**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
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|  | 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)
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|  | 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.
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|  | 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.
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| 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.
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| **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.
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|  | 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).
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| **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
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| **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
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|  | 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.
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| **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)
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