

Northwood College For Girls Prevent Duty And Safeguarding Risk Assessment/Action Plan

“The statutory guidance makes clear that schools and childcare providers are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.”

The Prevent duty – Departmental advice for schools and childcare providers. June 2015

The general risks affecting children and young people may vary from area to area, and according to their age. Northwood College for Girls acknowledges its role in working with local partners, particularly the Hillingdon Safeguarding Children’s Board and the police to identify and understand the risks so the school can respond in an appropriate and proportionate way.

Level and Type of Risks

The risk to pupils at Northwood College for Girls is currently assessed to be low.

The school has pupils from a wide catchment area. The national threat of terrorism is ‘severe’, however, within the local context, the school has been informed that “The terrorist risk to Hillingdon schools is low.” Fiona Gibbs, Prevent Co-ordinator November 2015.

Within Hillingdon the numbers of young people being referred to the Channel process are low. Northwood College has not had any concerns that have led to referral.

Within the Hillingdon area there are perceived threats (based on Police Conference April 2015 and Fiona Gibbs at Wrap training November 2015):

1. Far right and white supremacy groups.
2. Islamic extremist groups.

Risk assessment regarding pupil risk:

Concern	Action Taken
Media coverage of “jihadi brides”	Raise awareness of staff Pastoral staff to be particularly aware of risk factors. Continue with PSHE/form time/curriculum work on relationships, raising self-esteem and self-identity, toleration. Continue with high levels of social responsibility and community activity.
High risk factors for girls are same as for all wellbeing concerns particularly: <ul data-bbox="136 507 1043 619" style="list-style-type: none">● Feeling of isolation and not part of a community/group.● Traumatic event to themselves, peers or family.● Sense of being under pressure to conform to an image or achieve.	Continue with high levels of social responsibility and community activity. Continue to publicise pastoral support pathways to pupils. All staff to report concerns to Heads of Year/Deputy Head. Availability of counsellor can be increased to support existing systems.
Recent media focus on ‘INCELS’ <ul data-bbox="136 687 1077 746" style="list-style-type: none">● Ensure pupils are aware of the group and their philosophy and of the potential risks.	Raise awareness of HOYs/pastoral staff. Create and deliver resources, suitable at each educational stage (KS3 upwards).

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	<u>Prevent Vulnerability/Risk Area</u>	<u>Risk Y/N</u>	<u>Action taken/already in place to mitigate/address risk</u>	<u>Owner</u>	<u>When</u>
1	<p><u>Leadership</u> Do the following 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 ● Staff ● School pupils ● Safeguarding team 	Y	<p>Yes – staff completed online training October – November and certificates logged. New staff complete on-line training on joining and every three years thereafter.</p> <p>All staff trained in January 2020 by Fiona Gibbs, Hillingdon and refresher during safeguarding training delivered by JFE September 2020</p> <p>Staff trained via these briefings to be vigilant for signs of potential radicalisation, such as:</p> <ul style="list-style-type: none"> ● Spending time in the company of suspected extremists. ● Changing their style of dress or personal appearance to accord with the group. ● Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause. ● Possession of materials or symbols associated with an extremist cause. ● Attempts to recruit others to the group/cause. ● Communications with others that suggests identification with a group, cause or ideology. ● Using insulting to derogatory names for another group. ● Increase in prejudice-related incidents committed by that person. <ul style="list-style-type: none"> ● School assemblies include content on British values and Prevent Duty. ● Assembly on Manchester, Paris and London terrorist attacks reinforcing British Values, with emphasis placed on tolerance. 	JFE	<p>Ongoing</p> <p>April 2021</p> <p>Sept 2016 - ongoing</p>

