



## Woodbridge 'Prevent Duty' Risk Assessment

<u>No</u>	<u>Prevent Vulnerability/Risk Area</u>	<u>Action taken/already in place to mitigate/address risk</u>	<u>Owner</u>	<u>When</u>
1	<p><b><u>LEADERSHIP</u></b></p> <p>Do the following people have a good understanding of their own and institutional responsibilities in relation to the "Prevent Duty"?</p> <ul style="list-style-type: none"> <li>• Board of Governors</li> <li>• SLT, including Safeguarding lead</li> <li>• Staff</li> </ul>	<p>4 school governors have received the WRAP training from Prevent in December 2014</p> <p>All staff, including LG, received WRAP training from Prevent in December 2014</p> <p>The DSL (FK) has received the WRAP training from Prevent and has attended further training courses on Prevent led by the borough and ASCL</p> <p>The DSL's annual safeguarding presentation on the first day of term also covers Prevent and is delivered to all staff</p> <p>The school also has a clear policy on radicalisation and anti-extremism which outlines the responsibilities of staff and the school.</p>	FK/FG	Ongoing
2	<p><b><u>Partnership</u></b></p> <p>1) Is there active engagement from the institution's Governors, SLT, managers and leaders?</p> <p>2) Does the institution have an identified single point of contact (SPOC) in relation to Prevent?</p>	<p>Governors &amp; LG received WRAP training in December 2014. Will be repeated as needed. Governors will be informed of any serious Prevent related matter</p> <p>The Prevent lead for WHS is the Safeguarding Lead - Faheem Khan. He is the SPOC and responsible for oversight of the Prevent provision</p>	FK	Ongoing

	<p>3) Does the institution engage with the Local Authority Prevent Coordinator, Police Prevent Leads and engage with local Prevent Boards/Steering Groups at strategic and operational level?</p>	<p>We are in regular contact with the local authority Prevent Coordinator and have done collaborative work together. Our school also engages with the Young Leaders Programme, which is endorsed by Prevent, to teach young people about extremism and anti-radicalisation</p> <p>The DSL has attended Prevent training and training/steering groups with LBR and ASCL</p>		
3	<p><b><u>Staff Training</u></b></p> <p>Do all staff have sufficient knowledge and confidence to:</p> <ol style="list-style-type: none"> <li>1. Exemplify British Values in their management, teaching and through general behaviours in the institution</li> <li>2. 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</li> <li>3. Have sufficient training to be able to recognise this vulnerability and be aware of what action to take in response</li> </ol>	<p>All staff, including LG, received WRAP training from Prevent in December 2014. DSL has had further training as above</p> <p>DSL's annual safeguarding presentation on first day of term also covers Prevent and is delivered to all staff. This includes the factors that make people vulnerable to being drawn into terrorism and what to do if a member of staff has concerns.</p> <p>The school also has a clear policy on radicalisation and anti-extremism which outlines the responsibilities of staff and the school.</p> <p>An audit of British Values and its effective teaching and delivery has been carried out across the curriculum and our assembly/enrichment provision. A counter-narrative to extremism is provided to pupils through this.</p>	FK/FG	Ongoing

5	<p><b><u>Speakers and Events</u></b></p> <ol style="list-style-type: none"> <li>1) Is there an effective policy/framework for managing speaker requests?</li> <li>2) Is it well communicated to staff/students and complied with?</li> <li>3) Is there a policy/framework for managing on events i.e. charity events?</li> </ol>	<p>The school has robust procedures in place to vet guest speakers and school events. There is also a policy on school visitors to ensure appropriate safeguarding considerations</p> <p>This is well communicated to all staff with regular reminders in the weekly bulletin and quality assured by reception staff when any visitor arrives.</p> <p>School lettings are also vetted</p>	FG/HT	Ongoing
6	<p><b><u>Safety Online</u></b></p> <ol style="list-style-type: none"> <li>1) Does the institution have a policy relating to the use of IT and does it contain a specific reference and inclusion of the Prevent Duty?</li> <li>2) Does the institution employ filtering/firewall systems to prevent staff/students/visitors from accessing extremist websites and material?</li> <li>3) Does this also include the use of their own devices via Wi-Fi?</li> <li>4) Does the system alert to serious and/or repeated breaches or attempted breaches of the policy?</li> </ol>	<p>The school has robust e-safety provision in place, supported by a suite of policies that make explicit reference to the Prevent Duty.</p> <p>The school employs an advanced firewalling system called Impero. This includes the use of pupils own devices via the school's Wi-Fi</p> <p>The system immediately reports serious and/or repeated breaches or attempted breaches of the school's policy</p>	JC	Ongoing
7	<p><b><u>Prayer and Faith Facilities</u></b></p> <ol style="list-style-type: none"> <li>1) Does the institution have prayer facilities?</li> <li>2) Are there good governance and management procedures in place in respect of activities and space in these facilities?</li> </ol>	<p>One of the classrooms (MH1) is used for Friday prayers</p> <p>There is regular quality assurance of the messages delivered as part of this provision by the DSL</p>	FK	Ongoing
8	<p><b><u>School Security</u></b></p> <ol style="list-style-type: none"> <li>1) Are there effective arrangements in place to manage access to the school by visitors and non-students/staff?</li> </ol>	<p>All visitors are checked at reception before entering the school site and have photo ID photocopied.</p> <p>All visitors sign in and must wear a visitors badge</p>	FG/HD	Ongoing

