



St Thomas of Canterbury Catholic Primary School

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Prevent Duty - Risk Assessment

Last reviewed: 21 October 2021

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.

Prevent Objectives

- 1: Clear leadership and accountable structures are in place and visible throughout the organisation
- 2: Staff and the Governing Body have been appropriately trained according to their role
- 3: An appropriate reporting and referral process is in place and referrals are being managed effectively
- 4: A broad and balanced curriculum that helps protect students against extremism and promotes community cohesion

Objective	Prevent Vulnerability/ Risk Area	Risk	Action taken/already in place to mitigate/address risk	Date Completed	RAG
1	Leadership Do the following people have a good understanding of their own and educational responsibilities in relation to the "Prevent Duty"? <ul style="list-style-type: none"> Board of Governors SLT Staff Safeguarding team 	L	<ol style="list-style-type: none"> Head Teacher is trained in order to deliver WRAP3 training DSLs' Safeguarding training updated and complete DSLs attend termly Safeguarding networks organised by Babcock HT (DDSL) attends termly behaviour and welfare briefings organised by Babcock All staff and Governors have completed the Working Together to Safeguard Children and Prevent Induction Training The Surrey Safeguarding Board audit will be 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 together with a specific Prevent Policy. Information on 'PREVENT' is also on the school website. Updating of the 'PREVENT' Risk Assessment and Action Plan happens at least annually. Risk assessment and action plan is checked by governors termly as part of the school's Governor Safeguarding Termly Check. 	Autumn 2015 Ongoing Termly Termly Autumn 2017 (and updated regularly) Annually Annually Ongoing Annually Termly	Green Green Green Green Green Green Green Green Green Green



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2	Partnership <ul style="list-style-type: none"> Is there active engagement from the school/setting's Governors, SMT, managers and leaders? Does the school/setting have an identified single point of contact (SPOC) in relation to Prevent? (Usually SP/DDSP) Does the school/setting engage with the Local Authority Police Prevent Leads and engage with local Prevent Boards/Steering Groups at Strategic and Operational level? 	L	1. The Prevent Lead (and Single Point of Contact, SPOC) at St Thomas' is the Headteacher and ADSL, Neil Lewin. He is responsible for oversight of the Prevent Action Plan and update to SLT, staff and Governors.	Ongoing	
			2. School information signs for Safeguarding are in place all around the school - checked and updated regularly.	Ongoing	
			3. The Prevent Lead is familiar with both Local Authority and Police Prevent Leads.	Ongoing	
			4. Safeguarding policy has been updated and is on the website	Annual (Autumn term)	
			5. The School has a specific Prevent Duty policy which is updated annually and on the website	tri-annual (Autumn term)	
3	Staff Training <p>Do all staff have sufficient knowledge and confidence to:</p> <ul style="list-style-type: none"> exemplify Gospel and British Values in their management, teaching and through general behaviours in the school 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 have sufficient training to be able to recognise this vulnerability and be aware of what action to take in response 	M	1. St Thomas' takes diversity and equality very seriously. For example, we share the Gospel Values which are also British Values in our SMSC teaching, through RE and worship. We have a very active and direct link with the Busenya Primary School in Mukono District, Uganda and support charities throughout the year. This year already, we have supported CAFOD, The Royal British Legion, Children in Need, Guildford Food Bank, No. 5 Homeless shelter and The Guildford women's refuge as well as the Busenya school. 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. See our Diversity and equality goals.	Ongoing	



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			2. Through the curriculum and school ethos, Pupils develop “the knowledge, skills and understanding to prepare them to play a full and active part in society”. Through RE, PSHE/Citizenship, and other curriculum activities, pupils are able to explore political, religious and social issues. The children are taught about the diverse national, regional and ethnic identities in the UK and the need for mutual respect.		
			3. As a direct result of the depth and breadth of the training for PREVENT delivered and sourced by the HT, all staff and governors are aware of the factors that make an individual vulnerable and have a better awareness of stereotypes.	Ongoing	
			4. In the same way that we have always taken safeguarding seriously, we take this (as an element of safeguarding) seriously and the Head as the SPOC is fully aware of the actions to take and who to contact in the event of a concern.	Ongoing	
4	Welfare and pastoral support <ul style="list-style-type: none"> Are there adequate arrangements and resources in place to provide pastoral care and support as required by the school? Are there adequate monitoring arrangements to ensure that this support is effective and supports the school’s welfare and equality policies? Does the pastoral support reflect the student demographic and need? 	L	1. School has a robust pastoral provision underpinned by the SEND and Behaviour policies and supported by the HT, SENCOs, ELSA and Home School Link worker. This works effectively, supporting children and families in an open, honest and supportive culture.	Ongoing	
			2. A clear system of referral to the ELSA and HSLW is in place to ensure no issues of vulnerability are missed with regular DSL reviews of all vulnerable families and children of concern.	Ongoing	
			3. A large portion of our PP budget and also our core budget is spent on vulnerabilities that reflect the demographic and upholding British Values and tolerance.	Ongoing	



