

Archers Brook SEMH Residential School

Prevent Duty Risk Assessment/Action Plan

Reviewed April 2016 Next Review April 2017

PREVENT OBJECTIVE 1: Clear leadership and accountable structures are in place and visible throughout the organisation

PREVENT OBJECTIVE 2: Staff and the Governing Body have been appropriately trained according to their role

PREVENT OBJECTIVE 3: An appropriate reporting and referral process is in place and referrals are being managed effectively

PREVENT OBJECTIVE 4: A broad and balanced curriculum that helps protect students against extremism and promotes community cohesion

<u>No.</u>	<u>Prevent Vulnerability/Risk Area</u>	<u>Risk Y/N</u>	<u>Action taken/already in place to mitigate/address risk</u>	<u>Owner</u>	<u>When</u>	<u>RAG</u>
1	<p><u>LEADERSHIP</u> Do the following people have a good understanding of their own and educational responsibilities in relation to the "Prevent Duty"?</p> <ul style="list-style-type: none"> ➤ Board of Governors ➤ SMT ➤ Staff ➤ Safeguarding team 	N	There has been appropriate communication from the Prevent Lead to involve all named in their duties and a shared understanding of responsibilities of 'Prevent Duty'. Training has been rolled out across the school and has included a Governor, the chair and the school's representative having already completed training. A date has been set for mop up training to take place.	IDean/SLT/GoV's	Mop training 7 th June 2016	GREEN
2	<p><u>Partnership</u> 1) Is there active engagement from the school/setting's Governors, SMT, managers and leaders?</p>	N	1. Governors & SLT provided with briefing by Prevent Coordinator on 1/2/15. Arrangements in place to	IDean/SLT/GOV's	19 th May 2016	GREEN

	<p>2) Does the school/setting have an identified single point of contact (SPOC) in relation to Prevent? (Usually SP/DDSP)</p> <p>3) 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?</p>		<p>repeat this briefing at subs on the 19th May.</p> <p>2. The Prevent Lead for Archers Brook is the Safeguarding Lead Ian Dean He is responsible for oversight of the Prevent Action Plan & update to SLT.</p> <p>3. The Prevent Lead is familiar with both Local Authority and Police Prevent Leads.</p>			
3	<p><u>Staff Training</u></p> <p>Do all staff have sufficient knowledge and confidence to:</p> <p>1) exemplify British Values in their management, teaching and through general behaviours in the school/setting</p> <p>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</p> <p>3) have sufficient training to be able to recognise this vulnerability and be aware of what action to take in response</p>	N	<p>1. This will always be an item to keep 'fresh' via training, but staff demonstrate a high level of modelling</p> <p>2. Staff have been trained via the Prevent Duty Lead, already demonstrating confidence in leading pupil discussion.</p> <p>3. Yes</p>	<p>1.Emma Frost/ Whole staff team</p> <p>2.I Dean</p> <p>3.I Dean</p>	<p>On-going</p> <p>21/03/16</p> <p>And further training</p> <p>29/04/16</p> <p>Mop planned</p> <p>7/06/16</p>	AMBER
4	<p><u>Welfare, pastoral and Chaplaincy support</u></p>	N	<p>1. The school has very high levels of pastoral care/support across</p>	<p>Whole staff team</p>	<p>On-going</p>	GREEN

	<p>1) Are there adequate arrangements and resources in place to provide pastoral care and support as required by the school/setting?</p> <p>2) Does the school/setting have chaplaincy provision or is this support signposted locally or brought in?</p> <p>3) Are their adequate monitoring arrangements to ensure that this support is effective and supports the school/setting's welfare and equality policies?</p> <p>4) Does the chaplaincy support reflect the student demographic and need?</p>		<p>the 24hour offer via curriculum and well trained staff.</p> <p>2. As a non-secular school we uphold the ethos of respect and tolerance others' faith and culture. We are able to signpost chaplaincy provision as required</p> <p>3&4 the school offer as non-denominational school reflects pupil need. However as a specialist SEND provision we plan fastidiously transition on entry, so on entry any new requirements would be provided for.</p>			
5	<p><u>Speakers and Events</u></p> <p>1) Is there an effective policy/framework for managing speaker requests?</p> <p>2) Is it well communicated to staff/students and complied with?</p> <p>3) Is there a policy/framework for managing on-site events i.e. charity events?</p> <p>4) Are off site events which are supported, endorsed, funded or organised through the school/setting subject to policy/framework?</p>	N	<p>1. This is covered in the freedom of speech & expression caveat within the single equality policy.</p> <p>2. Via safeguarding and prevent training and policies held available to all.</p> <p>3. Hire agreement policy approval sort from Head/Govs.</p> <p>4. N/A</p>	<p>Head/SLT/Govs.</p> <p>IDean</p>	<p>Reviewed in line policy</p>	GREEN
6	<p><u>Safety Online</u></p> <p>1) Does the school/setting have a policy relating to the use of IT and does it contain a specific reference and</p>		<p>1. Yes</p> <p>2. Yes – CWAC approved, but also</p>	<p>I Dean/ K Henerty/</p>		

