

**PREVENT RISK ASSESSMENT
PILGRIMS PRE-PREP SCHOOL
Version 1 –created on 25/05/2022**



A SCHOOL DESIGNED FOR LITTLE PEOPLE
The Harpur Trust Pre Prep

Version Control

See end of document for tracking of alterations

Version	Date
1	25/5/2022

PREVENT RISK ASSESSMENT

Assessment No: 1

Assessment completed by	Tracey Marquand Designated Safeguarding lead and Online Safety Lead	Work area or activity being assessed. Describe what goes on there / what is involved:	Risk of members of the school community being drawn into terrorism and online radicalisation.
Assessment date	25 th May 2022		
Review date	25/5/23		

STEP 1 – HAZARD CHECKLIST

1. Asbestos		10. Food hygiene		19. Violence at work	
2. Compressed gases / pressure systems		11. Hazardous substances (CoSHH)		20. Welfare (hot / cold / wet)	
3. Confined spaces		12. Lone working		21. Working at height	
4. Contact with moving vehicles		13. Manual handling		How else can people get hurt? (specify below)	
5. Dangerous machinery / equipment		14. Noise exposure		22. School community being drawn into terrorism	
6. Display screen equipment (DSE)		15. Occupational driving		23. Online radicalisation	
7. Electricity		16. Repetitive strain injury			
8. Falling objects		17. Slips, trips and falls			
9. Fire and explosion (including the storage of flammable materials)		18. Stress			

What could cause harm?	Who might be harmed and how? (students, staff, visitors, contractors)	Control measures What is already done to stop people getting hurt?	Residual risk* High / Medium / Low (See Table 1 for guidance)	Can further actions be taken to reduce the level of risk? Yes / No If Yes, give details in the action plan
Lack of welfare and safeguarding	<p>All members of the school community could be harmed via:</p> <p>The school community - Staff/ volunteers/governors not aware of the school procedure for handling concerns and/or do not feel comfortable sharing issues internally.</p> <p>The school not being linked in with statutory partners and/or does not feel comfortable sharing extremism.</p> <p>Pupils unsure of who to talk to if they have concerns.</p>	<p>Staff understand the safeguarding policy which includes information on the risk of radicalisation and the Prevent Duty. They know how to log a concern and the identity of the DSL and Deputy DSL.</p> <p>Staff receive appropriate safeguarding training including Prevent and British Values. Staff must adhere to the Code of Conduct and demonstrate professionalism and British values at all times.</p> <p>Refresher training for staff and governors is included as part of the ongoing, regular safeguarding training cycle.</p> <p>DSL attends monthly Safeguarding Meetings within Bedford Borough and half termly Harpur Trust Safeguarding Meetings, DSL/DDSL aware of the procedures for escalating concerns or seeking advice. They understand the importance of taking swift action via referral where there is reasonable cause for concern a child may be at risk of physical harm from travel abroad to a radicalized area.</p> <p>Children are aware of 'Trusted Adults' they can talk to if they have a concern through regular PSHCEE sessions and assemblies.</p>	Low	No

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Curriculum and learning not robust	<p>All members of the school community could be harmed via:</p> <p>Lack of understanding of British Values.</p> <p>Learners accessing extremist or terrorist material whilst using school networks.</p>	<p>British values Policy is in place and understood by members of the school community. British values taught to children via school assemblies, PSHCEE lessons, circle times</p> <p>Online Safety is an integral part of the PSHCEE curriculum and lessons are taught from Pre-School using the cross-curricular framework 'Education for a Connected World – 2020 edition' from UKCIS (the UK Council for Internet Safety).</p> <p>Whenever overseeing the use of technology all staff encourage sensible use, monitor what pupils are doing and consider potential dangers and the age appropriateness of websites.</p> <p>All staff should supervise and guide pupils when engaged in learning activities involving online technology (including remote teaching), supporting them with skills such as critical thinking (e.g. fake news),</p> <p>KS1 children sign an Acceptable Use Policy and understand what to do if they see or hear something that worries them.</p> <p>All school ICT equipment is protected with appropriate filters to prevent inappropriate material being accessed.</p> <p>Email is auditable and trackable.</p>	Low	No