2	<p><u>Partnership</u></p> <ol style="list-style-type: none"> 1. Is there active engagement from the school's Governors, SLT, managers and leaders? 2. Does the school have an identified single point of contact in relation to Prevent? 3. Does the school engage with the Hillingdon Prevent Co-ordinator, Local Authority Police Prevent Leads and engage with local Prevent Boards/Steering Groups at Strategic and Operational level? 	Y	<ol style="list-style-type: none"> 1. Governors and SLT provided with briefings by JFE. 2. The Prevent Lead is the Overarching Designated Safeguarding Lead, Jill Ferguson. She is responsible for oversight of the Prevent Action Plan and update to SLT. 3. In action plan JFE has made contact with local Prevent Co-ordinator and arranged staff WRAP training. 	<p>JFE</p> <p>JFE</p>	<p>SLT and all staff trained in Prevent.</p> <p>January 2020</p>
3	<p><u>Staff Training</u></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 school? 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? 	Y	<ol style="list-style-type: none"> 1. FBV included in staff code of conduct and is part of the tutor programme/PSHE scheme. FBV board opposite JFE office- redesigned annually by Year 9 2. and 3. <p>Yes – staff completed online training and certificates logged. Update training booked for April 2022. Staff unable to attend will take online training:- https://www.elearning.prevent.homeoffice.gov.uk/ Governors' meeting November 2021. New staff complete training on joining and every two years thereafter.</p>	<p>JFE All Staff</p>	<p>2015 onwards and throughout academic year 2021/2022</p> <p>Ongoing</p> <p>Ongoing</p>

	4. How does the school engage with parents and advise families who raise concerns?		Staff briefed on 2 September 2021 re particular risks associated with girls.		
			4. Through normal contacts as detailed on SIMS, open door policy by SLT, parents' meetings and proactive pastoral care routes including calls home by tutors to establish trust and good relationships.		

4	<u>Pastoral Support</u>				
	1. Are there adequate arrangements and resources in place to provide pastoral care and support?	Y	1. Pastoral care at the school is provided by form tutors and co-tutors, Heads of Year, the Deputy Head of Juniors and the Deputy Head, School Nurse, newly appointed School Wellbeing Coach and School Counsellor. It is inherent in all subject teaching and in the ethos of the school.	JFE	Ongoing
	2. Does the school have chaplaincy provision or is this support signposted locally or brought in?	N	2. Visiting speakers from a variety of faiths and cultures could, if necessary, be brought into school to talk to pupils as part of the assemblies and PSHE programme as required. All visitors vetted – please see final sheet of this document. Interfaith event held for Year 8 (June 2021)	HCr, JFe and HoYs	
	3. Are there adequate monitoring arrangements to ensure that this support is effective and supports the school's pastoral and equality policies?	Y	3. and 4. FBV focus in form time at beginning of Spring term. FBV detailed in each academic SoW, to augment efforts of pastoral system.	HOD RPE	
	4. Does the support reflect the pupil demographic and need?	Y		JFE & HoYs	
	5. Development of learner resilience.		5. Activities within existing lesson structure to enhance student and learner resilience for example, online safety sessions and activities to improve critical thinking skills.		

			Awareness and confidence amongst teachers about the importance of thinking skills.		
5	<u>Speakers and Events</u>				
	1. Is there an effective policy/framework for managing speaker requests?	Y	1. Visiting Speaker Policy. All visiting speakers requests are overseen by the Senior Deputy Head/Junior Head. All visitors are supervised throughout their visit as part of clear safeguarding procedures. Policy revised September 2021.	Head/ Senior Deputy/Junior Head	
	2. Is it well communicated to staff/pupils and complied with?		2. All staff, pupils and parents are aware of our safeguarding policy and adherence is enforced.	JFE	
	3. Is there a policy/framework for managing on-site events i.e. charity events?		3. Confirmed framework / procedure in place.	TBr	
	4. Are off-site events which are supported, endorsed, funded or organised through the school subject to policy/framework?		4. Yes, subject to ratios, risk assessment, disaster management and travel policy.	TBr	
6	<u>Safety On-line</u>				
	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?	Y	1. KS2 – 5 pupils and staff are aware of our acceptable use agreement and sign to agree to adhere to its content. All academic staff and pupils trained – Digital Awareness Day (Digital Awareness) 9 October 2019. Optional session held for parents. Online Safety Training refresher for whole school to be provided for academic year 2021-22.	JFE	Ongoing
	2. Does the school employ filtering/firewall systems to prevent staff/pupils/visitors from accessing extremist websites and material?		2. Our firewall is effective, monitored and maintained regularly both in school and centrally, by Trust Office. Action taken by school and log of interventions used with	JFE in conjunction with ICT team. Also monitoring pupil access	

