



Slade Primary School Community Risk Assessment (taking account of Prevent duties)

School name: Slade Primary School

Date: November 2022 updated in line with the DfE Prevent Duty Self-Assessment Tool

Completed by: Viki Garrett (Lead DSL) including deputy DSLs

Introduction

Undertaking a risk assessment linked to the demography of the school and identifying risks linked to extremism and radicalisation supports the school in fulfilling statutory duties and responsibilities. This document outlines the school's analysis.

Since 2010, when 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 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.

Our school values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both students and teachers 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.

Our school is committed to providing a secure environment for pupils, where children and young people feel safe and are kept safe. All adults at the school recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not.

This policy is one element within our overall school arrangements to safeguard and promote the welfare of all children in line with our statutory duties set out at S157/S175 of the Education Act 2002.

Our school's approach to preventing extremism and radicalisation also draws upon the guidance produced in 'Keeping Children Safe in Education', HM government document 'Prevent strategy: A guide for local partners in England' and the 'Counter Terrorism and Security Act 2015'.

The Counter-Terrorism and Security Act 2015 contains a duty on specified authorities, which includes all schools to have due regard to the need to prevent people from being drawn into terrorism. The new legislation will be measured through school inspection.

The Department for Education has set up a helpline for teachers who have questions and/or concerns about extremism.

Teachers can call: 0207 340 7264 or email: counter.extremism@education.gsi.gov.uk

What are the key areas of the local community?	Are there any risks or concerns linked to this?	As a result, what do you put in place?
<ul style="list-style-type: none"> • Online space for young people • Right wing graffiti and stickering continues to be seen across the county which includes anti vax and anti-migrant sentiment • Slade has a culturally diverse community with 34 difference ethnicities represented. 59% of pupils are White British/English, 6.7% Indian, 3.8% White Eastern European, 3.1% White Western European. 	<ul style="list-style-type: none"> • The misinformation and disinformation that circulates online around a mixture of issues can lead to radicalisation. People are unable to critically evaluate information they come across which can leave them vulnerable to extremist narrative. • Risk to young people being exposed to extremist content online via social media and gaming. These platforms include Tik Tok and Roadblocks which are widely used by young children. • It is important that all pupils have a good understanding of other children’s cultures and beliefs in order to ensure there is an inclusive ethos. 	<ul style="list-style-type: none"> • Online safety is a part of the RHE curriculum and taught to all year groups. The curriculum provides children with the skills to be able to identify fact from fiction on the internet in order to support them further. (See curriculum progression map for RHE on school website). • Year 5 and 6 have attended a workshop with the local prevent officer which looks at how the online gaming space is used to target young people by hateful extremists. (Completed March 2022). • Assemblies during Term 3 were focused on the British Values to develop children’s understanding further in this area. • Annual ‘Who Am I?’ Day for pupils and staff to celebrate their culture. This provides the community with the opportunity to share something from their culture with their peers to help develop their understanding. • Work to promote acceptance and celebration of different cultures also comes through different parts of the curriculum including RHE, English, History for example. This includes providing an opportunity for pupils to discuss and debate views and current issues.

Date information obtained from local Prevent Officer: 2nd March 2022

Name of Officer: Sally Green

Not able to evidence	Evidence of some but not all	Evidence of all and more

1. LEADERSHIP: structures are in place and visible throughout the school			Evaluation
Evidence	RAG	Next steps for 2022/2023	
The Senior Leadership Team and Governors are aware of the Prevent Strategy and its objectives.		HT/DSL to ensure prevent duty is included in safeguarding item on the SLT agenda to ensure all members of SLT are reminded regularly. Chair of Governors to ensure prevent duty is included in the safeguarding item on the FGB agenda.	
The Head and DSL understands their duties if concerns were raised.		DSL refresher training for this academic year.	Both HT and DHT (Lead DSL) have completed their DSL refresher.
Supporting young people vulnerable to radicalisation is embedded within Safeguarding Policies and Procedures.		Workshop to be re-booked for Year 5 pupils to help them learn how online gaming is used to target young people. Year 6 pupils completed this in the previous year. Parent workshop to be booked for this academic year.	
The Head and DSL know who to contact if radical or extremist concerns are raised (including making a referral to the Channel programme). The DSL is the identified Prevent Lead.			
Staff understand to report concerns immediately.		HT/DSL to ensure prevent duty is included in safeguarding briefings.	
All staff and Governors have completed training in the last two years on the Prevent Duty		All school governors to have completed training and shown evidence of this on Governor Hub (December 2022) as not all governors attended	
School has a Child Protection policy and Radicalisation and Extremism policy to ensure procedures are in place to protect children at risk of radicalisation.		DSL to ensure staff have time within the safeguarding updates to look at these policies and have the opportunity to ask any questions.	

British Values are modelled by leaders and governors in their attitudes and behaviours.		Re-visit British Values assemblies with pupils. Annual 'Who am I?' Day to celebrate our differences.	
The school environment is positive and respectful, pupils are safe and know how to share their concerns.		Introduction of lanyard system for adults to ensure pupils and staff know any additional adults on site are safe. Re-visit 'keeping safe' assembly with children to ensure they know who to speak to. Introduce Safeguarding Champions with a focus on ensuring all pupils across the school feel safe and if not, actions are implemented quickly.	Lanyard system introduced November 2022. Keeping safe assembly for all pupils completed November 2022.

