Fourfields Community Primary School

Prevent Action Plan

Reviewed by:	Senior Leadership Team
Reviewed when:	January 2024
Next review:	January 2025
Source of model policy (if applicable)	Cambridgeshire County Council
Added to website	Yes
Added to Google Drive- All Staff	Yes
Review date noted on schedule	Yes

Fourfields Community Primary School

Designated Safeguarding Leads at Fourfields

- Sue Blyth
- Lucy Hewerdine
- Kellie Park
- Ruth Jones

Prevent Lead at Fourfields

- Lucy Hewerdine

Governor for Safeguarding and Prevent

- **Helen Card**

Fourfields Community Primary School

Duty	Evidence	Action	By whom
Assess the risk of children being drawn into terrorism	Staff can demonstrate a general understanding of the risks affecting children and young people.	• All staff have read 'Keeping Children Safe in Education' (DfE 2023) Part One and Annex B. This document is available for all staff on 'The School Bus' • All staff are aware of the definition of "Terrorism" as set out in Keeping Children Safe in Education, 2023, Annex B pg. 149. • The Prevent Lead has informed staff of their duties as set out in "Revised Prevent Duty: for England and Wales" (Statutory Guidance, September 2023) with specific reference to paras 57-76. • www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales	All staff Designated Safeguarding Leads/Prevent Lead
	Staff can identify individual children who may be at risk of radicalisation and how to support them.	• The Prevent Lead has informed staff about signs and indicators of radicalisation including mechanisms enabling early identification of those vulnerable to radicalisation. • Parental engagement is promoted, particularly hard to reach families. • The school uses 'My Voice', a system for parents or members of the community to anonymously report concerns about children to the school. Information is on the school's website, noticeboards and in the local supermarket.	Designated Safeguarding Leads/Prevent Lead
	There is a clear procedure in place for protecting children at risk of radicalisation.	• All staff have read the school's 'Prevent Duty Policy'. The policy is available to all staff on 'The School Bus'. Policy is reviewed by the school's Prevent Lead annually. • All staff have read the school's Safeguarding and Child Protection Policy which includes a statement regarding the school's "Prevent" Duty. The policy is available to all staff on 'The School	All Staff All Staff

		Bus'. The policy is reviewed annually by the DSL and Headteacher. • All staff understand how to record and report concerns regarding risk of radicalisation.	
	The school has identified a Prevent Lead	• All staff know who the Prevent Lead is. Staff should understand that this person acts as a source of advice and support in relation to concerns around radicalisation.	All Staff
Prohibit extremist speakers and events in the school	The school exercises "due diligence" in relation to requests from external speakers and organisations using school premises.	• Request an outline of what the speaker intends to cover. • Research the person/organisation to establish whether they have demonstrated extreme views/actions. • Deny Permission for people/organisations to use school premises if they have links to extreme groups or movements. • Provide justification for their decisions in writing.	Designated Safeguarding Leads/Prevent Lead
Working in Partnership			
The school uses existing safeguarding arrangements in exercising its Prevent Duty	Staff record and report concerns in line with existing policies and procedures.	• All staff record and report concerns using the usual online Safeguarding platform "My Concern" recording system. • Records of referrals are uploaded to the individual child's Safeguarding File.	All staff
Referrals are made to relevant agencies where a Prevent concern is identified.	The Prevent Lead makes appropriate referrals to other agencies including the Multi-Agency Safeguarding Hub (MASH) and Channel Panel.	• Advice may be sought regarding Prevent concerns by calling Cambridgeshire Police on 101 and selecting extension 2596 or 2595 or by email: Prevent@cambs.police.uk • Referrals should be made to the contact centre using the Cambridgeshire the online referral form found on the Cambridgeshire and Peterborough Safeguarding Children Partnership Board website. There is a box entitled 'Prevent' please tick this https://www.safeguardingcambspeterborough.org.uk/concerned/	Designated Safeguarding Leads/Prevent Lead

