

Mapledown School



Working and Learning Together

Prevent duty risk assessment

Assessment conducted by: Sandra Chaaya	Job title: Headteacher	Covered by this assessment: All stakeholders (staff, students, governors, visitors) and all sites (Main, @Cophall, @Whitefield)
Date of assessment: 8th September 2023	Review interval: Annually	Date of next review: September 2024
Approved by: Sue O'Halloran	Job Title: Chair of Governors	Date:

Date Risk Assessment
last reviewed: 8 September 2023

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

Introduction

Everyone who comes into contact with children and their families has a role to play in safeguarding children. Schools have a duty of care to their pupils and staff which includes safeguarding them from risk of being drawn into terrorism. This includes not just violent extremism but also non violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of the terrorist ideology and learn how to challenge these ideas.

School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance Working Together to Safeguard Children (July 2018) and Keeping Children Safe in Education (September 2023).

Schools and colleges should work with Social Care, the Police, Health Services and other services to promote the welfare of children and protect them from harm. Radicalisation is listed as a specific safeguarding issue within this statutory guidance and is addressed within the Government Prevent Strategy.

Under the Prevent Duty, all specified bodies, including schools, colleges and universities are required, in the exercise of their functions, to have 'due regard for the need to prevent people being drawn into terrorism'. The legislation sets out that schools must assess the risk of children being drawn into terrorism, and that this assessment should be based on 'an understanding, shared with partners, of the potential risk in the local area'.

We recognise that due to their profound and severe learning difficulties, the pupils in our school require ongoing support and supervision throughout the day for all daily living tasks and to remain safe. Therefore, they are less likely than peers to be drawn into radicalisation or extremism as their access to the community and online platforms are supervised. However, all stakeholders must be aware of the risks posed to all young people (including in our pupils' family circles) and our school has a responsibility to equip staff to identify any young person or member of staff at risk of being drawn into terrorism, and to challenge extremist ideas.

Context - National and Local risks:

Martyn's Law (Protect Duty)

Earlier this year the Government announced details for the Protect Duty, now to be known as 'Martyn's Law', in tribute of Martyn Hett, who was killed alongside 21 others in the Manchester Arena terrorist attack in 2017.

What will this mean for the education sector?

The Department for Education and the Home Office agree that the existing safety and safeguarding policies in place at most educational settings are sufficient to warrant special consideration. In recognition of these existing measures, such sites will be placed into a **standard tier**, regardless of their occupancy. This means that Early Years, Schools and the majority of Further Education providers (with a few exceptions) will sit within the standard tier.

Counter-terrorism Local Profile

The official Counter Terrorism Local Profile (CTLP) provides an outline of the key threats, risks and vulnerabilities within London.

The CTLP is not designed to provide a complete assessment of extremist concerns but seeks to raise awareness of current issues, providing information from which to determine priorities and support local Prevent delivery plans and awareness raising across a wide range of partners and communities in London.

The threat to the UK from international terrorism is SUBSTANTIAL meaning an attack is likely. Islamist Extremism continues to be the predominant threat and risk in London The greatest risk emanates from self initiated radicalisation online as it provides a multitude of different

inspirational pathways, therefore Islamist extremism will continue to be a threat Material linked to Islamist Extremist individuals and groups like Daesh and Al Qaeda, continues to be shared and is easily accessible by anyone interested in, or vulnerable to extremism.

The threat and risk from Extreme Right Wing Terrorism (has not significantly increased in the last 12 months International and contentious community issues, and civil rights movements draw ERW groups where they then hijack the narrative Vast amounts of ERW activity takes place online, specifically on messaging apps like Telegram The ease in which extremist material can reach vulnerable individuals remains a cause for concern A significant amount of ERW activity takes place online, however little matures into real world activity or attack plots. The step change in terrorist activity is matched only by an increased effort from police and security services working to stop attacks bringing offenders to justice, protect crowded places, mitigate against attacks and stop people being drawn into terrorism Through the Prevent programme, hundreds of vulnerable people being preyed on by radicalisers, in person or online, have been safeguarded.

