

SELF-ASSESSMENT

1. Clear leadership and accountable structures are in place an visible throughout the organisation

There is an identified strategic PREVENT lead within each school

Maiden Erlegh: Ali Walker (SLG) Lindsey Bowden (Governor)
Maiden Erlegh Reading: Andy Johnson (SLG) Cath Middleton (Governor)
Trust Board: Peter Thomas / Jan Rothwell

The strategic lead understands the expectations and key priorities to deliver PREVENT and that this is embedded within safeguarding procedures

At least one senior leader and one governor in each school has had recent relevant training.

The senior leadership team are aware of the PREVENT strategy and its objectives

All trained child protection staff received guidance on extremism and preventing radicalisation.
One senior colleague has had recent Ofsted Safeguarding training, including guidance on preventing radicalisation.

There is a clear awareness of roles and responsibilities throughout organisation regarding PREVENT.

Preventing radicalisation refresher training delivered to Trust staff in February 2015 as part of our Trust Safeguarding & Equalities week.
All new staff to the Trust will receive training as part of induction.

PREVENT safeguarding responsibilities are explicit within the schools safeguarding team.

Child Protection and safeguarding staff receive specific guidance from our Child Protection lead.

The prevent agenda and its objectives has been embedded within the appropriate safeguarding processes

Policies are updated each year and the anti-radicalisation strand strengthened within the safeguarding policy.

2. Staff and governing body have been appropriately trained accordingly to their roles

A plan is in place to raise awareness of PREVENT (WRAP) training so that key staff and governors understand the risk of radicalisation and extremism and know how to recognise and refer children who may be vulnerable

Ali Walker provides guidance for CP and Safeguarding staff following her recent WRAP training.
All new staff will receive training as part of induction.
All staff will revisit risks and referral guidance in the Trust's Safeguarding and Equalities week.
Key governors from the Trust will attend training in June 2015.
They will provide key information to the wider Trust governing body and LABs.

Details of WRAP courses including frequency and availability are cascaded to all relevant staff

Mary Davies & Ali Walker ensure this happens.

There is appropriate staff guidance and literature available to staff on a prevent agenda

Mary Davies & Ali Walker ensure this happens.

3. An appropriate reporting and referral process is in place and referrals are being managed effectively

Ensure that preventing young people from being exposed to radicalisation or extremism is part of the schools safeguarding policies and procedures

See new Safeguarding Policy

A single point of contact [SPOC] for any PREVENT concerns raised by staff within the school has been identified

Maiden Erlegh: Ali Walker
Maiden Erlegh Reading: Andy Johnson

An appropriate internal PREVENT referral process has been developed

See new Safeguarding Policy and referral form

Leads in partner agencies are known

Thames Valley Police: Misha Upadhyaya (101 or 07467 444183)
Wokingham Borough Council: 01189088002
Reading Borough Council: 0118 937 3641

An audit trail for notification reports/referrals exists

All Safeguarding referrals and follow-up communications and actions are logged and monitored by Trust School Leads
They report termly to the Local Advisory Boards as part of the safeguarding report in the SEF.
As necessary actions are identified as part of the half-termly SEF review.

4. A broad and balanced curriculum that helps protect students against extremism and promotes community cohesion

School has a range of initiatives and activities that promote the spiritual, moral, social and emotional needs of children aimed at protecting them from radicalisation and extremism influences

PSMSC – including assembly programme
Cross-curricular themes
Extra-curricular activities including Student Council discussions
Promotion through TV screens etc

The school delivers education that helps develop critical thinking skills around the power of influence, particularly on-line and through social media.

PSMSC – including assembly programme
ICT and media/English

Students are aware of the benefits of community cohesion and the damaging effects of extremism on community relations

PSMSC – including assembly programme
RS curriculum
Cross-curricular themes
Student Council Discussions

Staff are able to provide appropriate challenge to students, parents and governors if opinions are expressed that are contrary to fundamental British values and promotion of community cohesion.

Whistle Blowing policy is promoted on induction and during the Trusts Safeguarding & Equalities week.
Regular safeguarding reminders during weekly staff briefings.

