

Current UK Terror Threat Level (The current national threat level can be found [here](#))

The current UK Terror Threat Level is SUBSTANTIAL, meaning an attack is likely.

School Profile

Lavendon's demographic is predominately White British. There has been a steady increase in families joining the school from differing backgrounds since 2020. Leaders took the conscious decision in 2021 to ensure that diversity and inclusion are interwoven through all aspects of the core and wider curriculum.

The school promotes and celebrates diversity within the community through assemblies and a diverse curriculum. The risk of tensions between the community and the need to promote a respect of differences in line of British values. The school's values are: Caring, Respect, Independence, Resilience, Honesty, and Happiness. These also reflects the school strap line 'Happy School, Happy Children; Achieving Excellence in Education' as well as the fundamental British Values.

Milton Keynes Situational Analysis

The CTLP for Milton Keynes has identified their Priorities for 2024 as:

- AQ/ISIS Inspired Terrorism
- Extreme Right-Wing Terrorism
- Online Extremism
- Self-Initiated Terrorists

Emerging areas of risk have been identified as Self-Initiated Terrorists (S-IT).

In Milton Keynes PREVENT referrals have been received by;

Gender; 86% Male

14% Female

Age; 57% Under 18

20% 18-29

23% 30+

Ideology

34% Vulnerability present but no Ideology or CT Risk

23% Mixed/Unclear/Unstable/

Conflicted Ideology

23% ERWT

Both nationally and regionally, Prevent and Pursue have dealt with an increase in individuals with traits linked to neurodiversity. Mental health and neurodiversity were frequently highlighted among statutory partners across all Local Authority areas. Many projects are ongoing across Thames Valley to safeguard those most vulnerable, including the SOFEA and the Empower projects.

Referral gaps have been identified within the private industry, community, and voluntary sectors. Local Prevent Boards are working hard to raise awareness within these sectors and support referrals, where appropriate.

Self-Initiated Terrorism (S-IT) continues to be deemed the most likely form of Terrorist attack in the UK. Whilst S-ITs carry out their attacks alone, they are not necessarily isolated throughout earlier stages of the pathway, providing opportunities that can assist in the detection of S-ITs. S-IT remains the most dominant threat to the UK due to the lack of preparation or skill required, and the ease of access to weapons such as knives and vehicles.

The Threat from terrorism inspired by AQ/ISIS remains across the South East Region. An Islamist Inspired attack is considered likely, with the most likely form being via a S-IT.

Extreme Right-Wing Terrorism (ERWT) remains an ongoing issue, The South-East region continues to face a threat from Extreme Right Wing Terrorism (ERWT) of all three ideological strands: cultural nationalism, white nationalism, and white supremacism. An ERWT attack in the UK is a realistic possibility and would most likely be conducted by a S-IT.

The use of the internet in Terrorism, specifically in radicalisation, continues to be a key theme within the South East and has been evident in Thames Valley Prevent Referrals during 2022. Whilst the vast majority of users will not be accessing the internet for the purposes of Terrorism, there remains a wealth of terrorist propaganda on the internet, making it likely that a majority will see radical content at some stage.

A Profile of School-Based Risks

The main identified school risk is the use of racist language. This is not always meant or understood to be racist by the child but is still challenged by the school. The school has addressed these issues through discussions with the children involved, the parents and the whole school's education work about the protected characteristics. The school is also working to diversify its curriculum through planning content that reflects a wide range of cultures and backgrounds. The school also has a diverse reading curriculum planned for by the school's reading lead. This is also in addition to the RE curriculum and these lessons are taught weekly. This work has had a positive impact in developing the children's understanding of the protected characteristics and has reduced the number of racist incidents. This work is ongoing.

The location of the school in relation to Northampton and Bedford has increased risks of County Lines. Our pupils fit the demographic for exploitation as they are unlikely to be stopped by the police. We proactively deliver sessions on this and knife crime as it is crucial that as the children move into secondary school, they have increased awareness of the risks they may encounter.

Very few concerns have been raised with regards to radicalisation. Where these concerns have arisen, advice has been taken from CLTP via the prevent email helpline. Advice and guidance have been followed. The concerns have related to extreme right-wing views.