Threats:

- Extreme right wing - Self Initiated Terrorism (S-IT) is now the term for what was formerly known as ‘Potential Lone Actors’ The terrorist threat to the UK primarily emanates from S-IT who are unpredictable and difficult to detect.
- Islamist extremism.
- Mixed, unclear, unstable, conflicted ideologies, mental health, learning difficulties and Spectrum disorder (MUCC) - constitute a significant proportion of Prevent referral, but few present a genuine threat or risk. Mental health and neurodivergence remains a common factor within Prevent referrals, prevalent across all types of extremism.
- Incel culture (online communities that converge around the feeling that the world is fundamentally unfair, and that sexual success is impossible for them. There has been little evidence to suggest the Incel ideology is widespread, or significantly increasing in London.
- Online: self-radicalisation online is a continuing threat. Online pathways to extremism remove geographical constraints.

Risk Assessment Matrix

Prevent vulnerability/risk area	Action taken/already in place to mitigate/address risk	RAG	Responsibility	When
<p>LEADERSHIP Do the following people have a good understanding of their own and school’s responsibilities in relation to the ‘Prevent Duty’?</p> <ul style="list-style-type: none"> • Board of Governors • SLT, including Safeguarding lead • Staff 	<p>The DSLs and Deputy DSLs (DDSL) receive safeguarding training from accredited providers and Barnet in line with statutory requirements. The safeguarding governor receives Prevent training from BELS (Barnet Education and Learning Service).</p> <p>All staff receive training on Prevent as part of their annual safeguarding training.</p> <p>The DSL’s regular safeguarding updates also include Prevent and is delivered to all staff via CPD sessions.</p>		Governors Headteacher Senior Leadership Team	Ongoing

	<p>The school has a <u>Child Protection and Safeguarding Policy</u> in place with clear procedures for protecting pupils at risk of radicalisation and which all staff understand.</p> <p>School staff have regard for the following legislation and guidance:</p> <ul style="list-style-type: none"> - Counter-Terrorism and Security Act 2015 - DfE (2015) 'The Prevent duty: Departmental advice for schools and childcare providers' - DfE (2023) 'Keeping children safe in education 2023' 			
<p>PARTNERSHIP</p> <p>1) Is there active engagement from the school's Governors, SLT, managers and leaders?</p> <p>2) Does the school have an identified single point of contact (SPOC) in relation to Prevent?</p> <p>3) Does the school 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>The Governors and DSL's receive Prevent training in line with guidance. This is repeated as necessary. Governors will be informed of any serious Prevent related matter by the DSL.</p> <p>The Prevent Lead for Mapledown are the DSLs, Sue Hart or Sandra Chaaya</p> <p>The Local Authority has a Lead Prevent Officer, Ameilcah Clarke (02083594726 /07729075032, Amelcah.clarke@barnet.gov.uk). Identified staff liaise with the local authority, Police, Channel Lead and Social Care, working collaboratively together.</p> <p>DSLs receive ongoing support from BELS' safeguarding lead Liam Foote Liam.foote@barnet.gov.uk ,020 8359 4997, 07908 793 580) , and have access to their termly Safeguarding Newsletter, DLS drop ins (weekly) and termly DSL briefing sessions.</p>		<p>Headteacher Governors Senior Leadership Team</p>	<p>Ongoing</p>
<p>STAFF TRAINING</p> <p>Do all staff have sufficient knowledge and confidence to:</p> <p>1. Exemplify British Values in their management, teaching</p>	<p>All staff have access to Prevent training in CPD sessions throughout the school year - via ECP online training, weekly safeguarding briefings, e-learning from the Home Office (https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/)</p> <p>The training covers the following:</p> <ul style="list-style-type: none"> - How to identify pupils who may be vulnerable to radicalisation 		<p>Headteacher Governors Senior Leadership</p>	<p>Ongoing</p>

