



## Prevent risk assessment for schools

Person completing	Mrs J langton Headteacher and Lead DSL	Date Implemented: Decemebr 2023	Date for review: Septemebr 2024
: Mrs I			

### Introduction:

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 (2023). 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

St Peter's C of E 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.

*This is an internal document and should be reviewed annually, in line with Keeping Children Safe in Education requirements, or following a serious incident.*

Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer
	<i>What is the risk here?</i>	<i>What are the hazards?</i>	<i>What has your institution put in place to ensure sufficient understanding and buy-in from Leadership?</i>		<i>What does your institution need to further action to address the identified risk(s)?</i>	
	The setting does not place sufficient priority to Prevent and risk assessment/action plans (or does not have one) and therefore actions to mitigate risks and meet the requirements of the Duty are not effective.	Leaders (including governors and trustees) within the organisation do not understand the requirements of the Prevent Statutory Duty or the risks faced by the organisation. The Duty is not managed or enabled at a sufficiently senior level.	Prevent training/briefing for staff (including SLT) and governors as part of INSET day at the start of the year. All governors and staff required to re do e- learning Prevent trianing from the home office this year and cerificates stored on SCR. School leaders and DSLs stay up to date with local risks through attending Kent DSL meetings.	Green	Continued hightened visisbility in parental newslettersto maintain a postive and inclusive community where all know how to raise any worries or concerns. DSL team to carry out self evaluation to assess any further training needs.	Governors, SLT, DSL team, HT

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Leadership		Leaders do not have understanding and ultimate ownership of their internal safeguarding processes, nor ensuring that all staff have sufficient understanding and that staff implement the duty effectively.	Lead governor for safeguarding/Prevent lead is also the chair of governors. The school has 3 trained DSLs. 1 DSL who is also the Head teacher and 2 DDSLs who are also SLT. DDSL and DSL have had safer recruitment training. HT attends the West Kent HT briefings on a termly basis. Safeguarding governor and vice safeguarding governor monitor termly.	Green		Governors, SLT, DSL team, HT
		Leaders do not communicate and promote the importance of the duty.	All risk assessments and safeguarding policies are being signed off by SLT.	Green		HT/DSL
		Leaders do not drive an effective safeguarding culture across the institution.	DSL team and Leadership have clear understanding of Kent's reporting and referral mechanisms	Green		HT/DSL
		Leaders do not provide a safe environment in which children can learn.	The SLT ensuring all safeguarding policies are read at the start of the year and on induction – staff must sign to confirm the reading of such policies and answer a quiz to evidence understanding.	Green	Ensure all student teachers have completed Prevent and are aware of safeguarding policies as part of their induction at the school.	HT/DSL
Working in Partnership	The setting is not fully appraised of national and local risks, does not work with partners to safeguard children vulnerable to radicalisation, and does not have access to good practice advice, guidance or supportive peer networks.	The organisation does not establish effective partnerships with organisations such as the Local Authority and Police Prevent Team.	Records of any racist incidents are recorded on CPOMS and annual returns sent to the Local Authority. All referrals made are recorded on CPOMS and followed up. As a school we are in receipt of newsletters from Educate Against Hate and posters are displayed in classrooms and staff areas. Information is shared from this organisation with parents. St Peter's Primary School has strong partnerships with: <ul style="list-style-type: none"> <li>• Local Safeguarding Children's Partnership</li> <li>• Local DSL / headteacher forums in Tunbridge Wells</li> <li>• LADO</li> <li>• Community Safety Partnerships</li> <li>• Police Prevent Team</li> <li>• Channel panel</li> <li>• Child and family</li> </ul>	Green	Ongoing promotion of the need to refer and note any concerns on CPOMS for all staff.	HT/DSL

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<b>Capabilities</b>						
<b>Staff training</b>	Staff do not recognise signs of abuse or vulnerabilities and the risk of harm is not reported properly and promptly by staff.	Frontline staff including governors, do not understand what radicalisation means and why people may be vulnerable to being drawn into terrorism	Up to date awareness and training is broader than face to face or e-learning and includes termly staff updates, notices in staff areas , emails reminding staff to report and how to use CPOMS and thank you emails whne staff do use CPOMS regularly to report.	Green		HT/DSL
		Frontline staff including governors, do not know what measures are available to prevent people from being drawn into terrorism and do not know how to obtain support for people who may be exploited by radicalising influences. Staff do not access Prevent training or refresher training.	All staff including governors attend safeguarding training at the start of the year and are familiar with key school safeguarding and statutory policies.	Green		HT/DSL
		Staff do not access Prevent training or refresher training.	All staff and governors have been required to attend Prevent training with a focus on Notice, Check, Share. Certificates are held on the SCR. Records of all training are kept on the SCR and checked on a termly basis by the HT. The SCR alerts the HT when refresher training is required	Green	Ensure the studetn teachers and all new starters have complet dthe home office e-learing on Prevent.	HT/DSL
<b>Information Sharing</b>	Staff do not share information with relevant partners in a timely manner.	Staff do not feel confident sharing information with partners regarding radicalisation concerns.	St Peter's C of E Primary School has a culture of safeguarding that supports effective arrangements to: <ul style="list-style-type: none"> <li>• identify children who may need early help or who are at risk of neglect, abuse, grooming or exploitation</li> <li>• help children reduce their risk of harm by securing the support they need, or referring in a timely way to those who have the expertise to help</li> </ul>	Green		HT/DSL

