



Maiden Erlegh School in Reading

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Maiden Erlegh School in Reading Prevent Duty Risk Assessment

The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people being drawn into terrorism.

We are required to take a risk-based approach to the Prevent duty, under paragraph 14 of the Home Office's [statutory guidance](#).

This document demonstrates our awareness of the specific risks of extremism and radicalisation in our school and our area.

Extremism is defined as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Extremism isn't exclusive to any section of society and can take many forms.

Radicalisation is defined as the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Leadership

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL	ADDITIONAL NOTES / NEXT STEPS
The values and ethos of the school are unsuitable for promoting resilience against extremist ideologies and promoting British values.	Pupils and staff	<ul style="list-style-type: none"> Personal development curriculum actively educates students around British Values and extremism. Intervention implemented for students where required, included referrals through relevant external agencies and use of PREVENT referrals. 	SP/DW/DB	L	<ul style="list-style-type: none">
Leaders are unaware of their responsibilities under the Prevent duty, and of the context of the school relating to the risk of extremism.	Pupils and staff	<ul style="list-style-type: none"> All staff complete annual PREVENT training. Concerns are reported via CPOMS with interventions implemented where required. Use of PREVENT referral utilised 	DB	L	<ul style="list-style-type: none">
Staff are unsure who to direct concerns of extremist nature too and they are therefore not followed up	Staff and Students	<ul style="list-style-type: none"> Designated Safeguarding Lead (DSL) is lead contact for all concerns in school Concerns raised through safeguarding systems in place 	DB	L	<ul style="list-style-type: none"> Ensure training is clear in highlighting concerns raised to DSL

Training and Capability

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL	ADDITIONAL NOTES / NEXT STEPS
School staff are unaware of their responsibilities under the Prevent duty, and the need to promote British values	Pupils and staff	<ul style="list-style-type: none"> All staff have read our child protection policy and at least part 1 of Keeping Children Safe in Education. All staff have Prevent training this is completed annually and recorded via Handsam Staff members are aware that they can go to DSL, for advice, support, and to escalate concerns. 	DB	L	<ul style="list-style-type: none"> Update Child Protection Policy annually
Governors cannot carry out their role to monitor the school's Prevent strategy effectively	Pupils and staff	<ul style="list-style-type: none"> All governors have read our child protection policy and Keeping Children Safe in Education undertaking training with the Director of Inclusion and Safeguarding for Maiden Erlegh Trust We have a dedicated staff member that oversees our compliance with the Prevent duty. Julie Foster, SBM, oversees completion/compliance with training by staff, to ensure this is completed in required timescales by all staff. Beckie Davies, DSL, oversees completion of referrals to PREVENT when these are required and accurate recording in CPOMS. Number of referrals completed included in the school performance report shared with governors. 	JF/WGR/DB/DoIS	L	<ul style="list-style-type: none">

		<ul style="list-style-type: none"> • DSL meets with Chair of LAB/Safeguarding governor to provide overview of activities within school – keeping open communication 			
Staff do not support the school's values and ethos, or they support and promote extremist ideas	Pupils and staff	<ul style="list-style-type: none"> • The staff recruitment process reflects the school's values and promotes good safeguarding practice. • All job adverts advertise the trust commitment to safeguarding, equality and welfare of staff and children. All staff expected to share these commitments • All staff have enhanced DBS check and leadership have section 128 check. • All interviews contain at least one question related to safeguarding. One safer recruitment trained staff in all interviews who is required to ask the safeguarding question. • Any gaps in employment are followed up by HR team. Overseas roles are cleared by HR • References are completed for all and are overseen by HR ensuring these are appropriate – last employer and the latest employer in where they worked with children if this was not most recent. • School has whistleblowing policy and staff are encouraged to raise concerns with Headteacher, or Chair of LAB if concerns about the Headteacher 	JF/HR/SLT	L	<ul style="list-style-type: none"> • Review The Key Safer Recruitment Procedures

Working in Partnership

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL	ADDITIONAL NOTES / NEXT STEPS
Staff do not feel comfortable or capable working with external agencies and sharing concerns about extremism externally	Pupils and staff	<ul style="list-style-type: none"> • We work and communicate with local safeguarding partners and other relevant agencies regarding concerns about extremism. • The DSL is aware of the process to contact other agencies and expedite concerns about extremism. • Records of referrals are kept, and referrals are followed up appropriately. • Records are kept through CPOMS of any concerns and referrals. 	DB	L	<ul style="list-style-type: none"> •
Those completing referrals are unclear of what partner agency to refer to	Students/Staff	<ul style="list-style-type: none"> • Referral form has clear guidance for where to send referral to. 	DB/SG team	L	<ul style="list-style-type: none"> •