	<p>3. Does this also include the use of using their own devices via Wi-Fi?</p> <p>4. Does the system alert to serious and/or repeated breaches or attempted breaches of the policy?</p>		<p>pupils.</p> <p>3. BYOD has been introduced to Sixth Form and policies will need to be kept under review. Chromebooks introduced to Years 4, 5, 6, 7,8 and 9 and pupils are taught about online risks in relation to Prevent.</p> <p>4. Yes</p> <p>Other actions taken re internet safety:</p> <ul style="list-style-type: none"> ● New GDST Online Matrix, including more training for DSLs in line with safeguarding policy and procedure updates September 2021. ● Digital Awareness: led awareness day October 2019 (Year 5 – 13) and led session for parents. ● Awareness training re use of social media to groom young people via lessons and PSHE. ● Online safety audit completed. ● New GDST Online Safety Policy from September 2021. Acceptable Use agreement- staff briefing and updates prior to switching to GHL June 2020 	<p>using Lightspeed (Sept 2020) and logged by HOY/DSLs</p> <p>Sept 2021</p>	
7	<p><u>Prayer and Faith Facilities</u></p> <p>1. Does the school have prayer facilities?</p>	Y	<p>1. Yes, a designated prayer room in Wray Lodge.</p>		

	2. Are there good governance and management procedures in place in respect of activities and space in these facilities?		2. Yes, these areas would be monitored as part of normal lunch time supervision.		
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8	<u>Site Security</u>				
	1. Are there efficient arrangements in place to manage access to the school by visitors and non-pupils/staff?	Y	1. Yes, all non pupils, visitors and contractors are signed in at Reception. They are issued with a lanyard and provided with site information. Known faces have DBS (contractors for example) and can work independently. All others are accompanied at all times. Visitors to the school procedures are followed.	TBr	Ongoing
	2. Is there a policy regarding the wearing of ID on site? Is it enforced?		2. Yes, reminders to staff in briefings.	JFE/reception staff	
	3. Are dangerous substances kept and stored on site?		3. Yes	TBr	
	4. Is there a policy in place to manage the storage, transport, handling and audit of such substances?		4. Yes – see H&S handbook. All such substances are subject to risk assessment and management. Substances are subject to auditing via the fire service and CLEEAPS.	TBr	
	5. Is there a policy covering the distribution (including electronic) of leaflets or other publicising material?		5. Procedures in place: permission required from SLT re publicising any external event.	SLT	

9	<u>Safeguarding</u>				
	1. Is protection against the risk of radicalisation and extremism included in	Y	1. Yes	JFE	

	<p>Safeguarding and other relevant policies?</p> <p>2. Do Safeguarding and pastoral staff receive additional and on-going 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>2. Yes – 2/9/21 – all staff trained and annual audit of training completed by JFE. Safeguarding procedures including training audited annually by GDST – last audit October 2021. Audit due October 2021.</p> <p>3. Yes.</p> <p>4. Yes via DSL who has contact with Channel Police Team, London, London Borough of Hillingdon.</p>	<p>JFE</p> <p>DSL</p> <p>DSL</p>	Ongoing
10	<p><u>Communications</u></p> <p>1. Is the school Prevent Lead and her role widely known across the school?</p> <p>2. Are staff and pupils made aware of the Prevent Duty, current risks and appropriate activities?</p> <p>3. Are there information sharing protocols in place to facilitate information sharing with Prevent partners?</p>	Y	<p>1. Yes, both Senior and Junior.</p> <p>2. Yes – all staff received a copy of the school's guidance – September 2021. All staff have completed Channel/Prevent training (online) and updated April 2021 and Sept 2021.</p> <p>3. Yes, as detailed in the safeguarding procedures.</p>	<p>JFE</p> <p>All staff</p>	Ongoing
11	<p><u>Incident Management</u></p> <p>1. Does the school have a critical incident management plan which is capable of dealing with terrorist related issues?</p>	Y	<p>1. Yes, including lock down procedures, emergency evacuation plan and re-evacuation procedures. All practised regularly.</p>	TBr	Ongoing