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Information		Staff are not aware of the Prevent referral process.	St Peter's C of E Priary School has clear processes for raising radicalisation concerns and making a Prevent referral, the child protection policy indicates that the HT /Lead DSL will make referrals where there are concerns about extremism and radicalisation.	Green		HT/DSL

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<b>Reducing Permissive Environments</b>						
<b>Building children's resilience to radicalisation</b>	Children and young people are exposed to intolerant or hateful narratives and lack understanding of the risks posed by terrorist organisations and extremist ideologies that underpin them.	The setting does not provide a safe space in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.	St Peter's C of E Primary School has a code of conduct for all staff (teaching and non-teaching staff). Staff must agree to this code of conduct at the start of each year and are asked to sign their agreement. The DSL team is trained in safer recruitment and carries out safer recruitment checks on all staff. Our vision and values are prompted as part of our advertising and recruitment process.	Green		HT
		The setting does not teach a broad and balanced curriculum which promotes spiritual, moral, cultural mental and physical development of students and fundamental British values and community cohesion.	Opportunities to promote and teach British Values are identified in our curriculum, including in assemblies. The SCARF curriculum is used to explicitly teach tolerance and British Values. The impact of this is monitored by our PSHCE Subject leader and reported to the DSL team on a seasonal basis. Teaching is monitored by senior leaders through observations, book checks and is quality assured. We are a Rights respecting School and as such are working to promote inclusion, celebration of difference and tolerance throughout our community. The curriculum ensures that children and young people have the skills to stay safe online,	Green	<i>Develop the Rights Respecting school status further and identify pupil champions.</i>	PSHCE lead & HT/DSL
		British Values are not prompted outside of the classroom	British values are promoted around school in the following ways: All pupils participate in Rights Respecting Schools and we have pupil champions. Assemblies promote our values and this includes the promotion of diversity and respect for others. We are a Church of England school and promote Christian values alongside celebrating multiple religions and cultures. We have a school cultural calendar. There are displays in each classroom to promote British Values and a central British values display in the hall. We have a strong promotion of cultural identity and inclusion for all as a	Green		PSHCE lead & HT/DSL
		A culture of inequality or abuse is allowed to grow, enabling extremist ideology and hate to develop.	Our Positive behaviour policy and our school values clearly set out that hateful and intolerant behaviour or attitudes are not tolerated. Staff follow the guidance in our behaviour policy and know how to respond to harassment and abusive	Green		HT/DSL and staff

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IT policies	Ineffective IT policies increases the likelihood of students and staff being drawn into extremist material and narratives online. Inappropriate internet use by students is not identified or followed up.	Students can access terrorist and extremist material when accessing the internet at the institution.	The school has appropriate internet filtering in place. The school uses Smoothwall from Cantium and the effectiveness of the systems are checked 6 times per year. The Lead DSL and HT is responsible for the effectiveness and checking of the filtering and monitoring systems. Filtering and monitoring is clearly explained to staff in our child protection policy.	Green		HT/DSL
		Students may distribute extremist material using the institution IT system.	The school ensures that there is a clear reporting process in place should filtering systems flag any safeguarding or Prevent- related concerns, this is checked as part of SG monitoring by the Governor responsible for safeguarding Mrs P Lock.	Green		HT/DSL
		Unclear linkages between IT policy and the Prevent duty. No consideration of filtering as a means of restricting access to harmful content.	The designated safeguarding lead Mrs J Langton takes lead responsibility for safeguarding and child protection (including online safety).	Green		HT/DSL
Visitors	External speakers or visitors being given a platform to radicalise children and young people or spread hateful or divisive narratives.	Leaders do not provide a safe space for children to learn.	The materials that are used by visiting speakers are discussed and approved prior to their visit. Visitors who are not DBS checked are never left alone with visitors.	Green		All staff
		Settings do not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.	The school has a robust risk assessment and carries out due diligence checks on visitors, speakers, the organisations they represent and the materials they promote or share.	Green		All staff
		The setting does not conduct any due diligence checks on visitors or the materials they may use.	The private/commercial use of the institution's spaces is effectively managed & due diligence checks are carried out on those using/booking and organisations that they represent.	Green	Consider adding a specific statement in relation to this in our Premises hire agreement.	SBM