

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 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 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	<u>Partnership</u> <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	<u>Staff Training</u> <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.		
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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> <ol style="list-style-type: none"> Is there an effective policy/framework for managing speaker requests? Is it well communicated to staff/pupils and complied with? Is there a policy/framework for managing on-site events i.e. charity events? Are off-site events which are supported, endorsed, funded or organised through the school subject to policy/framework? 	Y	<ol style="list-style-type: none"> 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. All staff, pupils and parents are aware of our safeguarding policy and adherence is enforced. Confirmed framework / procedure in place. Yes, subject to ratios, risk assessment, disaster management and travel policy. 	Head/ Senior Deputy/Junior Head JFE TBr TBr	
6	<u>Safety On-line</u> <ol style="list-style-type: none"> 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? Does the school employ filtering/firewall systems to prevent staff/pupils/visitors from accessing extremist websites and material? 	Y	<ol style="list-style-type: none"> 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. 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 JFE in conjunction with ICT team. Also monitoring pupil access	Ongoing

	<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	<u>Prayer and Faith Facilities</u>				
	<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	<input type="checkbox"/>
I agree to verifying the speaker's identity by asking them to provide photographic identification	<input type="checkbox"/>
I have asked the speaker to read our Safeguarding & Child Protection Policy	<input type="checkbox"/>
I have/will pre-read all resources that the speaker intends to use during this visit	<input type="checkbox"/>

Signed Dated

Visit approved Yes / No

Other checks needed

Signed by Junior Head/Senior Deputy Head Dated



Department
for Education

Prevent risk assessment for schools

Person completing

Date Implemented: 1 September 2023

Date for review:September 2024

A risk assessment is a core part of implementing the Prevent duty. All providers should read guidance from the department on how to complete a risk assessment and on safeguarding students vulnerable to radicalisation. Schools should assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.

Providers may choose to have a specific separate risk assessment to better communicate to staff and document actions taken to mitigate any risks. The purpose of the risk assessment is to have an awareness and understanding of the risk of radicalisation in your area and your institution. The type and scale of activity that will address the risk will vary but should be proportionate to the level of risk, type of provision, size and phase of education.

This is an internal document and should be reviewed annually, in line with Keeping Children Safe in Education requirements, or following a serious incident.

National Risks – risk of radicalisation generally

What national risks are you aware of that could impact to your area, setting, students or families? For example, online radicalisation

The current threat from Terrorism and Extremism in the United Kingdom is real and severe and can involve the exploitation of vulnerable people, including children to involve them in extremist activity.

Vulnerable individuals may be groomed and at risk of being radicalised. Recently a suspected terrorist awaiting trial escaped from jail and presented a threat to members of the public (un til recaptured by the police).

There are extremist groups operating online to recruit individuals and groups to join their organisations to spread hate messages against groups/ faiths/ women etc

Individuals who have been radicalised pose a threat to the public. They may be travelling on public transport, in public places at events, or try to gain access to public buildings and carry out an act of terrorism.

Local Risks – risk of radicalisation in your area and institution

What specific local risks are you aware of that could impact to your area, setting, students or families? E.g. local extremist activity (groups active in the area)

Young people can be at risk of grooming by extreme groups and enticed to join extreme groups online or in-person.

Young vulnerable students who are undergoing difficulty in thirt home life or school life can explore other options online and can be attracted by groups offerign new freedoms, work for a 'godd cause'.

Young people who have been radicalised can become distant from friends and family and at risk of forming stronger attachments to these organisations. They are at risk of forced marriage within these groups/, travel to countries where there are caliphate, they could be at risk of blackmail and honour-based violence on return.

