

Prevent Duty Risk Assessment

September 2022



Everyone who comes into contact with children and their families has a role to play in safeguarding children. Schools have a duty of care to their pupils and staff which includes safeguarding them from the risk of being drawn into terrorism - this includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of the terrorist ideology and learn how to challenge these ideas.

School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance Working Together to Safeguard Children (2018) and Keeping Children Safe in Education (2022). Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. Radicalisation is listed as a specific safeguarding issue within this statutory guidance and is addressed within the Government Prevent Strategy. The Counter-Terrorism and Security Act 2015 places a duty on Schools to 'have "due regard to the need to prevent people from being drawn into terrorism"'.

The Prevent Strategy has three main objectives:

- Respond to the ideological challenge of terrorism & the threat we face from those who promote it;
- Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support;
- Work with sectors and institutions where there are risks of radicalisation which we need to address.

Standens Barn Primary School recognises that it has a duty under Section 26 of the Counter-Terrorism and Security Act, 2015, in the exercise of its functions, to have due regard to the need to prevent people from being drawn into terrorism.

	Prevent Vulnerability/Risk Area		Action
1.	Assess the risk of children being drawn into terrorism	Staff and Governors can demonstrate a general understanding of the risks affecting children and young people	<p>All staff and governors to attend and receive full Safeguarding Training which includes extremism and radicalisation (September 2022 and updates throughout the year)</p> <p>All staff and governors have read “Keeping Children Safe in Education” September 2022</p> <p>The HT/DSL/DDSL inform staff of their duties as set out in “The Prevent Duty”</p> <p>All staff and governors to complete the online Prevent Training (Home Office) http://www.support-people-vulnerable-to-radicalisation.service.gov.uk/portal#awareness-course</p>
		Staff can identify individual children who may be at risk of radicalisation and how to support them.	The DSL/DDSL inform staff about signs and indicators of radicalisation.
		There is a clear procedure in place for protecting children at risk of radicalisation.	<p>All staff to read the Safeguarding Policy 2022 which includes a statement regarding the school’s “Prevent” duty.</p> <p>All staff understand how to record and report concerns regarding risk of radicalisation.</p> <p>The school has a proactive designated safeguarding team who meet weekly, termly and on an ad. hoc. basis to discuss issues as they arise and actions</p>

2.	Prohibit extremist speakers and events in the school	The school exercises “due diligence” in relation to requests from external speakers and organisations using school premises.	Staff concerned to request an outline of what the speaker intends to cover Staff concerned to research the person/organisation to establish whether they have demonstrated extreme views/actions. Staff concerned to deny permission for people/organisations to use school premises if they have links to extreme groups. School has restricted lettings for sporting activities and whole school events. Visitors without DBS clearance are escorted by school staff at all times while on the school premises.
3.	The school is using existing local partnership arrangements in exercising its Prevent duty.	Staff record and report concerns in line with existing school and Trust policies and procedures.	All staff to record and report concerns immediately to the DSLs
		The DSL/DDSL makes appropriate referrals to other agencies including the Multi- Agency Safeguarding Hub (MASH), police and Channel.	Records of referrals are kept on My Concern Referrals are followed up appropriately (and challenged if necessary). DSLs attend and participate in all strategy meetings in relation to Prevent when invited to do so. All understand their responsibilities in sharing Prevent related information The school actively engage with the local authority and police and have, made referrals to the Local Authority designated Officer (LADO).
4.	Equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas	Assess the training needs of staff in the light of the school’s assessment of the risk to pupils at the school of being drawn into terrorism.	The designated safeguarding to undertake Prevent Awareness Training. Ensure that the designated safeguarding lead is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation. All staff completed online Prevent Training

5.	Ensure that children are safe from terrorist and extremist material when accessing the internet in schools		<p>The school has an online safety policy, which includes and acceptable use procedure.</p> <p>The online safety policy refers to the school’s responsibilities under the Prevent Duty</p> <p>The school’s network is filtered with secure access to ensure children are unable to access sites</p> <p>Through PSHE/RSE and computing, pupils are able to explore political, religious and social issues. Pupils are taught about the diverse national, regional and ethnic identities in the UK and the need for mutual respect. The school community actively embraces BEST and British values (Assemblies, whole school events and curriculum plans, where appropriate)</p>
6.	Ensure that pupils have a “safe environment” in which to discuss “controversial issues”.	Pupils develop “the knowledge, skills and understanding to prepare them to play a full and active part in society”.	<p>Through PSHE/RSE and other curriculum activities, pupils are able to explore political, religious and social issues. Pupils are taught about the diverse national, regional and ethnic identities in the UK and the need for mutual respect. The school community actively embraces BEST and British values (Assemblies, whole school events and curriculum plans, where appropriate)</p> <p>Relevant staff are aware of the government guidance : https://www.gov.uk/government/news/guidance-onpromoting-british-values-in-schools-published/</p> <p>Children are regularly reminded about how to keep themselves safe and what to do. The school environment has posters in communal areas so that children know who to talk to about concerns.</p>

“Keeping Children Safe in Education: Information for all school and college staff” DfE, 2022

“The Prevent Duty: Departmental advice for schools and childcare providers”, DfE, April 2021