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| Prevent vulnerability/ risk area | Risk Y/N | Action taken/already in place to address or mitigate | Owner | When? | RAG |
| 1. Leadership | | | | | |
| Do the following people have a good understanding of  their own and institutional responsibilities in relation to  the "Prevent Duty"?  ▪ Board of Governors  ▪ SLT  ▪ Staff  ▪ Children  ▪ Safeguarding Team | N | Prevent duty is built into our safeguarding arrangements. Staff and  children are aware of their prevent duty (at their level) and due to  effective training, know how to recognise radicalisation and what to do if they have a concern. School works closely with LCC Safeguarding Team,  the Police and external consultants to ensure responsibilities are fulfilled. | NH | Done | Green |
| 1. Partnership | | | | | |
| i. Is there active engagement from the institution's Governors, SMT, managers and leaders?  ii. Does the institution have an identified single point of contact (SPOC) in relation to Prevent?  iii. Does the institution liaise with organisations beyond the school |  | Yes Staff completed PREVENT training 2018/2019.  DLS and Deputy DSL to receive training by Lancashire County Council. Prevent Policy and practice agreed.  Governors to complete online PREVENT training  II. The Prevent Lead and the Designated Safeguarding Lead is Nicola Holt (HT). He is responsible for oversight of the Prevent Action  Plan & update to SLT / governors.  III. School works with Channel WRAP and external advisors when  updating policy and procedures and receives regular updates  about current issues / trends . | NH | Done  March 5th 2020  February 2020 | Amber |
| 1. Staff training | | | | | |
| Do all staff have sufficient knowledge and confidence to:  I. exemplify British Values in their management, teaching and through general behaviours in the  institution  II. 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  III. have sufficient training to be able to recognise this vulnerability and be aware of what action to take in response | N | I. All staff have sufficient knowledge and confidence to exemplify British Values. This is the core of the ethos of our school. All staff and children at The Cathedral have adopted a set of Catholic and British values which are woven through everything we do at school. Catholic and British Values are also taught in each class through all subject areas and children are given the time to discuss / reflect / compare and contrast to deepen their understanding and appreciation of British Values.  II. Staff have received thorough training which has given them the  understanding needed to both recognise and challenge extremist  ideas.  III. All staff are trained annually by school leadership with follow up reminders through the year. They are included in action planning. | NH and SG All staff | Ongoing / annually | Amber |
| 1. Welfare, pastoral and spiritual support | | | | | |
| Are there adequate arrangements and resources in place provide pastoral care and support as required by the institution?  II. Does the institution have chaplaincy provision or is this support signposted locally or brought in?  III. Are their adequate monitoring arrangements to ensure that this support is effective and supports the institutions welfare and equality policies?  IV. Does the chaplaincy support reflect the student demographic and need? |  | i. Pastoral care is provided by the SLT and our Learning mentors and is highly effective.  ii. Spiritual provision is provided by Father Steve and Father John Paul who are regular visitors in school.  iii. The headteacher meets with the Fathers’ on a regualar basis to  ensure this provision is appropriate and effective and to discuss  outcome of discussions in order to look for patterns / trends /  training needs and curriculum intervention. Equality policy and plan reflect the needs of our school.  iv. The chaplaincy support reflects the student, staff and parent  demographic and need, and is very much need led. Our school has a variety of faiths and these are celebrated in various ways e.g. Multi faith week. | NH, Father John Paul and Steve, KB, LM and MM | Done | Green |
| 1. Online Safety | | | | | |
| I. Does the institution have a policy relating to the use of IT and does it contain a specific reference  and inclusion of the Prevent Duty?  II. Does the institution employ filtering/firewall systems to prevent staff/students/visitors from  accessing extremist websites and material?  III. Does this also include the use of using their own devices via Wi-Fi?  IV. Does the system alert to serious and/or repeated breaches or attempted breaches of the policy? | Y | i. School has a detailed Online Safety Policy along with acceptable use policies. Although our IT and internet use 'practise' fulfils the prevent duty, the policy needs to be checked  make clearer reference to the procedures we have in place.  ii. Firewall and filtering in place through LCC  iii. Firewall applies to all devices that use the school’s Wi-Fi  iv. There is a manual system to identify serious, repeated breaches. | KH and NH | March 2020 | Amber |