School Strategies, Policies and Procedures

List existing school or local policies which seek to address or reduce risks linked to radicalisation and extremism (including review date)

Policies (reviewed every 3 years)

- Online Safety Policy (2022)
- Equality Policy and Objectives (2023)
- Staff Code of conduct Policy (2023)
- Safeguarding and Child Protection Policy (2023)
- Whistleblowing Policy (2022)

Academy Strategies to Respond to Local Risk

- Broad and balanced curriculum focusing on DEI
- Part of the cross-trust DEI project
- RE curriculum
- SMSC curriculum through assemblies that focuses on diversity and the protected characteristics as well as school and British values
- The teaching of the British Values
- Providing speakers for the children from a diverse range of backgrounds
- Monitoring of iPads through Lightspeed software and filtering is in place

Lavendon School Prevent duty risk assessment

The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people being drawn into terrorism.

We are required to take a risk-based approach to the Prevent duty, under paragraph 14 of the Home Office's [statutory guidance](#).

This document demonstrates our awareness of the specific risks of extremism and radicalisation in our school and our area.

Extremism is defined as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Extremism isn't exclusive to any section of society and can take many forms.

Radicalisation is defined as the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Leadership

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	OWNER	RISK LEVEL	ADDITIONAL NOTES / NEXT STEPS
The values and ethos of the school are unsuitable for promoting resilience against extremist ideologies and promoting British values	Pupils, staff and governors	<p>The school values clearly set out our commitment to British values.</p> <ul style="list-style-type: none"> Values are displayed on the in each classroom, assemblies are linked to our values and Values include a commitment to tolerance, diversity and mutual respect (part of DEI project) 	<p>SLT and Lisa Watson (Headteacher/DSL)</p> <p>Hannah King (Deputy Headteacher and DDSL)</p>	LOW	Assemblies to focus on British Values and school-based values. Staff are aware to report any concerns whether it be significant or small to Head or DSL/DDSLS.
Leaders are unaware of their responsibilities under the Prevent duty, and of the context of the school relating to the risk of extremism	Pupils and staff	<p>School leaders undertake training to remind them of their duty to prevent pupils being drawn into terrorism.</p> <p>School leaders stay up to date with local developments and risks.</p> <ul style="list-style-type: none"> The school is in regular communication with local police (PCSO) Advice and training are sought from IftL (academy trust) 	<p>Lisa Watson (DSL)</p> <p>Hannah King</p>	LOW	Ensure all DDSL's have undertaken the Home Office Prevent training.

Training and capability

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL	ADDITIONAL NOTES / NEXT STEPS
School staff are unaware of their responsibilities under the Prevent duty, and the need to promote British values	Pupils and staff	All staff have read our child protection policy and at least part 1 of Keeping Children Safe in Education. The safeguarding team have Prevent training through Home Office and as part of annual safeguarding training. Staff members are aware that they can go to Lisa Watson (DSL and Prevent lead) for advice, support, and to escalate concerns.	Lisa Watson (DSL)	LOW	The Child Protection and Safeguarding policy is updated annually including information contained within the school's website.
Governors cannot carry out their role to monitor the school's Prevent strategy effectively	Pupils and staff	All governors have read our child protection policy and Keeping Children Safe in Education. We have a dedicated link governor/committee that oversees our compliance with the Prevent duty. IfL provides additional training for governors on roles and expectations.	Mike Griffiths (Governor for safeguarding)	LOW	

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL	ADDITIONAL NOTES / NEXT STEPS
Staff do not support the school's values and ethos, or they support and promote extremist ideas	Pupils and staff	<p>The staff recruitment process reflects the school's values and promotes good safeguarding practice.</p> <p>Include specific steps taken, for example:</p> <ul style="list-style-type: none"> • School values and commitment to safeguarding are included in job advertisements • Safer recruitment procedures are followed with a checklist in place for pre-employment • Safeguarding induction and probation system in place for all new staff to Lavendon School. 	Lisa Watson (Head Teacher)	MEDIUM	<p>Review the recruitment processes liaising with the Trust HR team annually</p> <p>All records are kept in My New Term and in personnel files. SCR saved in SCR Tracker program.</p>

Working in partnership

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL	ADDITIONAL NOTES / NEXT STEPS
Staff do not feel comfortable or capable working with external agencies and sharing concerns about extremism externally	Pupils and staff	<p>We work and communicate with local safeguarding partners and other relevant agencies regarding concerns about extremism.</p> <p>The DSL/Prevent lead is aware of the process to contact other agencies and expedite concerns about extremism.</p> <p>All concerns regarding extremism are reported to the Head of Safeguarding in IFtL records of referrals are kept, and referrals are followed up appropriately.</p>	<p>Lisa Watson (HT/DSL)</p> <p>Victoria Blackmore (IfTL) for advice</p>	LOW	