	2) Is there a policy regarding the wearing of ID on school premises. Is it enforced?	at all times when onsite.		
9	<p><b><u>Safeguarding</u></b></p> <p>1) Is protection against the risk of radicalisation and extremism included within Safeguarding and other relevant policies?</p> <p>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?</p> <p>3) Does the institution utilise Channel as a support mechanism in cases of radicalisation and extremism?</p> <p>4) Does the institution have a policy regarding referral to Channel identifying a recognised pathway and threshold for referral?</p>	<p>Reference to the risk of radicalisation and extremism is included in the suite of safeguarding policies including the school's Child Protection Policy, Child Protection Procedures and the Radicalisation and Anti-Extremism Policy</p> <p>The DSL has had further training through the Local Authority and ASCL to ensure effective understanding and handling of referrals relating to radicalisation and extremism</p> <p>The school works closely with Prevent and Channel, although there has not yet been a need to submit a referral to Channel</p> <p>The school has a Radicalisation and Anti-Extremism policy which identifies pathways to a referral</p>	FK	Ongoing
11	<p><b><u>Incident Management</u></b></p> <p>1) Does the institution have a critical incident management plan which is capable of dealing terrorist related issues?</p> <p>2) Is a suitably trained and informed person identified to lead on the response to such an incident?</p> <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 institution have effective arrangements</p>	<p>The school has a Radicalisation and Anti-Extremism policy which identifies the course of action to take should the school find itself dealing with a terrorist related issues</p> <p>The DSL is sufficiently trained to lead on the response to such an incident</p> <p>The school would alert the LBR Communications/Media department in such a case.</p> <p>The school has active Professional Association</p>	FK	Ongoing

	<p>in place to identify and respond to tensions 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>	<p>groups, student councils and young leaders programme representatives and good ties with the local community to identify and respond to tensions which might impact upon staff, student and/or public safety</p>		
12	<p><b><u>Staff and Volunteers</u></b></p> <p>1) Does awareness training extend to sub-contracted staff and volunteers?</p> <p>2) Is the institution vigilant to the radicalisation of staff by sub-contracted staff and volunteers?</p>	<p>All volunteers and contracted staff receive safeguarding information from the school, either through the annual presentation by the DSL or via our induction pack</p> <p>The school is vigilant to the radicalisation of sub-contracted staff and volunteers through the school's policy on whistleblowing</p>	FG	Ongoing
13	<p><b><u>Governance</u></b></p> <p>Is resilience to extremism built into systems, including;</p> <p>1) Effective appointment procedures,</p> <p>2) Training,</p> <p>3) Governors' procedures,</p> <p>4) Credible whistleblowing arrangements.</p>	<p>The school has robust safeguarding procedures in place as part of its recruitment/appointment process</p> <p>Regular safeguarding training is provided to a range of staff and governors</p> <p>The school has a robust whistleblowing policy in place</p>	HT/FG	Ongoing
14	<p><b><u>Equalities and community cohesion</u></b></p> <p>Is there school engagement with local communities?</p>	<p>The school actively plays its role as a community school and endeavours to be at the heart of community life. Our enrichment provision, including our 6<sup>th</sup> form programme, invites speakers from a range of backgrounds to the school</p>	JC	Ongoing