		• Further guidance regarding Making a Prevent referral is available https://www.gov.uk/guidance/making-a-referral-to-prevent#preparing-a-prevent-referral updated 7 September 2023 • The Prevent Lead supports the Channel process by sharing information and carrying out agreed actions as directed either by Channel Panel or local Prevent Officers.	
Staff Training			
Equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas.	Assess the training needs of staff in the light of the school's assessment of the risk to pupils at the school of being drawn into terrorism.	**As a minimum the school should:** • Ensure that that the Designated Safeguarding Lead or nominated member of the Safeguarding Team undertakes Prevent Lead Training, available on request via the Education Safeguarding Team. ECPS.General@cambridgeshire.gov.uk • Ensure that the Designated Safeguarding Lead is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation. • Staff are signposted to the Home Office on-line training https://www.gov.uk/guidance/prevent-duty-training • Further training is detailed within KCSiE 2023 pg 151 • Volunteers in school are provided with training and a copy of the school's Safeguarding Policy and KCSIE.	Designated Safeguarding Leads/Prevent Lead
IT Policies			
Ensure that children are safe from terrorist and extremist material when	The school has policies in place which make reference to the "Prevent" Duty.	• Relevant policies in place and embedded • Online safety policy • Acceptable use policy • Anti-bullying policy	Designated Safeguarding Leads/Prevent Lead

accessing the internet in school.		• IT Support Contract provide robust Filtering and Monitoring. • Safeguarding alerts for children attempting to access terrorist or extremist material are emailed immediately to a member of SLT. • To support schools meet the duty placed on them the Department of Education have published a document; Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK (www.gov.uk)	
	Children are taught about online safety with specific reference to the risk of radicalisation.	• The curriculum reflects this duty.	Designated Safeguarding Leads/Prevent Lead
Building children's resilience to radicalisation			
Ensure that pupils have a "safe environment" in which to discuss "controversial issues".	Pupils develop "the knowledge, skills and understanding to prepare them to play a full and active part in society".	• Through PSHE/Citizenship and other curriculum activities, pupils are able to explore political, religious and social issues. • Pupils are taught about the diverse national, regional and ethnic identities in the UK and the need for mutual respect. • Staff are aware of the Website "Educate Against the Hate" https://educateagainsthate.com/ • Relevant staff are aware of the government guidance: https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools-published	Designated Safeguarding Leads/Prevent Lead Other relevant staff

Risk Assessment

A risk assessment is a core part of the Prevent duty for education settings.

All settings should read www.gov.uk/government/publications/prevent-dutyguidance/revised-prevent-duty-guidance-for-england-and-wales.

It is recommended that settings assess the risk of students being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. Settings may choose to have a written risk assessment to better communicate and document actions taken to mitigate any risks. The purpose of the risk assessment is to have an awareness and understanding of the risk of radicalisation in your area and your school. The type and scale of activity that will address the risk will vary but all schools will need to give due consideration to it.

It is recommended that the below risk assessment is completed and reviewed annually.

Risk Scoring

Likelihood		Severity	
Almost Certain	5	Catastrophic	5
Very Likely	4	Major	4
Likely	3	Moderate	3
Unlikely	2	Minor	2
Improbable	1	None or Trivial	1

Fourfields Community Primary School

O	Risk Title	Summary	Likelihood	Existing Controls	Severity	Further Action Needed	Lead officer	Date for completion	Progress
1	**Leadership**	Leaders (including governors and trustees) within the organisation do not understand the requirements of the Prevent Duty or the risks faced by the organisation. The Duty is not managed or enabled at a sufficiently senior level. Leaders do not understand, nor have ultimate ownership of their safeguarding processes. Leaders do not ensure all staff have sufficient understanding and that staff implement the duty effectively. Leaders do not communicate and promote the importance of the duty. Leaders do not drive an effective safeguarding culture across the school. Leaders do not provide a safe environment for students.	2	What has your school put in place to ensure sufficient understanding and buy-in from Leadership? Prevent training/briefing for staff (including SLT) and governors. Lead governor for safeguarding/Prevent. Prevent lead is at appropriate seniority. Sufficient leadership ownership – risk assessments, safeguarding policies, etc. being signed off by SLT. Leadership has clear understanding of reporting and referral mechanisms. Ensuring the sharing of safeguarding policies – staff sign to confirm the reading of such policies. Promotion of a safeguarding culture through regular training, discussions, etc with senior staff visibly involved.	4	What does your school need to further action to address the identified risk(s)? No actions required	**n/a**	**n/a**	**n/a**

