

Lime Academy Trust - Forest Approach 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	OWNER	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	Learners, staff and governors	<p>The school values clearly set out our commitment to British values.</p> <p>Lime Trust is founded four principles: Leadership, Innovation, Motivation and Excellence.</p> <p>Along with the principles, Lime Trust has core values that are demonstrated and upheld by our pupils, employees and stakeholders.</p> <p>Respect for all underlines our seven core values: Respect, Equity, Self-worth, Partnership, Enjoyment, Communication (a voice for all), Trust.</p> <p>The school core values are displayed across the school, in documents, on displays and on the school website.</p>	Trust Level	Low	N/A
Leaders are unaware of their responsibilities under the Prevent duty, and of the context of the school relating to the risk of extremism	Learners and staff	<p>School leaders are aware of their duty to prevent learners being drawn into terrorism, and make sure all staff know the same.</p> <p>School leaders stay up to date with local developments and risks.</p> <p>Annual safeguarding training in place. Training included the parts of Prevent Duty.</p> <p>Separate Prevent Duty and Hate Crime training provided in July 2022 by Havering Prevent and Hate Crime Coordinator.</p> <p>Forest Approach is a part of the Safer Schools Partnership and receives regular visits from a linked community police officer.</p>	Designated Safeguarding Lead (DSL)	Low	<p>Refresh the leadership team on the school's responsibilities under the Prevent duty.</p> <p>Further Curriculum development to include assessing risk, including risk of being drawn into gangs</p>

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	Learners and staff	All staff have read our child protection policy and at least part 1 of Keeping Children Safe in Education. Annual safeguarding training in place. Training included the Prevent Duty. Separate Prevent Duty and Hate Crime training provided in July 2022 for all school staff by Havering Prevent and Hate Crime Coordinator. Staff members are aware that they can speak to the Prevent Lead who is also the DSL for advice, support, and to escalate concerns.	DSL	Low	Preventing radicalisation guidance forms part of school's 'Child Protection & Safeguarding Policy'. The school's Child Protection & Safeguarding Policy, and its approach to applying the Prevent Duty, is reviewed annually The Child Protection & Safeguarding Policy is on the school website
Governors cannot carry out their role to monitor the school's Prevent strategy effectively	Learners and staff	All governors have read our child protection policy and Keeping Children Safe in Education.	Trust level	Med	Dedicated link governor/committee that oversees our compliance with the Prevent duty to be established. Training details to be confirmed.
Staff do not support the school's values and ethos, or they support and promote extremist ideas	Learners and staff	The staff recruitment process reflects the school's values and promotes good safeguarding practice. Safer Recruitment procedures are followed including online checks.	School Leaders	Low	All leaders to update the safer recruitment training



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	Learners and staff	The school works and communicates 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 on My Concern, and referrals are followed up appropriately.	DSL	Low	The DSL is in contact with the Prevent and Hate Crime Coordinator who is able to advise further steps in relation to Prevent and Hate Crime concerns.

Speakers and events

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL	ADDITIONAL NOTES / NEXT STEPS
Learners are exposed to extremist ideologies by visiting speakers	Learners	Visitors Policy and Visiting speakers' policies are in place and shared on the school website.	Lead DSL	Low	
The school site is used to host events which support extremist ideologies or promote hatred	Learners and staff	All hiring and lettings agreements state that the school site will not be hired to groups who support extremist ideologies or promote hatred. As Visiting speakers' policy states the organiser must conduct research on the person/organisation to establish whether they have demonstrated extreme views/actions. Any evidence of this research should be submitted to the Headteacher.	SLT	Low	Currently the school does not undertake lettings

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	Learners	<p>Opportunities to promote British values are clearly identified within all curriculum areas.</p> <p>Use of PSHE or RSE lessons for sensitive and supportive discussions on radical issues and extreme ideologies.</p>	SLT	Low	Review our current practices for promoting British values and consider where we could do more to embed these values into our curriculum.
A culture of inequality or abuse is allowed to grow, enabling extremist ideology and hate to develop	Learners, staff, governors and parents	<p>Our behaviour policy clearly sets out that hateful behaviour is not tolerated.</p> <p>Staff know how to respond to witnessing harassment and abusive behaviour.</p> <p>Learners are encouraged to challenge harassment or abusive behaviour among their peers.</p>	Behaviour Lead/ SLT	Low	Behaviour policy to be reviewed regularly
British values are not promoted outside of the classroom	Learners and staff	<p>Learners take part in student council sessions and promote British Values in line with school values across the school.</p> <p>Assemblies are held promoting diversity, human rights, and respect.</p> <p>At Forest Approach learners and staff celebrate the key days from multiple religions and cultures.</p>	All teaching staff and SLT	Low	SLT further looks into development of Curriculum in Religious education and PHSE. Assemblies schedule to be agreed with all staff.



IT and internet safety

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL	ADDITIONAL NOTES / NEXT STEPS
Learners use the school network or school hardware to access extremist material	Learners	<p>Our Acceptable ICT use policy for adults and pupils makes reference to the risks of online extremist material.</p> <p>Pupils are encouraged to report any material they come across online which makes them worried or uncomfortable.</p> <p>The ICT network has appropriate filters which block sites which are deemed to be inappropriate.</p> <p>We have appropriate filters in place which reduce the risk of pupils being able to access inappropriate information via the school IT.</p>	Trust level/ SLT/ SBS	Low	Review online safety policy annually.
Learners access extremist material on their own devices or on social media out of school, or are specifically targeted for online radicalisation	Learners	<p>The IT curriculum includes teaching learners how to stay safe online.</p> <p>Parents are provided with support on how to help their children access the internet safely and spot the signs of online radicalisation.</p> <p>Parents and teaching staff have access to National Online Safety training and regular information about keeping safe online is shared via weekly newsletter.</p>	SLT/ DSL	Med	<p>Information sharing sessions to be provided to pupils, staff and parents on staying safe on-line via coffee-mornings, parent workshops.</p> <p>Police Officers to provide further training for learners and parents as a part of Safer School Partnership.</p>



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	learners and staff	<p>When a visitor is invited to the Trust and its academies, they should be informed that they are required to bring formal identification with them for their visit and follow the procedures described in Visitors Policy.</p> <p>Visitors to school sign in and out and wear a visitor badge for clear recognition by learners. Any concerns around visitors are reported to senior member of staff.</p>	SLT/ Admin staff	low	

