

Prevent Risk Assessment

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 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 (July 2018) and Keeping Children Safe in Education (September 2018). 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 and 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

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Carter's Charity 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.

Compliance Requirements	High	Low	Action required
The risk to our pupils of being drawn into terrorism has been assessed and is considered to be:		X	
The risk to our pupils of being radicalised and supporting terrorism has been assessed and is considered to be:		X	
Training and Awareness	Yes	No	Action required
Have all staff been trained to understand the Prevent duty?		X	Share details of e-learning module for all staff either as initial training or as refresher. This will be completed before December 2021.
Has the role of the Designated lead for child protection been extended to lead on inter-agency liaison in respect of the Prevent duty?	X		
Do all your staff know who to refer to in respect of a child being at risk of radicalisation and extremism?	X		
School Policies	Yes	No	Action required
Does the Child Protection Policy refer to the new duty of the Designated lead and the Prevent guidance?	X		
Does the E-Safety Policy refer to the requirements of the Prevent guidance?	X		
Has your school got a clear statement about the Prevent duty on your website and in the prospectus?	X		
Does the school have clear guidance on the use of prayer rooms for faith related activity?		X	
Does the school have clear guidance for visitors including faith related visiting speakers?	X		Not currently required, but guidance would be produced if need arose.
British Values	Yes	No	Action required
Has the school got a clear strategy for embedding these values and be able to demonstrate how their work with pupils has been effective in doing so?	X	X	
Our pupils have an understanding of how citizens can influence decision-making through the democratic process	X	X	
Our pupils have an understanding that the freedom to hold other faiths and beliefs is protected in law	X	X	

Our pupils have an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour	X	X	
Our pupils have an understanding of the importance of identifying and combatting discrimination	X	X	
Does the school ensure all pupils have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils?	X	X	We have both a school council and an eco-council that elections take place for.
Does the school include in suitable parts of the curriculum - as appropriate for the age of pupils - material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries?	X	X	
Does the school use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view?	X	X	
Does the school use extra-curricular activity, including any run directly by pupils, in promoting fundamental British values?	X	X	Although not specifically, extra curricular activities contribute to British Values and school ethos.

Date: September 2021

Review Date: September 2022