<p>and through general behaviours in the institution.</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>	<ul style="list-style-type: none"> - How to challenge extremist ideas - When it is appropriate to make a referral to the Channel programme <p>DSL's safeguarding presentation at the beginning of the academic year covers Prevent and is delivered to all staff.</p> <p>All staff undertook Prevent training on 8 February 2023, delivered by the Barnet (BELS) Prevent Officer.</p> <p>Regular updates are given via staff briefings. Information 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 school.</p> <p>The school's whistleblowing policy, code of conduct policy and professional conduct e-training session ensures all staff are able to recognise signs and indicators of extremism and radicalisation in adults they work with.</p>		<p>Team DSLs and DDSL</p>	
<p>SPEAKERS AND EVENTS</p> <p>1. Is there an effective policy/framework for managing speaker requests?</p> <p>2. Is it well communicated to staff/learners and complied with?</p> <p>3. Is there a policy/framework for managing events i.e. charity events?</p>	<p>The school has robust procedures in place to vet guest speakers and school events.</p> <p>The Safeguarding policy gives consideration to the appropriate safeguarding measures for school visitors.</p> <p>This is well communicated to all staff with regular reminders in the weekly briefing and quality assured by reception staff when any visitor arrives.</p> <p>All visitors are required to have a DBS or to be escorted at all times when on the school premises.</p> <p>School lettings are also vetted, there is a policy for this.</p>		<p>Governors Headteacher Senior Leadership Team DSLs and DDSL</p>	<p>Ongoing</p>

<p>PUPILS</p> <p>1. Are staff able to identify vulnerable pupils at risk of radicalisation?</p>	<p>The level of cognitive difficulties and complex learning difficulties mean that our pupils are unlikely to be able to access the community, socialise unsupervised, develop friendships unsupported or travel independently to and from home. They may have a high number of care support. The risk of radicalisation for our pupils is low. However, staff remain alert to changes in a pupil's behaviour and indicators that they may be susceptible to extremism.</p> <p>Staff use their professional judgement to identify pupils who may be at risk of radicalisation and act proportionately. Teaching staff provide a safe environment for debating controversial issues and encourage open debate about different points of views and beliefs.</p> <p>PSHE lessons are used to:</p> <ul style="list-style-type: none"> - Explore sensitive or controversial issues. - Equip pupils to recognise and manage risks and make safer choices. - Support pupils to recognise when pressure from others threatens their personal safety and wellbeing. - Enable pupils to develop effective ways of resisting pressures, including how to get help. <p>The school promotes fundamental British values and community cohesion as part of pupils' spiritual, moral, social and cultural development.</p>			
<p>SAFETY ONLINE</p> <p>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?</p> <p>2. Does the school employ filtering/firewall/systems to prevent staff/learners/visitors from</p>	<p>The school has robust e-safety provision in place (policy, posters for pupils, guidance for staff and parents).</p> <p>The school employs an advanced firewalling system provided through LGFL (London Grid for Learning).</p>		<p>Headteacher Senior Leadership Team DSLs and DDSL IT lead</p>	<p>Ongoing</p>