Leadership and Partnership

Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Date for completion	Support available
Leadership	What is the risk here?	What are the hazards?	What has your institution put in place to ensure sufficient understanding and buy-in from Leadership?		What does your institution need to further action to address the identified risk(s)?			Prevent e-learning Home Office offer a free e-learning package on Prevent covering: <ul style="list-style-type: none">Prevent awarenessPrevent referralsUnderstanding Channel Users that complete this training will receive a certificate. https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/
	The setting does not place sufficient priority to Prevent and risk assessment/action plans (or does not have one) and therefore actions to mitigate risks and meet the requirements of the Duty are not effective.	Leaders (including governors and trustees) within the organisation do not understand the requirements of the Prevent Statutory Duty or the risks faced by the organisation. The Duty is not managed or enabled at a sufficiently senior level.	Online Prevent Training annually using the government training module. We recognise that early intervention is at the heart of "Prevent" in diverting people away from being drawn into terrorist activity. "Prevent" happens before any criminal activity takes place. It is about recognising, supporting and protecting people who might be susceptible to radicalisation. We use Fundamental British Values as a standard that we do not undermine in our teaching					
		Leaders do not have understanding and ultimate ownership of their internal safeguarding processes, nor ensuring that all staff have sufficient understanding and that staff implement the duty effectively.	All Leaders are Prevent trained and Safeguarding Level 3 Trained. Fiona Gibbs, Prevent officer Hillingdon delivered in-person whole staff training in January 2019- we aim to invite Fiona in again					
		Leaders do not communicate and promote the importance of the duty.	We have organised a work shop with Laura Clarke from the Hillingdon Safeguarding partnership to include harmful practises.					
		Leaders do not drive an effective safeguarding culture across the institution.	The prevent referral form for Hillingdon is in our safeguarding pack and this is accessed via our bookmarks on our drive. The mechanism for reporting a Prevent issue is clearly described in our safeguarding training (and in the Prevent					
		Leaders do not provide a safe environment in which children can learn.	Children at the school are taught in classes in environments conducive to learning. We have a tuto/co-tutor and pastora system where students have many options of staff to talk to raise a concern.					
		Leaders lack of knowledge of staff and interaction with students.	Promotion of a safeguarding culture through regular training, discussions, and highlighting risks and events in the news and media. Regular learning walks and lesson observations to assess whether Fundamental British Values are undermined in					
Working in Partnership	The setting is not fully apprised of national and local risks, does not work with partners to safeguard children vulnerable to radicalisation, and does not have access to good practice advice, guidance or supportive peer networks.	The organisation does not establish effective partnerships with organisations such as the Local Authority and Police Prevent Team.	The providers has strong partnerships with: • Local Safeguarding Children's Partnership • DSL / headteacher forums • LADO • Community Safety Partnerships • Police Prevent Team • Channel panel • Child and family					Prevent duty guidance Outlines the requirements of the duty, including working in partnership with others. https://www.gov.uk/government/publications/prevent-duty-guidance/prevent-duty-guidance-for-england-and-wales/a-risk-based-approach-to-the-prevent-duty Understanding channel
	The setting does not place sufficient priority to Prevent and risk assessment/action plans (or does not have one) and therefore actions to mitigate risks and meet the requirements of the Duty are not effective.	The staff in the settig are not equipped to recognise risks and signs and they may not act appropriately to protect children in the setting.	Effective partnerships might include: • Regular attendance at meetings, boards or forums • In receipt of newsletters e.g. Educate Against Hate • Being able to demonstrate effective partnerships by use of the referral process or involvement in Channel					An overview of channel support and the Prevent Multi-Agency Panels (PMAP). https://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance Sign-up for Educate Against Hate newsletter Latest news, blogs and resources to help teachers, school leaders and designated safeguarding leads protect students from radicalisation
Understanding Risk								
Staff training	Staff do not recognise signs of abuse or vulnerabilities and the risk of harm is not reported properly and promptly by staff.	Frontline staff including governors, do not understand what radicalisation means and why people may be vulnerable to being drawn into terrorism	Staff training and governor training is broader than face to face or e-learning. Staff training and updates is linked to training to teach risks and radicalisation and extreme behaviour, hate crime etc in the PSHE programme.					Prevent e-learning Home Office offer a free e-learning package on Prevent covering: <ul style="list-style-type: none">Prevent awarenessPrevent referralsUnderstanding Channel Users that complete this training will receive a certificate. https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/ Prevent resources, guidance and support The department's Educate Against Hate website provides a range of training and guidance materials. www.educateagainsthate.com
		Frontline staff including governors, do not know what measures are available to prevent people from being drawn into terrorism and do not know how to obtain support for people who may be exploited by radicalising influences. Staff do not access Prevent training or refresher training.	Ensure all staff attend safeguarding training and are familiar with key school safeguarding and statutory policies. Log of safeguarding training is kept by the compliance secretary with oversight from the DSL. In person safeguarding training is conducted with all staff and covers radicalisation. Staff are required to complete annual Prevent training. With in-person training for permanent staff periodically.					
		Staff do not access Prevent training or refresher training.	Notice, Check, Share.					
		Governors are unable to fulfil their role to detect radicalisation when on site.	Ensure governors attend Prevent training. Records of governor training maintained. Training is regular. The DSL is required to present a termly report to the board of					
		DSLs and SLT are unable to fulfil their role.	Ensure SLT and DSL receive additional support from local partnerships and training on local processes for Prevent					

