**TCAT PREVENT Risk Assessment**

Adopted by: Sirt

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| **Duty** | **What This Means** | **Action** |
| **Risk Assessment** | | |
| 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 attended Safeguarding Training September 2023 * All staff have read KCSIE Part 1 * All staff have completed the Prevent Training via the National College * The Prevent Lead has informed staff of their duties as set out in “The Prevent Duty” (DfE, October 2023). * The Duncan Morrison has completed the Home Office Prevent and Channel Training |
|  | 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. * All staff have completed the Prevent Training via the National College * Staff refer to the appropriate guidance where risks are identified for individual children young people: [Making a referral to Prevent - GOV.UK (www.gov.uk)](https://www.gov.uk/guidance/making-a-referral-to-prevent) |
|  | There is a clear procedure in place for protecting children at risk of radicalisation. | * All staff have read the Safeguarding Policy which includes a statement regarding the school’s “Prevent” duty. * All staff understand how to record and report concerns regarding risk of radicalisation. * The TCAT Prevent Statement is adopted by this school which shows the process for making a referral. |
|  | The school has identified a Prevent Lead:  Duncan Morrison | * All staff know who the Prevent Lead is and that this person acts as a source of advice and support. |
| 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. |
| **Working in Partnership** | | |
| The school is using existing local partnership arrangements in exercising its Prevent duty. | Staff record and report concerns in line with existing policies and procedures. | * All staff record and report concerns to the Prevent Lead or DSLs using the school CPOMS system * The TCAT Prevent Statement is adopted by this school which shows the process for making a referral. |
|  | The Prevent Lead makes appropriate referrals to other agencies including the Multi- Agency Safeguarding Hub (MASH) and Channel Panel. | * Records of referrals are kept on CPOMS * Referrals are followed up appropriately (and challenged if necessary). |
| **Staff training** | | |
| Equip staff to identify children at risk of being drawn into terrorism and to challenge extremeist ideas | Assess the training needs of staff in the light of the schools assessment of the risk to pupils at the school of being drawn into terrorism | * All staff attended Safeguarding Training September 2023 * All staff have read KCSIE Part 1 * All staff have completed the Prevent Training via the National College * The Prevent Lead has informed staff of their duties as set out in “The Prevent Duty” (DfE, October 2023). * DSL and DDSL’s havecompleted the Home Office Prevent and Channel Training |
| **IT Policies** | | |
| Ensure that children are safe from terrorist and extremist material when accessing the internet in schools | The school has policies in place which make reference to the “Prevent” duty. | * The school has a Child Protection and Safeguarding Policy which references the Prevent Duty and Referral process * The school has an Online safety policy which references Prevent * The school has an acceptable use policy * The school has a behaviour policy and anti-bullying strategy |
|  | Children are taught about on-line safety with specific reference to the risk of radicalisation | * The curriculum reflects this duty. * British Values are embedded in the academic and Personal Development curriculum. |
| **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”. | * The curriculum reflects this duty. * British Values are embedded in the curriculum * Through PSHE/RS 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. * Relevant staff are aware of the government guidance: [Guidance on promoting British values in schools published - GOV.UK (www.gov.uk)](https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools-published) |