<p>accessing extremist websites and material? 3. Does this also include the use of their own devices via Wi-Fi? 4. Does the system alert to serious and/or repeated breaches or attempted breaches of the policy?</p>	<p>Visitors can only log onto the school Wi-Fi as a guest and this is monitored by LGFL.</p> <p>The system immediately reports serious and/or repeated breaches or attempted breaches of the school's policy, and is monitored by the IT lead.</p> <p>The governing board regularly reviews the effectiveness of the school's filtering and monitoring systems.</p> <p>The headteacher ensures all teaching staff understand the risks posed by the online activity of extremist groups.</p> <p>Online safety is integrated into the school's ICT and RSHE curriculum.</p>			
<p>SCHOOL SECURITY 1. Are there effective arrangements in place to manage access to the school visitors and non-learners/staff? 2. Is there a policy regarding the wearing of ID on school premises. Is it enforced?</p>	<p>All visitors are checked at reception before entering the school site and have photo ID and their details are logged by the IT system.</p> <p>All visitors sign in, using an electronic inventory system, and must wear a visitors badge at all times when onsite.</p>		<p>Headteacher Senior Leadership Team Office Manager</p>	<p>Ongoing</p>
<p>SAFEGUARDING 1. Is protection against the risk of radicalisation and extreme included within Safeguarding and other relevant policies?</p>	<p>Reference to the risk of radicalisation and extremism is included in the Safeguarding policy, page 46. The DSLs and Deputy DSLs have had further training through the Local Authority and ECP to ensure effective understanding and handling of referrals relating to radicalisation and extremism.</p>		<p>Headteacher Senior Leadership Team DSLs and DDSL</p>	<p>Ongoing</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 school utilise Channel as a support mechanism in cases of radicalisation and extremism?</p> <p>4. Does the school have a policy regarding referral to Channel identifying a recognised pathway and threshold for referral?</p>	<p>The school works closely with Barnet's Prevent and Channel teams. The school follows the guidance for children and young people who are vulnerable to messages of violent extremism and referral process from Barnet MASH.</p> <p>Staff raise concerns with the DSL if they witness behaviour or become aware of views from a pupil's family member that suggest a risk of radicalisation.</p> <p>Staff remain alert to the possibility a pupil may be at risk of extra-familial harm.</p> <p>There has been no school referrals, the DSLs know how to refer to Channel in the event of a concern raised.</p> <p>Located within the Safeguarding policy, referred to within the contact details..</p>			
<p>INCIDENT MANAGEMENT</p> <p>1. Does the school have a critical incident management plan which is capable of dealing terrorist related issues?</p> <p>2. Is a suitable trained and informed person identified to lead on the response to such an incident?</p> <p>3. Does the school have effective arrangements in place to identify and respond to tensions which might impact upon staff, learner and/or public safety?</p>	<p>The school has an Emergency Plan and Lock Down Procedures which identify the course of action to take should the school find itself dealing with a terrorist related issue.</p> <p>The DSL is sufficiently trained to lead on the response to such an incident. The school would alert the LA Communications/ Media department in such a case.</p> <p>The school has an active School Council and Staff council, systems to gather Learner Voice and excellent links with the local community to identify and respond to tensions which might impact upon staff, learner and/or public safety. The school has an effective Pastoral system and a comprehensive PSHE curriculum.</p>		<p>Headteacher Senior Leadership Team DSLs and DDSL Governors</p>	<p>Ongoing</p>

<p>5. Are effective arrangements in place to ensure that staff and learners are appraised of tensions and provide advice where appropriate?</p>				
<p>STAFF & VOLUNTEERS 1. Does awareness training extend to subcontracted staff and volunteers? 2. Is the school 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 our induction programme or briefing from the person responsible for visitors. A safeguarding leaflet is given to all visitors and there are safeguarding posters in all areas of the school.</p> <p>The school is vigilant to the radicalisation of sub-contracted staff and volunteers through the school's policy on whistleblowing.</p> <p>Staff members voicing opinions that may be extremist or risk the radicalisation of pupils will be managed in line with the school's <u>Disciplinary Policy and Procedure</u>.</p> <p>Referrals to relevant agencies, e.g. the local police, will be made where appropriate in response to a staff member's conduct concerning extremism.</p>		<p>Headteacher Senior Leadership Team DSLs and DDSL Governors Caretaker</p>	<p>Ongoing</p>
<p>GOVERNANCE Is resilience to extremism built into systems, including: 1. Effective appointment procedures. 2. Training. 3. Governors' procedures. 4. Credible whistleblowing arrangements</p>	<p>The school has robust safeguarding procedures in place as part of its recruitment/ appointment process. Regular safeguarding training is provided to a range of staff and governors. The school has a robust whistleblowing policy in place.</p>		<p>Headteacher Office manager Governors</p>	<p>Ongoing</p>

EQUALITIES AND COMMUNITY COHESION Is there school engagement with local communities?	The school actively plays its role as a community school and endeavours to be at the heart of community life. Our PSHE curriculum includes British Values. The school promotes active citizenship in lessons, assemblies and enrichment activities. The school promotes fundamental British values and community cohesion as part of pupils' spiritual, moral, social and cultural development. Learners are taught about making the right choices through the curriculum. The school engages effectively with parents to enable them to spot signs of radicalisation and advises where appropriate on referrals and support mechanisms.		Headteacher Senior Leadership Team DSLs and DDSL Learning Zone leads Teachers	Ongoing

Review Outcome	Further actions required?	YES/NO
Summary of Actions required or further comments	Target date	Action by Whom?