ul>	
New staff, supply, visitors and volunteers - lack of induction/awareness/supervision	<ul style="list-style-type: none"> <li>• Lack of vulnerabilities identified and acted upon</li> <li>• Increased risk of radicalisation and extremism being undetected and reported</li> <li>• Safeguarding risk: pupils and staff at risk of radicalisation</li> </ul>	<ul style="list-style-type: none"> <li>• Clear induction process in line with expectations outlined for * all stakeholders</li> <li>• HR Manager identified with responsibility for induction, visitor and volunteer supervision etc</li> <li>• Additional request for visitors and volunteers approved by Head of School</li> </ul>	



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	<ul style="list-style-type: none"> <li>and extremism</li> <li>Lack of trust between colleagues</li> </ul>		
Lack of site security	<ul style="list-style-type: none"> <li>Dangerous unwelcome visitor/s to site</li> </ul>	<ul style="list-style-type: none"> <li>Practice lock down procedure at least annually</li> <li>Site secured in line with local morning and evening procedure, all late pupils and staff to use main entrance</li> <li>Clear signing in and out protocol</li> <li>ID checks on arrival</li> <li>Visitors should be planned beforehand</li> <li>Staff to wear ID badges at all times - clear protocol for unidentified adults on site</li> <li>All staff and pupils to be aware of risks of tailgating and opening doors to others</li> <li>CCTV in place locally with associated privacy notices - if relevant for school</li> <li>Signing in and checking ID procedures in place</li> <li>All visitors and volunteers supervised on site - additional risk assessments in place to determine who has responsibility for this</li> <li>Flick 'lone working' module to be completed by staff working alone eg site manager</li> </ul>	
Critical Incident Management	<ul style="list-style-type: none"> <li>Lack of coordinated, safe and effective response</li> </ul>	<ul style="list-style-type: none"> <li>Staff and leaders aware of TEFAT Critical Incident Manual and local school Critical Incident Policy</li> <li>Ensure communications/ media are directed to TEFAT CEO</li> <li>Inform local police of any community tensions that may impact on staff, pupils and public safety</li> </ul>	



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		<ul style="list-style-type: none"><li>• Support for staff available through TEFAT/ Educational Psychologist commissioned supervision/counselling and through TEFAT EAP</li></ul>	
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