| 1. Prayer and Faith facilities | | | | | |
| I. Does the institution have prayer facilities?  II. Are there good governance and management procedures in place in respect of activities and space in these facilities? | N | I Prayer facilities in place for children and families who require this.  ii. The Catholic ethos of the school is rigorously inspected internally and by external sources. Reports created and actions  to address areas for development implemented. | NH | Done | Green |
| 1. Site Security | | | | | |
| I. Are there effective arrangements in place to manage access to the site by visitors and nonstudents/staff?  II. Is there a policy regarding the wearing of ID onsite? Is it enforced?  III. Are dangerous substances kept and stored on site?  IV. Is there a policy covering the distribution (including electronic) of leaflets or other publicising material? | N | i. Arrangements in place- InVentry system used. There is a clear procedure for access to the building which forms part of all staff, governor, volunteer and student inductions.  ii. Policy for wearing of ID in place ( visitors policy). All visitors and staff need to wear ID provided by the office at all times.  iii. Dangerous substances kept and stored safely according to COSHH and risk assessments  iv. Policy for publicising materials in place | NH  SP  CR | Done | Green |
| 8.Safeguarding | | | | | |
| I. Is protection against the risk of radicalisation and extremism included within Safeguarding and other  relevant policies?  II. Do Safeguarding and welfare staff receive additional and ongoing training to enable the effective understanding and handling of referrals relating to radicalisation and extremism?  III. Does the institution utilise Channel WRAP Police as a support mechanism in cases of radicalisation and extremism?  IV. Does the institution have a policy regarding referral to Channel Wrap identifying a recognised pathway and threshold for referral? | N | i. The Prevent Duty is part of the school’s Safeguarding and Child  Protection Policy  ii. All staff are fully trained in house, by external providers or external consultant  iii. Channel WRAP is used by the school as well as  <http://www.preventforschools.org/index.php?category_id=-1>  iv. Policy for referral to Channel WRAP in place and monitored by  Headteacher. | NH, SG | Done except  IV -Prevent Policy needs updating – March 2020 | Amber |
| Communications | | | | | |
| I.Is the institution Prevent Lead and their role widely known across the institution?  II. Are staff and students made aware of the Prevent Duty, current risks and appropriate activities in this  area?  III. Are there information sharing protocols in place to facilitate information sharing with Prevent  partners? | N | i. The whole school knows that the DSL is also the Prevent Lead. All staff know who the DSL is.  ii. Staff are made aware through training and ongoing discussion /staff meetings. Children are made aware at their level through PSHE and in a cross curricular way through teaching and learning in all subjects.  iii. Information sharing protocol made clear in the school’s Safeguarding and Child Protection Policy | NH | Done | Green |
| Incident mamnagemnt | | | | | |
| I. Does the institution have a critical incident management plan which is capable of dealing terrorist related issues?  II. Is a suitably trained and informed person identified to lead on the response to such an incident?  III. Does the institution have effective arrangements in place to identify and respond to tensions on or off  site which might impact upon staff, student and/or public safety?  V. Are effective arrangements in place to ensure that staff and students are appraised of tensions and  provide advice where appropriate? | N | i. Emergency plan in place and understood.  ii. Headteacher to deal with terrorist related issues.  iv. Arrangements in place to deal with tensions on or off site. Risk assessments always completed to minimise the likelihood of this happening.  III. This is done through PSHE teaching or on a 1:1 with children if an issue has arisen. School have learning mentors to work with children who we feel need extra time to discuss their feelings /concerns. Staff are a part of a supportive but rigorous appraisal  and performance management system | NH | Done | Green |