

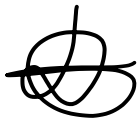


PREVENT RISK ASSESSMENT

SLT Prevent lead: Sarah Palmer

Review date: February 2025

Signed:



Luke Geary (Chair of Governors)

Date: 04/02/2024

Context

Responding to Extremism

Since the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views

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justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Local context:

The main form of extremism in this area comes from extreme right-wing terrorism. This is mostly fuelled by a belief that white British people are being replaced by people who they perceive as “other” we see right wing stickers and graffiti in the area and historically there have been protests about the building of mosques etc. You may find this article assists <http://thepoliticalmedway.co.uk/the-state-of-the-far-right-in-medway-and-kent/>

The Academy of Woodlands maintains links with Prevent partners, in particular the Prevent Education Officer Kent & Medway Sally Green, to keep apprised of the regional context within which Prevent-related risks to the school population need to be assessed. We continue to judge that the greatest threat to our students would arise from external actors seeking to influence lonely or isolated students.

The pupils at the Academy of Woodlands have a network of support arrangements, including a school safeguarding system, which enables us to respond quickly and appropriately to concerns. The school enjoys healthy and constructive relationships with faith groups.

The Academy of Woodlands’ values, freedom of speech and the expression of beliefs or ideology as fundamental rights underpinning our society’s values. Both pupils and staff have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

| | Complete? | | Action required/comments |
|---------------------------|-----------|----|--------------------------|
| | Yes | No | |
| LEADERSHIP AND GOVERNANCE | | | |

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| Does your safeguarding policy make reference to seek protection from radicalisation and extremist narratives as a safeguarding concern? | x | | Prevent duty is built into our safeguarding arrangements. Staff and children are aware of their prevent duty (at their level) and due to effective training, know how to recognise radicalisation and what to do if they have a concern. School works closely with Medway Safeguarding Team, the Police and external consultants to ensure responsibilities are fulfilled. |
| Do you have a Prevent Safeguarding Lead? | x | | Mrs Palmer, our Safeguarding Lead. The whole school knows that the DSL is also the Prevent Lead. All staff know who the DSL is. |
| Do you have a Prevent Governor Lead? | x | | Mr Lee Costidell - Safeguarding Governor |
| Is there someone who has responsibility for checking visitors to the school? | x | | Reception desk is manned at all times and visitors undertake safeguarding checks - reception staff ensure checks are made. Visitors wear a coloured 'Visitor' lanyard depending on DBS status, they sign in using a electronic system and have their photo taken. |
| Is there someone that has the responsibility for checking premises used by outsiders? | x | | A system is in place for the Arts and Sports Centre manager to screen check all relevant paperwork e.g., safeguarding policies and company background information |
| Do all Leaders, who are responsible for governance and all staff exemplify British Values in their attitudes and behaviour? | | | This is embedded though out the school with all pupils and staff. |
| Is there are a clear escalation policy about the appropriate tie to call the police? | X | | The safeguarding policy and KCSIE point out when it is necessary to make a call to the police. SLT make a clear decision as a team inline with this. |

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| | | | The "When to call The Police guidance, published by NPCC (National Police Chiefs Council) has been shared with all SLT and the school safeguarding team. |
| Is the school alert to local, national and international incidents which may affect the local community and where appropriate these are discussed with pupils? | X | | <p>The school is made aware of any current safeguarding issues from, the local community, child's voice, outside agencies, including police, Medway council, public child health and other organisations.</p> <p>DSLs attend regular training delivered by the Prevent Officer, Sally Green, which keeps leaders up to date with incidents that are affecting locally, nationally and internationally.</p> <p>This is then filtered down, to the school community, via social media. Emails and safeguarding bulletins to teachers. National curriculum, assemblies and class discussions.</p> |
| Does the school's DSL (and any deputies) have access to effective Prevent advice and are aware of local procedures for making a Prevent referral? Is this reflected in the school's Safeguarding policy? | X | | <p>This is reflected in the school safeguarding policy, the school also have a stand alone prevent policy with is public for all to view and is displayed on the school website.</p> <p>School also seek advice from the local educational prevent officer. All staff have undertaken Prevent training and this is managed by the DSL. Members of the school Safeguarding Team have also undertaken Radicalisation and extremism online workshop training.</p> |
| Is there someone that has the responsibility for ensuring commissioned services are complying with the Prevent Duty? | X | | Where appropriate, our DSL ensures relevant training has been completed by commissioned services. Trust staff who provide services e.g. Therapy Team will have completed full training as required by the Trust. |