RISK ASSESSMENT

DATE	July 2016	DRAWN UP BY	Mary Davies / Ali Walker / Andy Johnson
REVIEW DATE	Dec 2016 / May 2016 /Final July 2016	SCOPE	All Schools within Maiden Erlegh Trust

	Significant Hazards and Associated Risks Those hazards which may result in serious harm or affect several people	People at risk	INITIAL RISK RATING	Control Measures (CM's) 1. Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). 2. Specific CM's not included in the generic RA (e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)	Additional CM's required? (Dynamic Risk Assessment) If existing CM's cannot be met or circumstances have changed	RISK H, M, L, VL
CURRICULUM	<p>Hazard: Lack of choice in qualification pathways for students of all abilities and aspirations</p> <p>Risks: -of disengagement from education generally -decline in standards of conduct -potential NEETs</p>	Students	L	<p>Dynamic/annual curriculum review to ensure broadest possible offer of accredited but appropriate qualifications for reach year group.</p> <p>Strengthened of careers and work-related learning provision KS4-5 for all students.</p> <p>Revised Behaviour Policy with emphasis on consistency and with single lead on SLG.</p> <p>Single lead for PSMSC to ensure that all strands of delivery (including cross-curricular strands) deliver a coherent message.</p> <p>Curriculum lead will ensure all HODs understand they must consider opportunities to promote British Values in their SOW.</p> <p>E-Safety education around grooming to reference radicalisation and staff delivering it to be given specific guidance.</p>		VL

	Significant Hazards and Associated Risks	People at risk	INITIAL RISK RATING	Control Measures (CM's)	Additional CM's required?	RISK
PERSONAL, SPIRITUAL, MORAL, SOCIAL AND CULTURAL EDUCATION (PSMSC)	<p>Hazard: Time available Number of staff involved Staff not taking message seriously</p> <p>Risks: -inability to deliver all the strands in sufficient detail - consistency could be diluted</p>	Students	M	<p>7 Year PSMSC programme means strengthened plan.</p> <p>Reviewed each year and content amended as necessary. New staff receive guidance and/or training as necessary.</p> <p>Monitoring of PSHE and assemblies and tutor periods takes place via local Line Managers.</p> <p>Key staff and governors to undertake Prevent / WRAP training.</p> <p>Staff training is part of induction and annual Safeguarding and Equalities training.</p>	On-going training/information of staff and governors as new guidance emerges.	VL
COMMUNITY COHESION	<p>Hazard: Inconsistent message Decline of behaviour Community events impact on school harmony</p> <p>Risks: -Rise in racist incidents in school -Rise in community complaints for racist behaviour -Lack of engagement with message -Rise in extremist comments/reactions by stakeholders (including from far right eg: linked to BREXIT)</p>	<p>Students and staff in school.</p> <p>Members of the community</p>	M	<p>Revised Behaviour Policy, Anti-bullying and Safeguarding Policies with emphasis on consistency.</p> <p>Tighter monitoring of racist and bullying incidents feeds into SEF. Remedial actions are more timely as a result.</p> <p>New PSMSC programme with tighter central monitoring to ensure consistent message.</p> <p>Key staff / governors to undertake Prevent/WRAP training.</p> <p>Staff training is part of induction and annual Safeguarding and Equalities training.</p>	<p>Closer work with a range of community leaders as necessary.</p> <p>On-going monitoring of racist/derogatory comments post Referendum – no significant impact to date but on-going monitoring</p>	L