2. RISK ASSESSMENT: risks around extremism are understood and appropriate referral process is in place			
Evidence	RAG	Next steps for 2022/2023	
A risk assessment of the local area has been completed (see earlier page in document) which includes additional actions to address potential risks			
DSL and senior leaders show understanding of risks affecting children and how to support individual children who may be at risk.			
An audit trail for notification reports/referrals exists.		To create a case study to show how concerns have been dealt with and the impact.	
A process is in place to identify and develop 'lessons learnt'.			
School leaders are alert to local, national and international incidents which may affect the local community.		To feed information into safeguarding briefings as and when is appropriate. Consider what can be shared with pupils.	

3. WORKING IN PARTNERSHIP: develop multi-agency approaches to address safeguarding issues and deliver quality curriculums		
Evidence	RAG	Next steps for 2022/2023
Partner agency communication channels have been developed – Local Authority and Police are first port of call when outside agencies need to be consulted or for making a Channel referral. The school has developed a relationship with the Prevent Team at The Education People and have used them for training for staff and pupils. DSLs have access to the Prevent Newsletter produced by The Education People		<p>Parent workshop to be booked for this academic year.</p> <p>Workshop to be re-booked for Year 5 pupils to help them learn how online gaming is used to target young people. Year 6 pupils completed this in the previous year.</p>
DSLs have access to the Prevent Newsletter produced by The Education People. DSL also attends the termly DSL briefings where Prevent updates are provided. This is then disseminated through to the DSL team.		
The single point of contact is identified in Children’s Services to liaise on a range of safeguarding issues.		

4. TRAINING: staff and governors adequately trained on Prevent Duty		
Evidence	RAG	Next steps for 2022/2023
Staff have been trained/briefed on their responsibilities linked to the Prevent Duty and know how to recognise and refer children who may be vulnerable.	Yellow	To keep re-visiting during seasonal safeguarding training, safeguarding briefings. DSLs to identify the impact and effectiveness of the training and identify future training that might be required. DSL to ensure governors have completed their Prevent Training and there is evidence of this.
Prevent is included within the staff induction process and new members of staff are required to complete the Prevent Channel Awareness training	Green	
There is appropriate staff guidance and literature available to staff on the Prevent agenda.	Green	To keep safeguarding board in staff room updated with Prevent.
Safer Recruitment training has been carried out by HT, DHT (lead DSL) and HR Officer.	Green	DSL to identify a school governor to complete the Safer Recruitment training.

5. ONLINE SAFETY		
Evidence	RAG	Next steps for 2022/2023
Leaders at all levels have read KCSIE 2022 and have a good understanding with regards to their responsibility for online safety.	Green	

<p>Staff receive annual training on online safety to equip them with the relevant skills and most up to date knowledge. DSL has attended online safety with KCC. Online safety is a part of the induction process.</p>			
<p>The school had appropriate filtering and monitoring systems in place. The HT receives notification of concerns immediately through the system and acts on these.</p>		<p>DSL to liaise with the HT about ensuring evidence is logged.</p>	
<p>Online Safety policy is updated annually and ratified by the school governors and is also included within the Child Protection policy. The school has additional policies e.g. acceptable use policy, staff code of conduct.</p>			
<p>The school pro-actively engages with parents regarding online safety and will regularly share information in the school newsletter. The school will also send out information to key year groups when a concern has been raised to help address the issue further.</p>		<p>DSL to arrange training with the Prevent Lead for Kent on this topic to raise awareness.</p>	
<p>Online safety is taught through the curriculum and not just in Computing lessons. See safeguarding progression overview.</p>		<p>DSL to arrange pupil training with the Prevent Lead for Kent for our current Year 5 pupils.</p>	

6. SAFEGUARDING SCHOOL PREMISES		
Evidence	RAG	Next steps for 2022/2023
All visiting speakers must be approved by the HT and checks are carried out to ensure they are suitable/supervised.		DSL to ensure teachers are continually made aware of this and the reasons why this is important.
Checks are carried out for any agencies and groups that wish to hire the facilities. A safeguarding guide is provided to external agencies to ensure they have the correct systems in place to safeguard pupils. Staff are trained in how to report a low level concern so they know what to do if they identify an issue		
Evacuation and lockdown procedures are in place and practiced regularly. Staff and pupils are provided with training in these areas to ensure lessons are learnt.		

7. BUILDING CHILDREN'S RESILIENCE TO RADICALISATION		
Evidence	RAG	Next steps for 2022/2023
British Values are threaded through the curriculum and are observed through the behaviours of pupils and staff.		Re-visit British Values assemblies with the pupils. Annual 'Who am I?' day for pupils and staff.
Pupils are confident to engage with views, beliefs and opinions that are different from their own. This is seen through assemblies, in different areas of the curriculum and through general school life. There is a team of Equality Champions in place.		Equality Champions to lead an assembly.

Pupils are taught how to recognise risks and make safe choices online and offline.



To keep re-visiting how to make good choices as the children travel through the school.
Workshop to be re-booked for Year 5 pupils to help them learn how online gaming is used to target young people. Year 6 pupils completed this in the previous year.

