

Community Risk Assessment (taking account of Prevent duties)

School name	Cumnor House School for Girls
Date	10 th September 2018 (updated from 13 th September 2017)
Completed by	Gareth Tindall

Introduction

The Education (Independent Schools Standards) Regulations require schools to undertake a risk assessment linked to the demography of the school and also to identify risks linked to extremism and radicalisation. This document outlines the school's analysis.

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Our school values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

Our school is committed to providing a secure environment for pupils, where children and young people feel safe and are kept safe. All adults at the school recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not.

The Preventing Extremism and Radicalisation Policy is one element within our overall school arrangements to safeguard and promote the welfare of all children in line with our statutory duties set out at S157/S175 of the Education Act 2002.

Our school's approach to preventing extremism and radicalisation also draws upon the guidance produced in 'Keeping Children Safe in Education', HM government document 'Prevent strategy: A guide for local partners in England' and the 'Counter Terrorism and Security Act 2015'.

The Counter-Terrorism and Security Act 2015 contains a duty on specified authorities, which includes all schools to have due regard to the need to prevent people from being drawn into terrorism. The new legislation will be measured through school inspection.

The Department for Education has set up a helpline for teachers who have questions and/or concerns about extremism.

Teachers can call: 0207 340 7264 or email: counter.extremism@education.gsi.gov.uk

What are the distinctive features of your school community?	Are there any risks or concerns linked to this?	As a result, what do you put in place?
Our school has children from a wide range of cultural, religious and ethnic backgrounds. Acceptance and building community are key features of the school given our diverse staff and student body.	There are no current explicit risks or concerns linked to this diversity, save for the inherent risks and concerns that any community has of: observing and monitoring inclusion, listening to and working with opposing opinions, proactively promoting equality, diversity and community – the idea that we are all individuals, uniquely talented and that together we are stronger.	Our school values and aims, assemblies, curriculum, PSHE programme and pastoral community all contribute towards fostering: a spirit of healthy respect for differences; an ethos of co-operation and understanding; an environment of respect and resilience.

Who to contact in Croydon if you have concerns:

Prevent Coordinator:

Haydar Muntadar haydar.muntadar@croydon.gov.uk

Channel Coordinator

Serena Prince (x 63301) Serena.Prince@croydon.gov.uk

For Prevent, or for other areas of crime and disorder:

Anthony Lewis (x 63348) Anthony.Lewis@croydon.gov.uk

or Cheryll Wright (x 47032) CHERYLL.WRIGHT@croydon.gov.uk

Not able to evidence	Evidence of some but not all	Evidence of all and more

1. LEADERSHIP: structures are in place and visible throughout the school

Evidence	RAG	Next steps (and target date)
The Senior Leadership Team are aware of the Prevent Strategy and its objectives.		
The Head and DSL understands their duties if concerns were raised.		
Supporting young people vulnerable to radicalisation is embedded within Safeguarding Policies and Procedures.		
The Head and DSL know who to contact if radical or extremist concerns area raised (including making a referral to the Channel programme).		
Staff understand to report concerns immediately.		

2. CAPABILITIES: staff and governors adequately trained on Prevent Duty

Evidence	RAG	Next steps (and target date)
Staff have been trained/briefed on their responsibilities linked to the Prevent Duty and know how to recognise the factors and refer children who may be vulnerable to being drawn into terrorism and to challenge extremist ideas.		Refresher training in Prevent to be held in new school year
There is appropriate staff guidance and literature available to staff on the Prevent agenda.		
All staff have the knowledge and confidence to exemplify British values in their teaching and through general behaviours in the school.		

3. RISK ASSESSMENT: risks around extremism are understood and appropriate referral process is in place

Evidence	RAG	Next steps (and target date)
Key staff show understanding of risks affecting children and how to support individual children who may be at risk.		
An audit trail for notification reports/referrals exists.		
A process is in place to identify and develop 'lessons learnt'.		
There is an effective policy/framework for managing speaker requests which is well communicated to staff/students and complied with.		See policy 'Safeguarding: preventing extremism and radicalisation.'

4. WORKING IN PARTNERSHIP: develop multi-agency approaches to address safeguarding issues and deliver quality curriculums		
Evidence	RA G	Next steps (and target date)
Partner agency communication channels have been developed – Local Authority and Police are first port of call when outside agencies need to be consulted or for making a Channel referral.		
The single point of contact is identified in Children’s Services to liaise on a range of safeguarding issues.		