Speakers and events

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL	ADDITIONAL NOTES / NEXT STEPS
Pupils are exposed to extremist ideologies by visiting speakers	Pupils	<ul style="list-style-type: none"> • Staff lead in selecting speakers. • Background checks, including contacting other schools where the speaker has attended are carried out. • The materials that visiting speakers deliver are discussed and approved prior to their visit • Visitors are never left alone with pupils 	<p>Lisa Watson (/HT/ DSL)</p> <p>Hannah King (DDSL)</p>	MEDIUM	
The school site is used to host events which support extremist ideologies or promote hatred	Pupils and staff	All hiring and lettings agreements state that the school site will not be hired to groups who support extremist ideologies or promote hatred	Lisa Watson (DSL)	LOW	Site not currently used for hiring beyond the clubs that have been running.

School curriculum and culture

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL	ADDITIONAL NOTES / NEXT STEPS
The curriculum teaches damaging material or fails to challenge extremist ideologies and promote British values	Pupils	<p>Opportunities to promote British values are clearly identified within all curriculum areas and through the full safeguarding curriculum (incl. Jigsaw curriculum)</p> <p>Use of PSHE or RSE lessons for sensitive and supportive discussions on radical issues and extreme ideologies.</p>	SLT	LOW	Annual review of curriculum.
A culture of inequality or abuse is allowed to grow, enabling extremist ideology and hate to develop	Pupils, staff, governors and parents	<p>Our behaviour policy clearly sets out that hateful behaviour is not tolerated.</p> <p>Staff know how to respond to witnessing harassment and abusive behaviour.</p> <p>Pupils are encouraged to challenge harassment or abusive behaviour among their peers.</p>	Lisa Watson (HT)	LOW	
British values are not promoted outside of the classroom	Pupils and staff	<ul style="list-style-type: none"> Pupils participate in democracy through pupil leader roles and Youth Parliament, linking with all Trust schools (IFtL) Assemblies promoting diversity, human rights, and respect (incl. Lavendon values and Curriculum aims). Celebrations from multiple religions and cultures are celebrated around the school DEI project is ongoing 	Hannah King (DEI Lead) Jamie Ainscow (Headteacher)	MEDIUM	Details of what is covered are celebrated in the weekly Sway newsletters for parents and the wider community.

IT and internet safety

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL	ADDITIONAL NOTES / NEXT STEPS
Pupils use the school network or school hardware to access extremist material	Pupils	<p>Our online safety/IT/child protection policy makes reference to the risks of online extremist material.</p> <p>Pupils are encouraged to report any material they come across online which makes them worried or uncomfortable.</p> <p>IT safety and monitoring systems, for example:</p> <ul style="list-style-type: none"> • The school IT network has appropriate filters to block sites deemed inappropriate or unsafe • Lightspeed filtering and monitoring system is in place with summary fed back to IFtL • School email accounts are monitored by IT staff 	<p>Shaun Hughes (IFtL)</p> <p>Lisa Watson (DSL)</p> <p>Sarah Evans (IT and Computing Lead)</p>	MEDIUM	Review policy annually
Pupils access extremist material on their own devices or on social media, or are specifically targeted for online radicalisation	Pupils	<p>The computing curriculum includes teaching pupils how to stay safe online.</p> <p>Parents are provided with support on how to help their children access the internet safely and spot the signs of online radicalisation.</p>	Sarah Evans (Computing lead)	LOW	Share CEOP 'Wake Up Wednesday' on school Facebook page with parents to help them support their children at home.

School security

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL	ADDITIONAL NOTES / NEXT STEPS
Non-approved visitors access the school site to spread extremist ideology	Pupils and staff	<ul style="list-style-type: none"> All visitors to the school must be signed in at reception on Inentry and wear ID badges/lanyard Visitors with red lanyard are to be accompanied around the school site by a member of staff at all times 	Wendy Jeffcoate/ Linda McCabe-Smith (front desk/Business support assistant)	LOW	Review procedures regularly

HEADTEACHER

Lisa Watson

December 2023

DSL/PREVENT LEAD

Lisa Watson

December 2023

DATE OF NEXT REVIEW:

JULY 2024