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POLICIES AND PRACTICE

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| Is there a clear understanding of information sharing and when cases should be referred to the Medway Safeguarding team for Channel or other support? | x | | School works with external advisor Sally Green who is the local Prevent officer, and receives regular updates about current issues / trends. |
| Has the school ensured its internet security systems prevent access to unauthorised or extremist websites? | x | | School has one of the toughest firewall and filtering systems to prevent this. SENSO is also used to monitor words typed by staff and children on any device |
| Is there a clear Visitors Procedure that ensures visitors are vetted and adhere to the school's values and promote community cohesion? | x | | All visitors sign in on the electric system and a photo is also taken. Name and organisation are recorded. Coloured visitor lanyards are worn and any visitor without a DBS (red lanyard) is always accompanied around the school to ensure that they adhere to the school's values and promote community cohesion. |
| Does the school have clear and robust policies and procedures in place for protecting children at risk of radicalisation. | X | | All staff have read and signed to say they have read and understood the safeguarding policy. School also has a stand alone prevent policy. |

TRAINING

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| Has all school staff received training on Prevent? E.g. National College training | x | | All Staff have received thorough training which has given them the understanding needed to both recognise and challenge extremist ideas. The Prevent Duty is part of the school's Safeguarding and Child Protection Policy and has a stand-alone policy available on the website. DSL's complete Prevent training yearly. |
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| | | | Staff awareness is good. All staff have completed the updated Prevent training via National College by the end of Term 3 2023-24 |
| Has the Designated Safeguarding Officer been trained? | x | | All DSL's and DDSL's complete National College Prevent training every year and all staff every 2 years. |
| Have Governors received training on Prevent? | x | | All Governors undertake National College Prevent Training |
| Does your induction programme cover Prevent i.e. new staff, supply, visiting and PGCE students and any other ITT programme? | x | | School Induction - all new staff and students complete National College Prevent. |
| Does your safeguarding policy make explicit how Prevent concerns should be reported within the school by staff? | x | | All staff understand that the Prevent Duty is part of the wider safeguarding element of policy and know to refer to the DSL. Any pupil who is deemed to be at risk of being radicalised or extremism will be referred by the DSL as appropriate through the Local Authority Channel Referral and Intervention processes. The School will then work in partnership with the relevant agencies to seek advice, support and guidance drawing on multi-agency expertise, to support pupils at risk of harm. |
| Have you checked that all staff know what they should do if they have a Prevent concern and to whom it should be reported? | x | | Staff are trained to be vigilant in spotting signs of extremist views and behaviours and that they always report anything to the DSL which may suggest a pupil, another staff member or a visitor is expressing opinions which may cause Concern. Prevent updates/5 min reads are sent out to staff as reminders. |

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| Has the impact and effectiveness of the training been tested and the findings have informed the CPD offer for staff and been recorded in any School Improvement Plan? | X | | All staff have taken the updated prevent training 2023-24 and is then taken every two years. DSLs take the training every year. The DSL monitors this as part of their DSL role. All staff have been sent an update prevent newsletter with information on how to deal with and look out for children being radicalised. Some members of the Safeguarding team have undertaken the Radicalisation and extremism online training. |
| Has Safer recruitment training been carried out by leaders, managers and those responsible for governance? | X | | SLT members have taken and are trained in safer recruitment and certificates can be seen. The Chair of Governors is also Safer Recruitment trained |
| CURRICULUM | | | |
| Do you deliver Prevent through the curriculum? | X | | All pupils engage with views, beliefs and opinions that are different from their own in considered ways. This is delivered through our Personal, Social and Health lessons, and British Values Lessons. The lessons provide our children with the time to explore sensitive or controversial issues, and help equip them with the knowledge and skills to understand and manage difficult situations. The Academy of Woodlands ensures that opportunities are embedded within the curriculum for children to build resilience to extremism and enable them to develop a positive sense of identity through the development of critical thinking skills. All staff have sufficient knowledge and confidence to exemplify British Values. All staff and children at the Academy of Woodlands have recently created a set of |

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| | | | values which are being embedded through everything they do at school. British Values are also taught in each class using weekly Picture News and children are given the time to discuss / reflect / compare and contrast to deepen their understanding and appreciation of British Values. |
| Is Prevent delivered through discreet lessons? | x | | The school delivers provision that helps pupils develop skills to critically assess information, supporting them to recognise risks and make safe choices online and offline. |
| Are pupils aware of the dangers of radicalisation and extremism? | x | | As part of a whole school approach to building resilience to radicalisation, the school provides a safe environment for dialogue about challenging and controversial issues, supporting pupils to understand how they can influence and participate in decision-making. Our Trust Counsellor supports this too. Sally Green the local prevent officer, delivers prevent sessions to years 5 and 6. |
| Do you have specific resources to deliver lessons on Prevent? | x | | Sally Green the local Prevent officer comes into school to deliver online safety and prevent training with year 5 & 6 pupils. We utilise resources i.e., Educate Against Hate https://educateagainsthate.com/teachers/ to inform planning to deliver lessons on Prevent. |
| Do you work with outside providers to support you with delivering Prevent through the curriculum? | x | | Sally Green the local Prevent officer comes into school to deliver online and prevent training with year 5 & 6 pupils. |
| Is your staff confident in delivering lessons on controversial issues such as dangers of extremism? | x | | All staff have sufficient knowledge and confidence to exemplify British Values. This is the core of the ethos of |