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Organisational culture	<p>All members of the school community could be harmed via:</p> <p>Governors, Staff or contracted providers are not aware of /do not subscribe to the values of the school. Staff are unable to raise extremism related organisational concerns due to the lack of an appropriate mechanism.</p>	<p>Robust recruitment and induction programmes and ongoing staff development.</p> <p>Appropriate policy and awareness raising training provided to all staff and governors.</p> <p>Appropriate AUP's signed.</p>	Low	No
Management of space	<p>All members of the school community could be harmed via:</p> <p>Learners/staff being exposed by visiting speakers to messaging supportive of terrorism- or which contradicts 'British Values' of individual liberty and mutual respect and tolerance for those of different faiths and beliefs Extremist or terrorist related material displayed within school premises School premises used to host events supportive of terrorism, or which popularise hatred or intolerance of those with particular protected characteristics.</p> <p>Online/social media communications relating to extremist material feature the school branding.</p>	<p>Visitors monitored and appropriate risk assessments carried out. Children are always supervised by a member of our school staff.</p> <p>Outside agencies that hire our premises are asked to sign a Hire Agreement Contract. Any external individual/organisation will sign an Acceptable Use Policy prior to using technology or the internet within school.</p> <p>Social media footprint managed and monitored carefully to know what is being said about the school. The marketing co-ordinator is responsible for managing our closed Facebook account and Prominent PR manage our public Twitter/Facebook/Instagram accounts and check our Wikipedia and Google reviews.</p>	Low	No

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External factors to the school	<p>All members of the school community could be harmed via:</p> <p>Learners are radicalised by factors internal or external to the school including family circumstances.</p> <p>Families taking children to areas where they are at risk of being radicalised.</p>	<ul style="list-style-type: none"> • Parents are asked to sign Home School Agreements agreeing to: • Work in partnership with the school, positively supporting its aims and vision. • Role model the school values to the children, the school staff and wider school community. Help their child to understand and demonstrate the school values at all times <p>Parents asked to sign an Acceptable Use Policy.</p> <p>Regular online safety Information evenings and newsletter items are available for parents to help support their children.</p> <p>Relevant staff are aware of Attendance Policy and know to be vigilant when children talk about travel abroad or extended visits to family members.</p> <p>Absence is monitored and staff are vigilant where there are requests for term time leave for travel abroad or extended visits to family abroad.</p>	Low	No

STEP 3 – ACTION PLAN (Give details of actions to be taken that will reduce risks to health and safety)

Describe as fully as possible the action to be taken	Who is responsible for ensuring the action is carried out?	Date by which action is to be completed	Confirmation that required action has been completed (Signature of person responsible for ensuring action completed and date)
Risk assessment rewritten in line with changes to Online Safety Policy and other policies.	Designated Safeguarding Lead	May 2022	<i>J. Marquand</i>

Table 1 - Classification of risk

Risk analysis / priority of action matrix

Severity	Likelihood				
	1 Very Unlikely (Freak event – no known history)	2 Unlikely (Unlikely sequence of events)	3 Possible (Foreseeable under unusual circumstances)	4 Likely (Easily foreseeable-odd incident may have occurred)	5 Very Likely (Common occurrence – aware of incidents)
1 Negligible (No visible injury – no First Aid required)	Low	Low	Low	Low	Medium
2 Slight (Minor cuts, bruises – no long term effects)	Low	Low	Low	Medium	Medium
3 Moderate (Heavy bruising, deep flesh wound. Lost time accident)	Low	Low	Medium	Medium	High
4 Severe (Lost time accidents and major injuries)	Medium	Medium	Medium	High	High
5 Very Severe (Long term disability or death)	Medium	Medium	High	High	High

