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 children 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 (2024). 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.

**Prevent** **Risk** **Assessment**

Brookhurst 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.

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| Duty | **What** **this** **means** | **Action** |
| The values and ethos of the school promote resilience against extremist ideologies and promote British values | The school values clearly set out our commitment to British values. | * Strong focus on our values and our attributes
* Values include a commitment to tolerance, diversity and mutual respect – Quality Assure as part of PD and B&A
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|  | The school has identified a Prevent Leads (Steve Williams and April Parsonage)) | * All staff know who the Prevent Lead/s are and that this person acts as a source of advice and support.
* Prevent Leads have completed the DfE Prevent Training (Autumn term 2024) and online TES Prevent Training
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| Governors carry out their role to monitor the school’s Prevent strategy effectively. | Governors have a good understanding of their duty. | * All governors have read our child protection policy and Keeping Children Safe in Education (2024).
* We have a dedicated safeguarding link governor that oversees our compliance with the Prevent duty.
* As part of governor induction all Governors complete and update using Online TES -provides additional training for governors on roles and expectations.
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| Staff assess the risk of children being drawn into terrorism | Staff can demonstrate a general understanding of the risks affecting children and young people | * All staff attended Safeguarding Training on the first INSET day in September. New staff appointed mid-year past training is reviewed and any updates put in place
* All staff have read “Keeping Children Safe in Education”, September.This is repeated annually or when an in year updates
* The Prevent Lead has informed staff of their duties as set

out in “The Prevent Duty Guidance” (DfE, December 2023).* All staff have completed the online Prevent Training TES online
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| Staff can identify individual children who may be at risk of radicalisation and how to support them. | * The Prevent Lead and Online training has informed staff about signs and indicators of radicalisation.
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| There is a clear procedure in place for protecting children at risk of radicalisation. | * All staff have read the Safeguarding Policy which

includes a statement regarding the school’s “Prevent” There is a specific page on the school website with contact details through Wirral Integrated Front Door (IDF)* duty. All staff understand how to record and report concerns regarding risk of radicalization using CPOMS
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| Speakers andEvents |
| 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. | * Request an outline of what the speaker intends to cover/meet prior to event
* Research the person/organisation to establish whether they have demonstrated extreme views/actions.
* Visitors are never left alone with children. Deny permission for people/organisations to use school premises if they have links to extreme groups.
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| **Working** **in****Partnership** |
| The school is using existing local partnership arrangements in exercising its Prevent duty. | Staff record and report concerns in line with existing policies and procedures. | * All staff record and report concerns to the Prevent Lead or DSLs
* School leaders stay up to date with local developments and risks.
* The school is in regular communication with local police (PCSO)
* Advice and training is sought from Wirral IFD
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| Staff are confident and capable of working with external agencies and sharing concerns about extremism externally | The Prevent Lead makes appropriate referrals to IFD and Channel Panel. | * Records of referrals are kept on CPOMS
* Referrals are followed up appropriately (and challenged if necessary).
* DSL knows the process to contact other agencies and expedite concerns about extremism.
* Records of referrals are kept, and referrals are followed up appropriately.
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| **Staff** **training** |
| 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 children at the school of being drawn into terrorism. | * The designated safeguarding leads and Prevent Lead undertakes 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
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| **IT** **Policies** |
| Ensure that children are safe from terrorist and extremist material when accessing the internet in schools | The school has policies in place which make reference to the “Prevent” duty. | * Online Digital Safety Policy
* Acceptable Use Policy
* Behaviour Policy
* Children are encouraged to report any material they come across online which makes them worried or uncomfortable.
* IT safety and monitoring systems, for example:
* The school IT network has appropriate filters to block sites deemed inappropriate or unsafe
* SECURUS filtering and monitoring system is in place
* School email accounts are monitored by IT staff
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| Children are taught about on−line safety with specific reference to the risk of radicalisation | * The curriculum reflects this duty.
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| **Building children’s resilience to radicalisation** |
| Ensure that children have a “safe environment” in which to discuss “controversial issues”. | Children develop “the knowledge, skills and understanding to prepare them to play a full and active part in society”. | * Through PSHE/RSE and other curriculum activities children are able to explore political, religious and social issues.
* Children are taught about the diverse national, regional and ethnic identities in the UK and the need for mutual respect and tolerance. At Brookhurst we demonstrate ‘**ALL are WELCOME’**
* Relevant staff are aware of the government guidance: https:[//www.gov.uk/government/news/guidance](http://www.gov.uk/government/news/guidance)− on promoting−british−values−in−schools− published.
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| The curriculum promotes British Values and a culture of equality | Clearly identified opportunities to promote British Values and challenge extremist ideologies | * Opportunities to promote British values are clearly identified within all curriculum areas and through the full safeguarding curriculum
* Use of PSHE or RSE lessons for sensitive and supportive discussions on radical issues and extreme ideologies
* Our behaviour policy clearly sets out that hateful behaviour is not tolerated. Our school values are central to our teachings
* Staff know how to respond to witnessing harassment and abusive behaviour.
* Children are encouraged to challenge harassment or abusive behaviour among their peers
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