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| | | | our school. All staff and children have recently created a set of values which are being introduced through everything they do at school. British Values are also taught in each class via Picture News and children are given the time to discuss / reflect / compare and contrast to deepen their understanding and appreciation of British Values. |
| SAFETY ONLINE | | | |
| Does the institution employ filtering/firewall systems to prevent staff/students/visitors from accessing extremist websites and material? Does this also include the use of using their own devices via Wi-Fi? | x | | Firewall as well as monitoring and filtering is in place throughout Woodlands. Firewall applies to all devices that use the school's Wi-Fi. |
| Leadership Do Governors, trustees and DSL understand and take responsibility for online safety as outlined in Keeping Children Safe In Education (KCSIE)? | x | | All Governors, trustees and DSL's have undertaken online safety training with National College. This is taken once a year to keep inline with KCSIE updates. |
| Staff Do all staff receive appropriate online safety training (including cyber awareness) at induction as well as regular updates to equip them with relevant skills and knowledge of trends and developments? | x | | All staff have taken online safety training with National College. This is taken once a year to keep in line with KCSIE updates. All staff have also completed the NCSC Cyber Security training for school staff. Certificates can be seen. |

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| Parental engagement Does the school proactively engage with parents and carers to help promote online safety principles and reporting at home, including messaging, guidance and safety settings on home systems and these messages are regularly updated? | x | | Parents and carers are updated with online safety tips and guidance on how to keep their children safe online and at home. Social media updates, newsletters and hard copies of information are also sent out. National college provide a Wake-Up Wednesday app and online guidance is sent out to families via our social media and included in our Sway newsletter. |
| Curriculum and learning Are online safety principles aligned with British Values and implemented in an age appropriate way to encourage and support pupils to interact online in a respectful and tolerant way? | x | | School links all subjects to fundamental British Values. Children are offered a safe space for discussion, and all children are considered for Early Help support if needed. Assemblies are held regarding online safety as well as this being taught across the curriculum, especially in PSHE lessons. |
| Is online safety reflected in curriculum planning in line with Teaching Online Safety in Schools and other current guidance including how to share concerns? | | | All staff are trained in online safety and how to recognise concerns and how to report them. We continue to review our online safety within our curriculum to ensure it is woven throughout, as well as stand alone lessons. We use our social media sites to share National Online Safety posters and information to all our families. |

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SITE SECURITY

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| <ul style="list-style-type: none"> • Are there effective arrangements in place to manage access to the site by visitors and non-students/staff? • Are dangerous substances kept and stored on site? • Is there an effective due diligence process on the use of school premises and facilities by outside agencies and groups? • Does the school have effective emergency response strategies in place such as evacuation / lockdown /emergency. Are staff and pupils are familiar with these? | x | <p>There is a clear procedure for access to the building which forms part of all staff, governor, volunteer and student inductions. All visitors and staff need to sign in on the electronic system and need to wear lanyards/ID always provided by the office.</p> <p>Dangerous substances are kept and stored safely according to COSHH and risk assessments</p> <p>The school has members of the site team that are visible throughout the day. The site is locked and opened by these members of staff. They are also fully safeguard, prevent and online safety trained. The school also has a site trust manager, that supports the school if and when needed. At the weekend, the site is also led by the site team as well as the Arts & Sports Manager who is also DSL trained. Safeguarding checks are made by Arts & Sports manager, who is also a DDSL, to ensure checks and policy is in place.</p> <p>The lockdown policy has been recently updated and will be shared with all staff and a practice of the procedures put in place, for all staff and pupils. Fire and emergency procedures have also been recently reviewed.</p> |
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Guidance and reference:

- Prevent Duty guidance for England and Wales July 2015
- Counter Extremism Strategy HM Government 2015
- Educate Against Hate <http://educateagainsthate.com/>
- E-learning training package <https://www.elearning.prevent.homeoffice.gov.uk/>
- Keeping Children Safe in Education September 2020
- Teaching approaches that help build resilience to extremism among young people