



PREVENT RISK ASSESSMENT POLICY
POLICY FOLDER: OPTIONS AUTISM & LD – BASTON HOUSE SCHOOL

No	Prevent Vulnerability/Risk Area	Action taken/already in place to mitigate/address risk	Person(s) Responsible	When
1	<p>Leadership</p> <p>Do the following people have a good understanding of their own and institutional responsibilities in relation to the "Prevent Duty"?</p> <ul style="list-style-type: none"> • Board of Governors • SLT, including Safeguarding Lead • Staff 	<p>School governors have received the WRAP training from Prevent.</p> <p>All staff received Prevent training from Met Police in December 2015. All staff are required to annually complete an online Educare Prevent refresher training. Prevent training is also delivered directly in-house yearly by the D/DSL during INSET days.</p> <p>The DSL and DDSL access Educare Prevent refresher online training annually.</p> <p>The school has a statement, with guidance and support about radicalisation and the Prevent Duty. This can be found in the Safeguarding and CP Policy. This outlines the responsibilities of staff and the school.</p>	DSL/DDSL	Ongoing
2	<p>Partnership</p> <p>1) Is there active engagement from the institution's Governors, SLT, managers and leaders?</p> <p>2) Does the institution have an identified single point of contact (SPOC) in relation to Prevent?</p> <p>3) Does the institution engage with the Local Authority Prevent Coordinator, Police Prevent</p>	<p>Governors/Head of Service is informed of any Prevent related matter.</p> <p>The Prevent lead for BHS is the DDSL - LG. She is the SPOC and responsible for oversight of the Prevent provision and response.</p> <p>Contact with Bromley Community Safety team to schedule WRAP and further LA training on Prevent.</p>	DSL/DDSL	Ongoing



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	Leads and engage with local Prevent Boards/Steering Groups at strategic and operational level?	Our school also engages with a Change Foundation Programme to support in teaching young people the value of positive relationships and 'taking safe risks'.		
3	<p>Staff Training</p> <p>Do all staff have sufficient knowledge and confidence to:</p> <ol style="list-style-type: none"> 1. Exemplify British Values in their management, teaching and through general behaviours in the institution 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 3. Have sufficient training to be able to recognise this vulnerability and be aware of what action to take in response 	<p>British values stream throughout our curriculum offer and are modelled by staff. Consideration of these features on MTPs and displays are found across the school.</p> <p>BHS restorative justice process is underpinned by all values including individual liberty, rule of law and tolerance.</p> <p>Prevent refreshers give staff the opportunity to consider key terms such as 'extremist' and 'radicalisation' as well as the indicators and drawing factors.</p> <p>Staff are trained through induction, annual training and refreshers.</p> <p>Assembly provision scheduled by training coordinator. A counter-narrative to extremism is provided to pupils through this.</p>	DSL/DDSL	
5	<p>Speakers and Events</p> <ol style="list-style-type: none"> 1) Is there an effective policy/framework for managing speaker requests? 2) Is it well communicated to staff/students and complied with? 	The school has robust procedures in place to vet guests and school speaker events. There is also a specific visitors policy on school visitors to ensure appropriate safeguarding considerations	DSL/DDSL	Speaker and Event



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	3) Is there a policy/framework for managing on events i.e. charity events?	Upon arrival, visitor must present DBS, proof of address and photo ID if they are to have contact with pupils.	organiser / All staff	
	<p>Safety Online</p> <p>1) Does the institution have a policy relating to the use of IT? 2) Does the institution employ filtering/firewall systems to prevent staff/students/visitors from 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>The school has robust e-safety provision in place, with Safeguarding and Child Protection Policy making reference to the Prevent Duty. Online safety policy explicitly outlines how pupils will be taught to critique and evaluate content they find online.</p> <p>The school employs an advanced firewalling system. This is managed through the external company.</p> <p>The system immediately reports serious and/or repeated breaches or attempted breaches of the school's policy.</p>		
	<p>Prayer and Faith Facilities</p> <p>1) Does the institution have prayer facilities? 2) Are there good governance and management procedures in place in respect of activities and space in these facilities?</p>	Rooms are available should prayer facilities be required.		
	<p>School Security</p> <p>1) Are there effective arrangements in place to manage access to the school by visitors and non-students/staff?</p>	<p>All visitors are checked at reception before entering the school site and have photo ID photocopied if appropriate.</p> <p>All visitors sign in and must wear a visitors badge at all times when onsite.</p>		



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	<p>2) Is there a policy regarding the wearing of ID on school premises? Is it enforced?</p>	<p>All staff are required to wear their ID badges at all times to differentiate staff, visitors and students.</p>		
	<p>Safeguarding</p> <p>1) Is protection against the risk of radicalisation and extremism included within Safeguarding and other relevant policies?</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 institution utilise Channel as a support mechanism in cases of radicalisation and extremism?</p> <p>4) Does the institution have a policy regarding referral to Channel identifying a recognised pathway and threshold for referral?</p>	<p>Reference to the risk of radicalisation and extremism is included in the school's Safeguarding and Child Protection Policy.</p> <p>The DDSL/DSL work closely with the Senior Safeguarding Education Practitioner for Bromley Local Authority to ensure effective handling of referrals relating to radicalisation and extremism and seeks advice where necessary.</p> <p>The school works closely with Prevent and Channel Panel procedures when necessary.</p> <p>The school's Safeguarding and CP Policy identifies pathways of a referral.</p>		
	<p>Incident Management</p> <p>1) Does the institution have a critical incident management plan which is capable of dealing 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>The school has a Bomb, Terrorism and Evacuation plan policy which identifies the course of action to take should the school find itself dealing with a terrorist related issue.</p> <p>The DDSL/DSL is sufficiently trained to lead on the response to such an incident.</p> <p>The school has active student councils and young leaders programme representatives and good ties with the local community to identify and respond to</p>		



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	<p>4) Does the institution have effective arrangements in place to identify and respond to tensions 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>	<p>tensions which might impact upon staff, student and/or public safety</p>		
	<p>Staff and Volunteers</p> <p>1) Does awareness training extend to sub-contracted staff and volunteers?</p> <p>2) Is the institution 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 through the annual presentation by the DSL or as when required. The school is vigilant to the radicalisation of sub-contracted staff and volunteers through the school's policy on whistleblowing.</p>		
	<p>Governance</p> <p>Is resilience to extremism built into systems, including;</p> <p>1) Effective appointment procedures,</p> <p>2) Training,</p> <p>3) Governors' procedures,</p> <p>4) Credible whistleblowing arrangements.</p>	<p>The school has robust safeguarding procedures in place as part of its recruitment process. Regular safeguarding training is provided to all staff and governors. The school has a robust whistleblowing policy in place.</p>		
	<p>Equalities and community cohesion</p> <p>Is there school engagement with local communities?</p>	<p>The school actively plays its role as a community school and endeavours to be at the heart of community life. Our enrichment provision, including our 6th form programme, invites speakers from a range of backgrounds to the school.</p>		