Speakers and Events

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL	ADDITIONAL NOTES / NEXT STEPS
Pupils are exposed to extremist ideologies by visiting speakers	Pupils	<ul style="list-style-type: none"> • Visiting speakers are required to be supervised at all time, preventing them from being left alone with pupils. • ID is required upon arrival at school • All visitors are provided safeguarding information in visitor leaflet • Discussions completed around the purpose of the visit and what visiting speaker deliver to students 	Dept organising visitors	M	<ul style="list-style-type: none"> • Reception to ensure that they provide visitor information to all visitors to site that will have contact with pupils
The school site is used to host events which support extremist ideologies or promote hatred	Pupils and staff	<ul style="list-style-type: none"> • All hiring and lettings agreements state that the school site will not be hired to groups who support extremist ideologies or promote hatred 	JF/Site	H	<ul style="list-style-type: none"> • Lettings assistant on site

School Curriculum and Culture

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL	ADDITIONAL NOTES / NEXT STEPS
The curriculum teaches damaging material or fails to challenge extremist ideologies and promote British values	Pupils	<ul style="list-style-type: none"> • Opportunities to promote British values are clearly identified within all curriculum areas. <ul style="list-style-type: none"> ○ Use of Personal Development or RSE lessons for sensitive and supportive discussions on radical issues and extreme ideologies. ○ Annual cultural day offers opportunity to celebrate differences 	SP/GN/SLT	L	<ul style="list-style-type: none"> •
A culture of inequality or abuse is allowed to grow, enabling extremist ideology and hate to develop	Pupils, staff, governors and parents	<ul style="list-style-type: none"> • Our behaviour policy clearly sets out that hateful behaviour is not tolerated. • Staff know how to respond to witnessing harassment and abusive behaviour. • Pupils are encouraged to challenge harassment or abusive behaviour among their peers. 	HD/DB	L	<ul style="list-style-type: none"> •
British values are not promoted outside of the classroom	Pupils and staff	<ul style="list-style-type: none"> • British Values are promoted throughout the school <ul style="list-style-type: none"> ○ Pupils participate in democracy through school council ○ Assemblies promoting diversity, human rights, and respect ○ Annual cultural day to highlight different backgrounds, celebrate 	SLT	L	<ul style="list-style-type: none"> •

		<p>differences and demonstrate tolerance</p> <ul style="list-style-type: none"> ○ Extra-curricular groups to support tolerance e.g. BeKind group 			
School does not promote British Values within the school	Pupils and Staff	<ul style="list-style-type: none"> • The school has a range of methods for promoting British Values in and out of lessons. This includes annual cultural days and explicit content within the Personal Development subject. 	SP	L	•

IT and Internet Security

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL	ADDITIONAL NOTES / NEXT STEPS
Pupils use the school network or school hardware to access extremist material	Pupils	<ul style="list-style-type: none"> • Our anti-radicalisation policy makes reference to the risks of online extremist material. • Pupils are encouraged to report any material they come across online which makes them worried or uncomfortable. • IT safety and monitoring systems, for example: <ul style="list-style-type: none"> ○ There is a filtering system in place for internet use. NET Support blocks and identifies threats and emails are filtered through Office 365. 	IT	M	<ul style="list-style-type: none"> •
Pupils access extremist material on their own devices or on social media, or are specifically targeted for online radicalisation	Pupils	<ul style="list-style-type: none"> • The ICT curriculum includes teaching pupils how to stay safe online. • Parents are provided with support on how to help their children access the internet safely and spot the signs of online radicalisation. • The personal development curriculum educates students on online identity and appropriate online use 	RED/SP (curriculum leaders) Parents	M	<ul style="list-style-type: none"> •
Staff use the school network or school hardware to access extremist material	Staff	<ul style="list-style-type: none"> • The staff Acceptable Use Agreement explicitly states that the internet should not be used for accessing any material with extremist views. 	IT	L	<ul style="list-style-type: none"> •

		<ul style="list-style-type: none">• There is a filtering system in place for internet use. NET Support blocks and identifies threats and emails are filtered through Office 365.			
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School Security

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL	ADDITIONAL NOTES / NEXT STEPS
Non-approved visitors access the school site to spread extremist ideology.	Pupils and staff	<ul style="list-style-type: none"> All visitors must sign in through reception Visitors must be supervised unless formal safeguarding completed. This includes a copy of DBS/ID and safeguarding talk All visitors have access to safeguarding leaflet via reception Entry to school site limited – all doors require electronic entry Visitor badges for all non-staff Staff have clear badges as identification 	Reception	M	<ul style="list-style-type: none">

HEADTEACHER

Signature:



Date: 23.5.23

DSL / PREVENT LEAD

Signature:

Date: