



Prevent Risk Assessment and Action Plan 2024/25

Designated Safeguarding Team	Leycroft Academy Patrick Jones, Kelly Westwood, Zoe Redding, Lynne Johnson, Keeley Fraser
Single Point of Contact (SPOC)	Kelly Westwood
Date of Assessment	26.11.2024
Date of Review	November 2025
Local Authority Prevent Co-ordinator	Angela Cresser Razia Butt Ayisha Ali
Local Authority or safeguarding children partnership	Birmingham Children's Trust

Risk Matrix: The risk matrix multiplies the likelihood score by the impact score to determine an overall risk score. The risk rating will fall into one of three categories – low (acceptable), medium (manageable) or high (unacceptable).

Likelihood

1. extremely unlikely; rare occurrence
2. unlikely
3. moderately unlikely
4. very likely, regular occurrence
5. extremely likely; frequent occurrence

Impact (financial/reputational)

1. not critical to continued operations
2. minor impact in limited areas
3. minor impact in many areas
4. significant impact; would not affect continued operations in short term but might in medium to long term; or relates to substantial operational areas
5. fundamental to continuing operations

		Impact				
		1	2	3	4	5
Likelihood	5	5	10	15	20	25
	4	4	8	12	16	20
	3	3	6	9	12	15
	2	2	4	6	8	10
	1	1	2	3	4	5

Risk acceptability table

This table is used to decide whether a risk is acceptable, based on its overall risk score, and to inform the decision on any actions to be taken.

Acceptability level	
Acceptable (low)	Exposure to this risk is acceptable, but the risk should be subject to periodic review to ensure it does not increase and the effectiveness of current control methods remains stable.
Manageable (medium)	Exposure to the risk is only acceptable following an investigation to identify opportunities to reduce the risk and implement additional control measures. The risk should be subject to regular review to ensure the control methods remain effective.
Unacceptable (high)	Immediately consider whether the activity associated with the risk should cease. Any decision to continue exposure to this level of risk should be made by leadership, and be subject to the development of detailed actions, on-going oversight and high-level review.

Risk Area	Hazard	Severity (A) 1-5	Likelihood (B) 1-5	Gross Risk Rating A x B	Rag Rating In place In progress To be initiated	Existing Measures	Proposed Actions	Risk Owner	Planned Completion Date
Safeguarding and Training	Staff and those in governance roles are unaware of the Prevent agenda, or of radicalisation and extremism as safeguarding issues	5	1	5	In place	Annual Prevent training for all staff and those in governance roles - FLICK	Continue to familiarise staff with the school's safeguarding policy and radicalisation and ensure the Channel process is included within it throughout	KW	28.11.2024
						All staff have read and understood 'Keeping Children Safe in Education 24 Part 1'	Make staff aware of the Implications of the Prevent duty in schools through whole school safeguarding training	KW	28.11.2024
						All LAC members have read and confirmed understanding of KCSIE at least parts 1 and 2	All staff and LAC members to complete Prevent training on FLICK		September 2024
						The Prevent Lead (SPOC) has informed staff of their duties as set out in 'The Prevent Duty'	Ensure all staff and LAC member training records are up to date to reflect current training levels	KW/KF / PJ	September 2024
						All staff completed the Flick online Prevent Training during the previous academic year 23/24	DSLs to have in-depth training to enable them to carry out their duties and be able to advise and support other staff members when required (Free WRAP training provided by BESS/Sandwell MBC/Solihull MBC)	KW	Sept-Nov 2024 New DSLs to have WRAP training when next available.

						<p><i>No Platform Policy available on the staff drive, school and FET website</i></p> <p><i>Safeguarding policy read by all staff during induction.</i></p> <p><i>All staff to read the updated Safeguarding policy at the start of every academic year</i></p> <p><i>Safeguarding policy available on the staff drive, school website and staff safeguarding board</i></p> <p><i>Staff training records showing up to date training completed</i></p> <p><i>Safeguarding audits completed in the Autumn term</i></p>	<p><i>Ensure all actions from the safeguarding audit action plan are completed</i></p> <p><i>Ensure LAC members complete the training and confirm having read and understood KCSIE at least parts 1 and 2</i></p>	<p>KW</p> <p>PJ</p>	<p>Sept 2024</p> <p>02.09.2024 (Ongoing with new staff).</p> <p>02.09.2024</p> <p>September 2024</p> <p>28.11.2024</p> <p>October 2024</p>
	<p><i>Staff are unaware of school procedure for handling concerns or</i></p>	5	1	5	<i>In place</i>	<p><i>Safeguarding Policy available on the staff drive, school website and staff safeguarding board</i></p>	<p><i>Continue to familiarise staff with the school's Safeguarding Policy and No Platform Policy</i></p>	KW	11.12.2024

	<i>reluctant to raise concerns</i>					<p><i>Staff trained on using CPOMs reporting system. Visitors & agency staff are aware of how to log their concerns</i></p> <p><i>Staff have access to the CPOMS categories guidance book</i></p> <p><i>Safeguarding information posters around the school ensure staff are aware of who they can discuss concerns with</i></p> <p><i>All staff have read the Safeguarding Policy which includes a statement regarding the 'Prevent' duty'</i></p>	<p><i>Ensure all staff are competent in using CPOMs</i></p> <p>Safeguarding Bite Size Sessions to take place at least once every half term.</p> <p>Ensure all safeguarding information around the school remains up to date</p>		<p><i>Continual training throughout the year 11.12.2024, Spr1, Spr2, Sum1, Sum2</i></p> <p><i>Continue to be actioned throughout the year.</i></p>
	<i>Staff are unsure/unaware of how to identify children at risk of radicalisation</i>	<i>5</i>	<i>1</i>	<i>5</i>	<i>In place</i>	<p><i>The Prevent Lead (SPOC) has informed staff about signs and indicators of radicalisation</i></p> <p><i>Prevent training for all staff during induction and on an annual basis - FLICK</i></p>	<p><i>SPOC to complete the Workshop to Raise Awareness of Prevent (WRAP Train the Trainer) - New Trainees or Prevent Refresher Training</i></p> <p><i>All staff to complete the FLICK Prevent training</i></p>	<i>KW</i>	<p><i>16.07.2024 Annual refresher to be booked Summer term.</i></p> <p><i>28.11.2024</i></p>

							<i>The Prevent Lead to engage staff in PREVENT focused Safeguarding Bite Size Sessions</i>	KW	11.12.2024 Spr1, Spr2, Sum1, Sum2
	<i>Staff do not feel confident about raising concerns about risks to pupil safety</i>	5	1	5	In place	<p><i>Annual Safeguarding training included Prevent</i></p> <p><i>Multiple channels available, 5 DSLs to report to/discuss a concern with</i></p> <p><i>Safeguarding information posters around the school ensure staff are aware of how to report a concern</i></p> <p><i>Whistleblowing policy and procedures in place and available to staff on the staff drive and school website</i></p>	<p><i>Ensure all posters, safeguarding information and safeguarding boards remain up to date</i></p> <p><i>Ensure the Safeguarding policy and Whistleblowing policy are up to date and staff know how to access them</i></p>	KW/ KF	<p>Continue to action throughout the year.</p> <p>September 2024</p>
	<i>Staff do not share information with other agencies/partners or do</i>	5	1	5	In place	<i>The school has a culture which encourages staff to</i>	Staff training and Safeguarding Bite Size Sessions to re-enforce the	KW/ KF	11.12.2024 Spr1, Spr2, Sum1, Sum2

	<i>not feel confident in doing so</i>					<p><i>share their concerns and ask for guidance</i></p> <p><i>As with all safeguarding information, when a pupil moves on to another educational setting, Prevent concerns are transferred as part of the pupil's safeguarding file (within 5 school days)</i></p> <p><i>Schools have built and continue to build on positive partnerships with agencies such as the Police, Local Safeguarding Children's Partnership, Head Teacher's Forums, LADO, LA Prevent Team, Channel Panel, Children's Centre</i></p>	<p>importance of sharing information, raising concerns, seeking support and guidance</p> <p>DSLs continue to ensure that pupil files are transferred within 5 school days</p>		<p>As soon as a child leaves Leycroft.</p>
	<i>Risk to students in external learning environments/students working with subcontracted providers</i>	5	1	5	In place	<p><i>'Staff concerns' was a part of the face-to-face whole staff team safeguarding training delivered in Sep 24.</i></p> <p><i>Staff are aware of 'staff concerns' and how to raise them</i></p>	<p>Safeguarding Bite Size Sessions to take place (focus – staff concerns)</p>	KW/ KF	<p>Aut 2, Spr1, Spr2, Sum1, Sum2</p>

						Assurances sought from external learning environments and subcontracted providers			
Leadership and Organisational Values	Staff are not aware/ do not subscribe to the ethos/values of the school and Trust, and/or the expected behaviours	5	1	5	In place	<p>Staff are aware of the School's ethos and values. These are revisited during training days and staff meetings</p> <p>School and Trust values , ethos and behaviours are clearly on the school and Trust websites and in recruitment packs</p> <p>Trust ethos, values and behaviours are reiterated during the training days at the start of every academic year</p>	<p>Continue to review recruitment and induction programmes to ensure ongoing staff development and that they reflect the Trust and School Values</p> <p>SLT to reiterate their school values and ethos throughout the year (e.g. through staff meetings, induction, displays etc)</p>	KW/ PJ	<p>Spr2</p> <p>18.12.2024 relaunch then continue throughout year.</p>
	A whole school approach to British Values is not taken	5	1	5	In place	<p>Programmes of assemblies, class activities promoting fundamental British values, delivered to all pupils</p> <p>PSHE/Personal Development sessions delivered to all pupils</p>	<p>Continue to promote British Values across the curriculum and through themed activities</p> <p>Events to promote Cultural Capital planned into school calendars</p>	KW/ LH/ CD	Throughout the year.

						<i>The inclusion of British Values within the school's ethos/mission statement</i>			
	<i>Lack of leadership ownership of extremism/ radicalisation concerns and oversight</i>	5	1	5	<i>In place</i>	<i>The DSL is the SPOC for the school as stated in the Safeguarding Policy</i>	<i>Continue to ensure that key individuals have relevant training on extremism and radicalisation</i>	KW	16.07.2024 Annual refresher to be booked Summer term.
	<i>Compliance with the Prevent Duty is unsatisfactory</i>	5	1	5	<i>In place</i>	<i>All staff have annual Prevent training recorded on their training records. Prevent Risk Assessment and Action Plan completed</i>	<i>Continue to ensure all staff have up to date Prevent training Review and update the Prevent Risk Assessment and Action Plan annually</i>	KW/ KF	28.11.2024 All complete. Train new staff as and when they start.
Partnership	<i>Ineffective process and lack of coordination around sharing of concerns re: radicalisation and extremism.</i>	5	1	5	<i>In place</i>	<i>The school is using existing local partnership arrangements in exercising its Prevent Duty</i> <i>The Prevent Lead makes appropriate referrals to other agencies</i> <i>All staff have access to CPOMs reporting system</i> <i>Agency staff, contractors, students and visitors are given visitors leaflets which informs them of who the DSLs are and the</i>	<i>Ensure that staff have received the training relevant to their roles.</i> <i>Continue to build effective relationships with external agencies.</i> <i>Continue to ensure all staff are competent using CPOMs</i>	KW	28.11.2024 Throughout the year.

						<i>procedures for reporting concerns</i>			
	<i>School unaware of how to access statutory assistance to support vulnerable individuals</i>	5	1	5	<i>In place</i>	<i>The Prevent Lead makes appropriate referrals to other agencies</i>	<i>SPOC to continue to attend relevant briefings/webinars to understand the support available</i>	KW	<i>Throughout the school year when they become available.</i>
	<i>School has limited access to resources/ best practice</i>	5	1	5	<i>In place</i>	<i>DSL/SPOC to read/use the information provided by 'Birmingham Education Resilience Curriculum Group' to develop sustainable opportunities for networking and sharing good practice within the classroom and to address the curriculum challenges</i>	<i>All staff to utilise the partnerships within the Trust and other local schools to share information and best practice in relation to the Prevent agenda</i> <i>SLT to read DfE guidance The Prevent duty: safeguarding learners vulnerable to radicalisation - GOV.UK (www.gov.uk)</i>	<i>KW/ ZR/ PJ</i>	<i>Ongoing</i> <i>28.11.2024</i>
Teaching and Learning (Building childrens resilience to radicalisation and exploring ideology)	<i>British values are considered only superficially with no opportunity within the school for students to engage and/or experience them</i>	5	1	5	<i>In place</i>	<i>Pupils develop the knowledge, skills and understanding to prepare them to play an active part in society</i> <i>Through PSHE/Personal Development/Citizenship and other curriculum activities, pupils are able to explore political, religious and social issues</i>	<i>Continue to ensure that British Values are taught across the curriculum and are embedded in learning activity</i> <i>Continue to give opportunities to promote values within the curriculum and focus weeks</i> <i>Continue to build pupils' understanding of and engagement with British</i>	<i>KW/ LH/ CD</i>	<i>Ongoing</i> <i>Ongoing throughout the year.</i>

						<p><i>Pupils are taught about the diverse national, regional and ethnic identities in the UK and the need for mutual respect</i></p> <p><i>No Platform Policy available on the staff drive, school and FET website</i></p>	<p><i>Values through curriculum and pupil voice activities. E.G School Council, Chair Competitions.</i></p>		
	<p><i>There are known risks of radicalisation in relation to school aged children and young people with SEND are/ may be more susceptible to extremist messages and ideology</i></p>	5	1	5	<i>In place</i>	<p><i>Existing activities within lessons support pupil resilience</i></p> <p><i>PSHE sessions explore how to recognise information that could be extremist ideology</i></p>	<p><i>Continue to raise awareness amongst pupils to develop more critical thinking skills</i></p> <p><i>Hold assemblies with the connector cohort to further raise awareness around Prevent.</i></p> <p><i>Make positive links with local police to conduct further assemblies.</i></p> <p><i>Prevent safeguarding training to be delivered in bite sized chunks to train staff in what to look out for in pupils' responses and how to spot early signs of radicalisation.</i></p>	KW/ ZR	<p><i>Ongoing</i></p> <p><i>To begin Spr1 2025.</i></p> <p><i>11.12.2024 Spr1, Spr2, Sum1, Sum2</i></p>
	<p><i>Students are accessing inappropriate or</i></p>	5	1	5	<i>In place</i>	<p><i>Pupils develop the knowledge, skills and</i></p>	<p><i>Review and report any inappropriate materials that</i></p>	KW/ ZR	<i>Ongoing</i>