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5	Safety Online 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 using their own devices via Wi-Fi?	N	1. School does have a robust firewall and filter programme that is monitored by the IT lead in school (Sophos). The first defence is that the only computers the children access are monitored physically by adults whenever they are in use. School culture of speaking up if concerned or worried by what see. All school computers (including for home learning use) are protected by Securus which identifies misuse. This is monitored weekly.	Ongoing	
			2. The system is monitored for repeat usage	Ongoing – need to regularise monitoring	
			3. Parents are invited to an online safety evening and prevention of exploitation sessions: no child is given access to the system without parental attendance.	Annual (Autumn term)	
			4. School has a robust IT Acceptable Use Policy within Staff Code of Conduct. Volunteers and students/work experience colleagues all required to follow policy.	Ongoing	
			5. Children and parents sign a cyber contract.	Annual within KS	
			6. The safeguarding policy and practice, start of day and end of day arrangements are robust and monitored at least termly by the Safeguarding Governor and Headteacher.	Termly	
6	Site Security 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? 3. Are dangerous substances kept and stored on site?	L	1. Governors, staff and visitors to school have their own lanyards that clearly denote who they are. All visitors will be asked to show ID and only gain access if they are known to school. All visitors wear identification stickers	Daily	
			2. Dangerous substances involved with cleaning are kept on site, in locked cupboards/sheds.	Ongoing	
			3. All leaflets externally generated are shown to the Headteacher for permission to distribute.	Ongoing	





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	4. Is there a policy covering the distribution (including electronic) of leaflets or other publicising material? 5. Does the school/setting intervene where off site activities are identified or are likely to impact upon staff and/or students i.e. leafleting, protest etc?		4. All offsite activities are risk assessed thoroughly as part of the EVOLVE trip submission process. 5. When there are potentially difficult situations in the locality we work with Police and local elected officials to minimise impact on children and staff. 6. Safeguarding policy has been updated to reflect PREVENT and the School has adopted a specific policy for Prevent.	Ongoing Ongoing Annual	
7	<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 and handling of referrals relating to radicalisation and extremism?		1. All staff are trained annually in safeguarding with weekly focus in briefing notes. All staff have received WRAP training and teachers have completed CHANNEL online training. 2. All Governors, staff and parents know that the Headteacher is the Prevent lead.	Annual Ongoing	
8	<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?	L	1. Headteacher as SPOC is clearly identified on school Safeguarding Posters around school. 2. All staff and Governors have completed the prevent awareness online module and been certificated. 1. The school has a critical incident management procedure. This is detailed in the Emergency Plan in school.	Ongoing Ongoing Emergency Plan termly reviews	
9	<u>Incident Management</u> 1. Does the school have a critical incident management plan which is capable of dealing with terrorist related issues? 2. Is a suitably trained and informed person identified to lead on the response to such an incident?	L	2. The Headteacher would lead in the case of an incident. 3. The Headteacher would work with the Xavier CET central team and the LA media department using Operation Duke in terms of publicised responses.	As required As required	



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	<p>3. Does the Communications/Media dep't understand the nature of such an incident and the response that may be required?</p> <p>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?</p> <p>5. Are effective arrangements in place to ensure that staff and students are appraised of tensions and provide advice where appropriate?</p>		All staff and volunteers are subject to rigorous, ongoing safeguarding checks including annual Declaration of Disqualification and all other checks in line with Safer Recruitment Policy and Procedures.	Ongoing	
10	<p>Staff and Volunteers</p> <p>1. Does awareness training extend to sub-contracted staff and volunteers?</p> <p>2. Is the school vigilant to the radicalisation of staff by sub-contracted staff and volunteers?</p>	L	<p>1. Strong pastoral support in place through ELSA, HSLW, DSL and DDSLs to ensure vigilance is maintained for identified vulnerable families and children</p> <p>2. The HT ensures that teaching staff are insured for illness and that HR and OH support staff who may be vulnerable.</p> <p>3. The school has a range of initiatives and activities that promote the spiritual, moral, social and emotional needs of children through both the explicit curriculum (RE and PSHE topics) and the 'hidden' ones, worship, celebration worship, themed days, visitors, display, newsletters, Busenya Link, parish links</p>	Ongoing	
11	<p>Curriculum</p> <p>1. 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?</p> <p>2. Does the school deliver training that helps develop critical thinking skills around the power of</p>	N	<p>1. School uses St Thomas Learner focus to help develop critical and reflective thinking. Constant renewal and focus on online safety and importance of Gospel Values as part of whole school ethos.</p>	Ongoing	



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	influence, particularly on-line and through social media? 3. Does the school ensure that Students are aware of the benefits of community cohesion and the damaging effects of extremism on community relations? 4. 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?		2. School actively promotes community cohesion and works closely with all stakeholders bringing the community together (Monthly coffee mornings and open afternoons, Invites into school for local Care Homes at Harvest, Musical and Religious Events (eg Passion Play), visits to and from local churches, projects with RGS etc (subject to any current COVID restrictions)	Ongoing	
			3. The Headteacher, 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.	Ongoing	

Carried out by: Neil Lewin, Head Teacher

Review Dates: Termly: September, December, March, July



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