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Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Date for completion	Support available
			Training is quality assured and evaluated for effectiveness on a regular basis					
Information Sharing	Staff do not share information with relevant partners in a timely manner.	Staff do not feel confident sharing information with partners regarding radicalisation concerns.	The school (NWC) has a culture of safeguarding that supports effective arrangements to: • identify children who may need early help or who are at risk of neglect, abuse, grooming or exploitation • help children reduce their risk of harm by securing the support they need, or referring in a timely way to those who have the expertise to help					Resources to support information sharing The department has published guidance on making a Prevent referral. https://www.gov.uk/guidance/making-a-referral-to-prevent
		Staff are not aware of the Prevent referral process.	The school and local safeguarding partnership (Hillingdon) has clear processes for raising radicalisation concerns and making a Prevent referral. The referral form is included in our safeguarding documents.					
		[Insert additional hazards here]						
Reducing Permissive Environments								
Building children's resilience to radicalisation	Children and young people are exposed to intolerant or hateful narratives and lack understanding of the risks posed by terrorist organisations and extremist ideologies that underpin them.	The setting does not provide a safe space in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.	The institution(northwood colleg for Girls) and the GDST has codes of conduct for all staff (teaching and non-teaching staff). The main elements are highlighter in staff training and the code of conduct clearly set out in our safeguarding documents. Staff, read and agree to work in accordance with all of the policies.					Resources for having difficult classroom conversations Educate Against Hate has a range of resources to help teachers conduct difficult conversations with students. The 'Let's Discuss' teaching packs have been developed to help facilitate conversations about topics such as fundamental British values, extreme right-wing terrorism and Islamist extremism. www.educateagainsthate.com www.educateagainsthate.com/category/teachers/classroom-resources www.educateagainsthate.com/category/teachers/classroom-resources/filter-lets-discuss
		The setting does not teach a broad and balanced curriculum which promotes spiritual, moral, cultural mental and physical development of students and fundamental British values and community cohesion.	The institution carries out safer recruitment checks on all staff.					
			Teaching is monitored by senior leaders through observations, book checks and is quality assured					
			The institution provides opportunities within the curriculum to discuss controversial issues and for students to develop critical thinking and digital literacy skills					
			Settings should ensure that discussions of controversial issues are carried out in a safe space. Staff training and advice is provided to deal with sensitive topics. School follows DFE advice not to debate 'live conflicts'.					
			The institution embeds fundamental British values into the curriculum, while also ensuring specific discussions can take place in a safe environment. Students are taught about FBVs and what they mean in contexts.					
IT policies	Ineffective IT policies increases the likelihood of students and staff being drawn into extremist material and narratives online. Inappropriate internet use by students is not identified or followed up.	Students can access terrorist and extremist material when accessing the internet at the institution.	Settings should ensure appropriate internet filtering is in place. The school and GDST uses filtering and monitoring using Lightspeed with alerts to the DSL. The DSL records on opoms the outcome of checks. Taking action as required.					Web filtering and online safety The Department for Education have issued comprehensive guidance on how schools and colleges should be using filtering and monitoring standards, including specific measures to comply with the Prevent duty. https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges Further guidance is available at https://saferinternet.org.uk/guide-and-resource/teachers-and-school-staff/appropriate-filtering-and-monitoring/appropriate-monitoring You can test whether your internet service provider removes terrorist content at http://testdfiltering.com/ The Joint Information Systems Committee (JISC) can provide specialist advice and support to the further and higher education sectors to help providers ensure students are safe online and appropriate safeguards are in place. Teach about online extremism The 'Going Too Far?' resource from Educate Against Hate and the London Grid for Learning to help teach students about staying safe online https://www.educateagainsthate.com/resources/going-too-far/
		Students may distribute extremist material using the institution IT system.	Settings should ensure that there is a clear reporting process in place should filtering systems flag any safeguarding or Prevent- related concerns.					
		Unclear linkages between IT policy and the Prevent duty. No consideration of filtering as a means of restricting access to harmful content.	The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety). Online safety training is embedded in the PSHE curriculum and in our Digital Use Agreement - for students.					
			Online Prevent Training annually using the government training module. We recognise that early intervention is at the heart of "Prevent" in diverting people away from being drawn into terrorist activity. "Prevent" happens before any criminal activity t					
Visitors	External speakers or visitors being given a platform to radicalise children and young people or spread hateful or divisive narratives.	Leaders do not provide a safe space for children to learn.	A process is in place to manage site visitors, including sub-contractors.					Political Impartiality Guidance When using external agencies, schools in England must be mindful of their existing duties regarding political impartiality and to ensure the balanced presentation of political issues. Guidance on this is available on GOV.UK. https://www.gov.uk/government/publications/political-impartiality-in-schools/political-impartiality-in-schools-the-law
		Settings do not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.	Visiting speaker policy in place and followed by all members of staff. Record of visiting speakers kept.					
		The setting does not conduct any due diligence checks on visitors or the materials they may use.	The private/commercial use of the institution's spaces is effectively managed & due diligence checks are carried out on those using/booking and organisations that they represent.					
			The setting seeks advice and support from partners where necessary to make an assessment of suitability. DBS checks and google searches are completed and id checks carried out in line with KCSIE 2023 guidance.					