	Significant Hazards and Associated Risks	People at risk	INITIAL RISK RATING	Control Measures (CM's)	Additional CM's required?	RISK
STUDENT AWARENESS OF RISKS AND REMEDIES	<p>Hazards: Inconsistent message as wider range of staff teach PSMSC and e-safety. Vehicles for message are too limited (eg: ability to run assemblies limited at certain times of the year).</p> <p>Risks: -Students misconstrue/misunderstand message or do not take it seriously -Message has the reverse effect and pushes students towards extremists -Students unable to recognise risks and seek help when needed</p>	Students	M	<p>New PSMSC and assembly programme with tighter central monitoring to ensure consistent message.</p> <p>Work with the student body (eg: Student Council and Senior Team) to seek their views and monitor impact.</p> <p>Key messages will be delivered in different ways to mop up students who are absent.</p> <p>Key messages will be shared with parents so they can support students at home.</p> <p>New DNA software provides for more proactive monitoring and alerts if students or staff are accessing inappropriate sites.</p>	<p>E-Safety education around grooming to reference radicalisation and staff delivering it to be given specific guidance.</p> <p>The impact of this will be monitored during its first year of use.</p>	VL
STAFF TRAINING	<p>Hazards: Numbers of part-time staff Lack of engagement with subject matter Limited staff training time available High staff turnover</p> <p>Risks: -Some staff will miss the training / fail to read key documents -Inconsistency of message -Vulnerable students not identified -Weak or uncommitted staff are less likely to engage with this message</p>	Students and staff	M	<p>Basic training given to staff during induction and through an online course. It is refreshed annually during Safeguarding & Equalities week.</p> <p>Key staff to undertake Prevent WRAP training.</p> <p>Agency and temporary staff receive information as part of their induction.</p> <p>All staff on action plans are checked for their sharing of key messages such as anti-radicalisation.</p>		VL
GOVERNOR TRAINING	<p>Hazards: Governors do not have a shared awareness of the importance of this issue as a safeguarding one. Limited governor training time available.</p> <p>Risks: -It is not given sufficient resource -Students are put at risk of, or become radicalised -Schools in the Trust fall from good to RI or fails to go back up to outstanding because of safeguarding failings</p>	Students, staff and governors	M	<p>Key governors from both schools undertaking Prevent training in June 2015 and all do the online course.</p> <p>Key messages disseminated in an ongoing way to the wider Trust.</p> <p>The training will cover whistleblowing so that we are aware of staff/governors putting children at risk because of not following protocol.</p>		VL

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COMMUNICATION WITH PARENTS	<p>Hazards: Lack of clarity about our key messages and methods of delivery.</p> <p>Risks: -Families feel targeted -Parents do not understand referrals -Parents withdraw their children from RS</p>	Students	M	<p>Website safeguarding and PSMSC pages are clearer.</p> <p>Key messages will be shared with parents as necessary through the termly letters so they can support students at home.</p>		VL
REFERRAL SYSTEMS	<p>Hazards: Staff do not follow the correct procedures Staff unaware of vulnerability features</p> <p>Risks: -Students are put at risk of, or become radicalised</p>	Students	L	<p>Staff training is part of induction and annual Safeguarding and Equalities training.</p> <p>The training covers procedures but also whistleblowing so that we are aware of staff putting children at risk because of not following protocol.</p> <p>SEF monitoring of safeguarding now includes monitoring of referrals for radicalisation. This then is monitored half-termly to check impact of policy and practice.</p>		VL
INTERVENTIONS	<p>Hazards: Staff do not know who to contact in local agencies. Local agencies cannot provide appropriate support High potential cost/time resource implications of support.</p> <p>Risks: -Delay in getting support for a child/family heightens risk on child. -Impact on other areas of school if resources diverted to supporting a child/family.</p>	Students and families	L	<p>WA/HT have link at Thames Valley Police.</p> <p>RBC and WBC respond rapidly to referral already made (R&T services improved generally).</p> <p>We have Intervention Fund which can be used to fund some, reasonable adhoc needs.</p>		VL
IT SYSTEMS	<p>Hazards: Students can access radicalisation websites on the school network. Students are not equipped to identify such websites when accessing the internet out of school. Parents are not equipped with IT knowledge to ensure appropriate firewalls etc on put on digital technology.</p> <p>Risks; -Students are groomed by radical extremists.</p>	Students	M	<p>School network is firewalled – provided by SGfL which supplies many schools.</p> <p>New DNA software provides for more proactive monitoring and alerts if students or staff are accessing inappropriate sites.</p> <p>ICT classes cover e-safety (results from survey shows high levels of satisfaction about e-safety education).</p>	<p>Regular safeguarding info in the termly letters and on the website to cover guidance for parents about e-safety on the internet (including mobile phones).</p> <p>The impact of new software will be monitored during its first year of use.</p>	VL

Approved: (Headteacher)

Trust:(CEO)

Approved: (Headteacher)

Trust:(Chair of Board of Trustees)