		What is the risk here? *The result is that the school does not attach sufficient priority to Prevent and risk assessment/action plans (or does not have one). Understanding and risk mitigation to meet the requirements of the Duty are not effective.*							
2	**External speakers and events**	External speaker and organisations are not vetted adequately by senior staff to establish content of their presentations/activities No risk assessment process attached to events. Focus is only on events taking place on site. Consideration needs to be made to include provider-affiliated events that could take place off site. *What is the risk here?* *Ineffective external speaker and events policies/processes increases the chances of extremist*	2	What has your school put in place to mitigate risk posed through external speakers and events? Clear, proportional external speakers and events process, which would include due diligence, sign off and appropriate mitigations put in place. Staff always present throughout external speaker presentations. Risk assessment focus on external events and speakers process, where appropriate. Training on Prevent (to include threat and internal processes) to staff, including security/estates staff.	3	What does your school need to further action to address the identified risk(s)?	**N/a**		

		infiltration through events and speaking opportunities.		The advertisement of any event is taken into consideration when risk assessing, e.g., will social media be used, will it be through official accounts, will leaflets be posted and where?					
3	**Partnership**	The school does not establish effective partnerships with other partners including police and Prevent Officers, LA Prevent Lead, Channel Panel members. No Prevent Lead for Prevent-related activity. No safeguarding information sharing consideration or agreement (where appropriate) in place at the local level. Necessity, proportionality, consent, power to share and data protection not a consideration when sharing information with partners. <u>*What is the risk here?*</u> *The result is that the organisation is not fully*	2	What has your school put in place to ensure effective partnerships and information sharing? Contact made with appropriate partners. Is linked into relevant Prevent networks (e.g., Prevent, local authority, police) In receipt of Prevent updates from LA/Prevent Teams. Attends Prevent Lead Network meetings facilitated by the Education Safeguarding Team in partnership with local Prevent Officers and/or Department of Education Prevent representative. Student representation at relevant strategic board Prevent reports into. Information sharing agreement in place.	3	What does your school need to further action to address the identified risk(s)? None	**n/a**	**n/a**	**n/a**

		appraised of national and local risks, does not have the best safeguarding contacts and links, and does not have access to developing good practice advice or supportive peer networks.							
4	**Risk assessment and action plans**	No risk assessment or ineffective risk assessment that does assess where and how students or staff may be at risk of being drawn into terrorism. Risk assessment has not considered school site and student welfare, safety of students and staff, physical management of the estate, relationships with external bodies. Risk Assessment not appropriately updated when changes take place e.g., change of school location, introduction of external speakers. Does not have a policy / procedure for managing whistleblowing and complaints.	2	What has your school done to ensure that your risk assessment / action plans are fit for purpose? Risk assessment undertaken, which is regularly reviewed, updated, and signed off at an appropriate level. Necessary actions to mitigate risks (i.e., the action plan) are clearly stated and a plan put in place to address within a specified timeframe. Risk assessment covers welfare, safety, estate management, relationships. (Not an exhaustive list) Whistleblowing and complaints policy in place. Risk Assessments stored on all staff shared drive.	2	What does your school need to further action to address the identified risk(s)? No action required	**n/a**	**n/a**	**n/a**