	<p>extremist content online, using school facilities and servers or, in the course of undertaking legitimate research, students are exposed to extremist content or material online</p>				<p>understanding to prepare them to be safe online both in and out of school with a specific reference to the risk of radicalisation</p> <p>Filtering and monitoring system on all school devices that not only block users from accessing extremist/terrorist material but also flags up to the DSL to investigate online search/activity</p> <p>Mobile technology use is banned and strongly enforced</p> <p>DSL holds responsibility for online safety</p>	<p>pupils have accessed to make sure it is blocked</p> <p>Use of 'Safe Share' for websites such as You Tube</p> <p>Continue to ensure that staff undertake training so that they are aware of what extremist materials look like</p> <p>Any pupil concerns to be recorded on CPOMS</p> <p>Regular reviews of Securly data to review any extremist incidents to help shape what work may be required for pupils</p>		<p>Ongoing. Shared with staff to use 4.12.2024</p> <p>Yearly refresher training. Bitesize chunks</p> <p>Ongoing</p> <p>Weekly safeguarding meetings</p>
	<p>Visitor policy does not effectively mitigate the risk of extremists attending or hosting events on school premise</p>	<p>5</p>	<p>1</p>	<p>5</p>	<p>In place</p> <p>Visitors to school (presenters) are discussed and agreed by the Headteacher</p> <p>Visitors to School form and checklist in place</p> <p>The No Platform Policy is in place</p>	<p>Provide the Code of Conduct to all visitors</p>	<p>KW/ KF/ AP (office)</p>	<p>To update by Spring 1 2025</p>

Local	School is unaware of the local risks that affect the pupils, families and staff at Leycroft.	5	1	5	In place	<p>All children that attend Leycroft are either transported by their parents or via transport service. (See Map in appendix)</p> <p>DSLs aware of 5 secondary schools in immediate locality; including one next door, 3 primary schools, 2 pubs and the Jehovah's Witness Kingdom.</p> <p>Weekend news is shared weekly to gather pupil voice and information share.</p> <p>NSPCC 'Safe Circles' are displayed and used in every classroom, so children have trusted key adults in school to communicate with.</p> <p>'Thoughts and Feelings' booklet used to capture pupil voice using symbols.</p> <p>Class Dojo is used to frequently share</p>	<p>Aware of the risk of pupils having access to their own local area. Staff are trained in bitesize chunks of signs to look out for with behaviour and appearance. Contextual safeguarding of different areas of Birmingham is shared with staff. Staff record on CPOMs, staff liaise with parents and pupil voice is captured.</p> <p>SLT to remain informed about community buildings, schools, places of worship etc and similar entities, and to assess the potential impacts.</p> <p>Advice and resources for parents/carers regarding internet/online safety can be found on the school website which includes links to tutorials e.g. how to apply parental controls. Coffee mornings are held where parents/carers can get support to put parental controls in place.</p>	KW/DS Ls	Spring 1 2025
-------	--	---	---	---	----------	--	---	-------------	---------------

						<p>information regarding local events with parents.</p> <p>DSLs aware that Leycroft borders Yardley and Hodgehill locality. Hodgehill locality hub links. Hodge Hill Birmingham City Council</p>			
	School being affected by civil unrest in the area.	5	1	5	In place	<p>Use of dojo and phone calls to check in with families and staff over the summer break.</p> <p>Risk assessments for home visits and visiting alongside a colleague (Lone working & Home Visits policies to be adhered to).</p> <p>PowerPoint offering support from Birmingham City Council shared with staff in September 2024.</p>	<p>Map created showing drop pins of the post codes where all pupils who attend Leycroft used to track unrest, major incidents and events happening in that area. (See Map in appendix).</p> <p>Staff to continue to be trained in bitesize chunks so any relevant information is shared with DSLs.</p> <p>DSLs to meet in safeguarding meeting to discuss incidents/ events weekly.</p>	<p>KW/ DSLs</p> <p>11.12.2024, Spr1, Spr2, Sum1, Sum2</p> <p>On going-weekly.</p>	<p>Spring 1 2025</p>