	<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 department understand the nature of such an incident and the response that may be required?</p> <p>4. Does the school have effective arrangements in place to identify and respond to tensions on or off site which might impact upon staff, pupils and/or public safety?</p> <p>5. Are effective arrangements in place to ensure that staff and pupils are apprised of tensions and provide advice where appropriate?</p>		<p>2. Yes –TBr (DFO) and all SLT.</p> <p>3. Yes. CPE fully aware</p> <p>4. Yes – staff briefings and information disseminated via tutors and E News to parents if necessary. Messages to parents via email.</p> <p>5. Yes – regular staff briefings and email contact (see above).</p>	CPE	
12	<p><u>Staff and Volunteers</u></p> <p>1. Does awareness training extend to sub-contracted staff and volunteers?</p> <p>2. Is the school vigilant to the radicalisation of staff by sub-contracted staff and volunteers?</p>	Y	<p>1. Yes and all furnished with Safeguarding documents. All staff trained by Senior Deputy or Junior Deputy.</p> <p>2. Yes – GDST code of conduct included in training pack</p>	Deputy Heads	
13	<p><u>Freedom of Expression</u></p> <p>1. Does the school have a Freedom of Speech/Expression policy?</p>	N	<p>1. No but implicit in our code of conduct and pupil voice.</p>		Ongoing

	2. Does this policy recognise and incorporate the risks associated with radicalisation and extremism		2. Pastoral support pathways in place to identify vulnerable individuals. 3. Attention to British Values in lessons, assemblies, form time and PSHE lessons.		
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Useful contacts:

counter.extremism@education.gsi.gov.uk

www.preventforschools.org

<https://www.elearning.prevent.homeoffice.gov.uk/>

DfE helpline: 020 7340 7264

Police: 101

Anti terrorist hotline: 0800 789 321

Fiona Gibbs: fgibbs@hillington.gov.uk

Sept 2021

Visiting Speaker Risk Assessment

As part of the Prevent Duty the school is required to ensure that appropriate checks and supervision are in place for all Visiting Speakers.

Visiting Speakers are likely to attend the school to give a one off lecture or speak to a meeting or a society. The form should be signed and submitted to Junior Head/Senior Deputy Head at least one week in advance of the visit. The Head may cancel or postpone a visit if she has any concerns about the speaker.

Name of Organiser/Supervisor:	
Name of Visiting Speaker:	
Intended Date of Visit:	
Purpose of Visit, Title or Subject to be Addressed:	
Expected Audience (Year Group/s)	Venue:
Why has this speaker been invited? Include job title and place of work if relevant.	
How is the speaker known to the school? Please give details.	
Internet Search (eg Google) Completed? Please attach print of check results including at least the first page.	
Details of any other checks undertaken:	

I am not aware of any issues relating to the speaker that might be of concern under the Prevent Duty. I will ensure that the speaker is supervised at all times whilst in school. The speaker has been asked to bring photo ID to the school on the day of the visit.

- I have read and adhered to the guidelines in the policy
- I agree to verifying the speaker's identity by asking them to provide photographic identification
- I have asked the speaker to read our Safeguarding & Child Protection Policy
- I have/will pre-read all resources that the speaker intends to use during this visit

Signed Dated

Visit approved Yes / No

Other checks needed

Signed by Junior Head/Senior Deputy Head Dated