		No action plan in place to address risk identified. <u>*What is the risk here?*</u> *The provider may not be responding to the correct and relevant, identified risk and as a result may be leaving them more vulnerable to students and staff being drawn into terrorism.*		Risk assessment considers local risk, information accessible via local authority, Prevent Officers.					
5	**Staff Training**	Appropriate staff/governors not trained. Staff do not understand what extremism is and radicalisation means and why people may be vulnerable to being drawn into terrorism. Appropriate staff do not know what measures are available to prevent people from becoming drawn into terrorism and do not know how to obtain support for people who may be being exploited by radicalising influences. This includes what behaviours to look out	2	What has your school put in place to ensure effective staff training? Ensures **all** staff attend a form of Prevent training with a focus on Notice, Check, Share. Those more involved in safeguarding/welfare (as a minimum) to have more detailed/focused training. Prevent Lead training and Prevent Lead Network meetings are facilitated by the Education Safeguarding Team in partnership with local Prevent Officers and/or Department of Education Prevent representative.	4	What does your school need to further action to address the identified risk(s)? None – all appropriate measures in place	**n/a**	**n/a**	**n/a**

		for and how to make a referral, including Channel. Appropriate Staff and governors do not undertake the appropriate level of training and lack the knowledge to recognise vulnerabilities that may be exploited by extremist narratives. Volunteers and subcontractors missed out of training plan as not considered as staff. *<u>What is the risk here?</u>* *Staff do not recognise behavioural signs of radicalisation and vulnerabilities. The risk of harm is not reported properly and promptly by staff.*		Ensures Governors attend Prevent training. Maintains records of all staff and Governor training Refresher training to take place regularly (every 2 years as a min, but also to update on any changes) Training is evaluated for effectiveness on a regular basis. Volunteers undertake Safeguarding & Prevent training by the Prevent Lead.					
6	**Safeguarding**	Safeguarding leads are unaware of the links between student susceptibilities and radicalisation.	2	Safeguarding leads are appropriately trained to recognise Prevent concerns or risks of radicalisation. Safeguarding leads undertake the Home Office training in relation to	4	What does your school need to further action to address the identified risk(s)?	**n/a**	**n/a**	**n/a**

		Safeguarding leads are not aware of the Channel process, nor how to refer to it. Prevent is not embedded within the safeguarding policy and within the culture of safeguarding within the school leading to confusion and potential for the risk of radicalisation to not be recognised. Radicalisation and related susceptibilities are not referred to within safeguarding training which leaves staff with a knowledge gap and the risk to not be recognised. The internal safeguarding referral process does not mention Prevent. <u>*What is the risk here?*</u> *Student susceptibilities are not appropriately addressed resulting in potential for radicalisation.* *Staff are unsure how to recognise or refer a Prevent concern and see no link to Safeguarding, leaving*		Channel and are aware of the referral path. Safeguarding Leads or nominated member of Safeguarding Team undertake role of Prevent Lead and attend training (provided by LA Education Safeguarding Team) Safeguarding leads ensure they are aware of their Local Authority contact and Local Prevent Officers Safeguarding training for staff includes Prevent and appropriate links between radicalisation, susceptibilities and Safeguarding. Prevent is embedded within the Safeguarding policy and a clear referral route is set out to all staff and students regarding concerns. Safeguarding features: • weekly briefings • 'Safeguarding in 7' • Emails • Fourfields Informer • Safeguarding Newsletter. • Annual Training		None – all procedures in place			

		student susceptibilities unmitigated.							
7	**IT Policies**	Students can access terrorist and extremist material when accessing the internet at the school. Students may distribute extremist material using the school IT system. Unclear linkages between IT policy and the Prevent duty. No consideration of filtering as a means of restricting access to harmful content. *What is the risk here?* *Ineffective IT policies increases the likelihood of students and staff being drawn into extremist material and narratives online. Inappropriate internet use by students is not identified or followed up.*	2	What has your school put in place to ensure appropriate filtering and online safety? Appropriate internet filtering is in place with a robust follow-up system for any instances of access to restricted sites. Clear IT policy in place with explicit mention of the Prevent duty. Policy available on 'The School Bus'. IT Support contract providing robust filtering and monitoring. Safeguarding alerts emailed immediately if pupils attempt to access extremist content. Guidance on appropriate filtering can be found at: UK Safer Internet Centre Appropriate Monitoring Guidance JISC also offer advice around cyber security and online filtering. Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK (www.gov.uk).	2	What does your school need to further action to address the identified risk(s)?	**n/a**	**n/a**	**n/a**