	<p>inclusion of the Prevent Duty?</p> <p>2) Does the school/setting employ filtering/firewall systems to prevent staff/students/visitors from accessing extremist websites and material?</p> <p>3) Does this also include the use of using their own devices via Wi-Fi?</p> <p>4) Does the system alert to serious and/or repeated breaches or attempted breaches of the policy?</p>	N	<p>maintained by ICT teacher/e-safety lead & ICT technician.</p> <p>3. Pupils not allowed (policy), staff only with permission from SLT.</p> <p>4. Yes the school has systems in place and information shared appropriately.</p>	CWAC ICT technician.	Ongoing	GREEN
7	<p><u>Prayer and Faith Facilities</u></p> <p>1) Does the school/setting have prayer facilities?</p> <p>2) Are there good governance and management procedures in place in respect of activities and space in these facilities?</p>	N	<p>We plan and support on an individual basis. This is a non-secular school which reflects our cohorts views, however we teach, support & educate tolerance and respect; all new pupils & staff would have their individual needs catered for.</p>	Whole staff team	On-going	GREEN
8	<p><u>Site Security</u></p> <p>1) Are there effective arrangements in place to manage access to the site by visitors and non-students/staff?</p> <p>2) Is there a policy regarding the wearing of ID on site? Is it enforced?</p> <p>3) Are dangerous substances kept and stored on site?</p> <p>4) Is there a policy in place to manage the storage, transport, handling and audit of such substances?</p> <p>5) Is there a policy covering the distribution (including electronic) of leaflets or other publicising material?</p> <p>6) 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?</p>	N	<p>1. Signing in procedure in place. All visitors report to main reception. Planned works only allowed on site via business manager/Maintenance staff. Proof of ID requested and visitor badges given out. Non-professionals escorted while on-site at all times. Information leaflets handed out.</p> <p>2. Staff supplied photo badges. Safeguarding policy.</p>	<p>1.Adminstration staff</p> <p>2.whole staff team</p> <p>3. Maintenance staff /Science dept.</p> <p>4. . Maintenance staff /Science</p>	On-going	GREEN

			<ol style="list-style-type: none"> 3. No dangerous substances kept on-site. 4. Risk assessments' in place in high risk areas. 5. This is covered in the freedom of speech & expression caveat within the single equality policy. 6. Offsite risk assessment completed for all trips offsite. Permission sought from a member of the SLT before trips take place. 	<p>dept.</p> <p>5.SLT</p> <p>6.Whole staff team</p>		
9	<p><u>Safeguarding</u></p> <ol style="list-style-type: none"> 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? 3) Does the school/setting utilise Channel as a support mechanism in cases of radicalisation and extremism? 4) Does the institution have a policy regarding referral to Channel identifying a recognised pathway and threshold for referral? 	N	<ol style="list-style-type: none"> 1. Policy's in place including Safeguarding/ single equality policy / ICT policy and other relevant. 2. The safeguarding lead; Prevent Officer and all staff receive updated training 3. Yes 4. Covered in the Safeguarding policy. 	I Dean	Reveiwed in line with policy or updated as required.	GREEN
10	<p><u>Communications</u></p> <ol style="list-style-type: none"> 1) Is the school/setting's Prevent Lead and their role widely known across the school/setting? 	N	<ol style="list-style-type: none"> 1. Yes 2. Over 66% of staff trained all have 	I Dean	Ongoing	GREEN

	<p>2) Are staff and students made aware of the Prevent Duty, current risks and appropriate activities in this area?</p> <p>3) Are there information sharing protocols in place to facilitate information sharing with Prevent partners?</p>		<p>had briefing.</p> <p>3. Yes via Cheshire Police contact- Lesley Price and Lynsay Mullin - http://www.cheshire.police.uk/advice-and-support/terrorism-and-major-incidents/prevent-and-channel-guidance-for-partner-gencies</p>		As needed.	
11	<p><u>Incident Management</u></p> <p>1) Does the school/setting have a critical incident management plan which is capable of dealing with 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 school/setting 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>	N	<p>1. The schools critical incident management plan refers to the prevent agenda.</p> <p>2. I Dean is the named SPOCK</p> <p>3. Refer to CWAC policy</p> <p>4. Refer to CWAC policy</p> <p>5. Via I Dean (SPOCK) and updated training as required.</p>	<p>Head/Govs</p> <p>I Dean</p>	Ongoing	GREEN
12	<p><u>Staff and Volunteers</u></p> <p>1) Does awareness training extend to sub-contracted staff and volunteers?</p> <p>2) Is the school/setting vigilant to the radicalisation of staff by sub-contracted staff and volunteers?</p>	N	<p>1. Via their own establishments. We do not quality assure but ensure on arrival our expectations/guidelines available.</p> <p>2. Yes in line with Prevent training.</p>	Whole staff team	On-Going	GREEN

13	<p><u>Freedom of Expression</u></p> <p>1) Does the institution have a Freedom of Speech/Expression policy?</p> <p>2) Does this policy recognise and incorporate the risks associated with radicalisation and extremism?</p> <p>3) Is the need to protect vulnerable individuals covered within this policy?</p>	N	<p>1. Integrated into single equality plan</p> <p>2. Yes.</p> <p>3. Yes</p>			
14	<p><u>Curriculum</u></p> <p>1) Does the school/setting 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 influence, particularly on-line and through social media?</p> <p>3) Does the school ensure that Students are aware of the benefits of community cohesion and the damaging effects of extremism on community relations?</p> <p>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?</p>	N	<p>1. Yes this is a well-planned and well considered plan that aims to develop individual pupil understanding from their own starting points.</p> <p>2. The ECDL and e-safety training along with relevant PSD qualification encourages pupils to be resilient and thoughtful</p> <p>3. Yes, discussion, assemblies, PSD etc.</p> <p>4. Yes and they are confident that SLT are supportive</p>	Whole staff team	On-Going	GREEN

Reviewed by I Dean