				Further links to support the schools monitoring and filtering can be found on pg. 38 of Keeping Children Safe in Education 2023 Settings should equip students with the skills to stay safe online, both on school site and outside. Policy in place for students and staff using IT equipment to research terrorism/ counterterrorism in course of their learning.					
8	**Building students resilience to radicalisation / curriculum**	The setting does not provide a safe space in which students can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas. The setting does not teach a broad and balanced curriculum which promotes the development of students and fundamental British Values and community cohesion.	2	What has your school put in place to keep students safe and to build resilience to radicalisation? Classroom teaching is monitored by senior leaders through observations, book checks and is quality assured. The school provides opportunities within the curriculum to discuss controversial issues and for pupils to develop critical thinking and media literacy skills. The school embeds fundamental British Values into the curriculum, while also ensuring specific discussions can take place in a safe environment.	2	What does your school need to further action to address the identified risk(s)? None – all procedures in place	**n/a**	**n/a**	**n/a**

		British Values are not exemplified by staff and students are unaware of both the values and how they and Prevent relate to their life and course. Students are exposed to intolerant views and become intolerant to others. *<u>What is the risk here?</u>* *The risk is students are exposed to intolerant or hateful narratives and lack understanding of the risks posed by terrorist organisations and extremist ideologies that underpin them.* *A risk of students holding intolerant views and creating tensions both within the school and the community.*		Staff and Children taught about the Lanyard Colour coded system and encouraged to challenge / report unknown adults in school. The school has codes of conduct for all staff (teaching and non-teaching staff)					
9	**Management of space**	Access to the school by external parties is not monitored, and due diligence is not carried out. Access to the school by students is not monitored.	2	What has your school put in place to ensure due diligence checks are carried out on visitors? Colour coded lanyard processes: Purple = Staff. Green = DBS. Red = Non-DBS.	4	What does your school need to further action to address the identified risk(s)?	**n/a**	**n/a**	**n/a**

		The school does not provide a safe environment conducive to learning. Dangerous substances are not stored correctly, and students have unsupervised access to dangerous substances including chemicals, bacteria, viruses, and toxins. Rooms can be hired out at the school and could be used for meetings of an extremist nature due to a lack of due diligence. <u>*What is the risk here?*</u> *Access could be gained by an external party for the purpose of causing harm to students and staff. Students and staff could be exposed to extremist ideologies.* *Chemicals and dangerous substances could be used in an act of harm.*		Site Security Policy implemented and reviewed regularly. Site Security Audit completed by the LA. Secure touch-card door entry system. Lockdown (Invac) alarm and procedures in place. Lockdown practice termly. Employee / Volunteers interviewed by staff who are safer recruitment trained. The school carries out safer recruitment checks on all staff, governors and volunteers, including online and social media checks (KCSIE22), DBS, references, right to work in the UK. DBS / Letter of Assurance received for third party contractors. Office staff informed of any visitors expected in school.					

				The school has codes of conduct for all staff (teaching and non-teaching staff) Lettings Policy in place. Dangerous products and cleaning materials should be locked away and regularly inventoried with access only for those who absolutely need to access them. COSSH register up to date. Access to the building is monitored for both students and visitors with a robust system in place for visitor management and events. Building access is monitored and recorded to ensure security and welfare in order that staff know who is on site and when. The setting has a robust risk assessment and carries out open source checks on visitors, the organisations they represent and the materials they promote or share. The setting seeks advice and support from partners where					

				necessary to make assessments of suitability.					

Review Schedule:

Date of completion: …….. By Whom:……
Print name……Signed……..

Date of review:…… By whom……..
Print name……..Signed…….