



Prevent Risk Assessment Clarendon Primary School

Policy Date	August 2024
Review Date	September 2025
Policy Originator	William Neale (Headteacher / DSL)

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 risks 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 their staff form part of the wider safeguarding system for children. This system is described in statutory guidance 'Working together to Safeguard Children' and 'Keeping Children Safe in Education'. Schools should work with social care, the police, health 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:

- To respond to the ideological challenge of terrorism & the threat we face from those who promote it;
- To prevent people from being drawn into terrorism and ensure they are given appropriate advice and support;
- To work with sectors and institutions where there are risks of radicalisation which need to be addressed.

Prevent Risk Assessment

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

Duty	What this means	Action
The values and ethos of the school promote resilience against extremist ideologies and promote British Values.	The school motto and values clearly set out our commitment to British Values. Motto – <i>'Doing our best to achieve our best'</i> Values – <i>Perseverance, Teamwork, Respect, Curiosity, Honesty & Kindness.</i>	<ul style="list-style-type: none"> • Strong focus on our motto and values through assemblies and newsletters as well as our PSHE and RSHE curriculum. • Values demonstrate and teach a commitment to tolerance, diversity and mutual respect. • Surrey wide focus in relation to EDI (Equality, Diversity and Inclusion)
Identified Safeguarding lead in school - Lead Designated Safeguarding Lead.	The school has an identified Safeguarding and Prevent Lead: Mr William Neale (Headteacher / DSL) The school also has a Deputy Designated Safeguarding Lead	<ul style="list-style-type: none"> • All staff know who the safeguarding leads are. • The DSL and DDSL act as a source of advice and support, will seek further advice when necessary, and make appropriate referrals when required. • All staff attend annual safeguarding training and have completed the 'Prevent training' delivered by the Home Office. • The DSL has also completed the Home Office' 'Prevent Referrals' training course. • The DSL & DDSL complete update training every 2 years.

Governors carry out their role to monitor the school's Prevent strategy effectively.	Governors have a good understanding of their duty.	<ul style="list-style-type: none"> All governors have read our Child protection Policy and Keeping Children Safe in Education. All governors complete annual safeguarding training (in person or online) There are 2 safeguarding Link Governors who monitor the school's compliance and share findings with wider Governing Body. SAfE and Strictly Education provides additional training for governors on roles and expectations as required.
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Duty	What this means	Actions
Staff assess the risk of children being drawn into terrorism.	Staff can demonstrate a general understanding of the risks affecting children and young people.	<ul style="list-style-type: none"> All staff attend Annual Safeguarding training in September. All staff read and sign to say they have read and understood 'Keeping Children Safe in Education' Part 1. All staff complete online Prevent Training delivered by the Home Office. Updates shared with staff, as required, through staff meetings and email.
	Staff can identify individual children who may be at risk of radicalisation and know how to support them.	<ul style="list-style-type: none"> The DSL has informed staff about signs and indicators of radicalisation. Key information is disseminated to staff and displayed.
	There is a clear procedure in place for protecting children at risk of radicalisation.	<ul style="list-style-type: none"> All staff have read Part 1 of Keeping Children Safe in Education and are aware of the school's policy and procedures which includes a statement relating to the school's Prevent Duty. All staff understand how to record and report concerns regarding risk of radicalisation.

Speakers and Events

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.	<ul style="list-style-type: none"> Request an outline of what the speaker intends to cover / meet with them prior to the event. Research the person / organisation to establish whether they have demonstrated extreme views / actions. Contact Surrey's Safer Communities: Prevent Lead Lara Bowden, if felt necessary. Visitors are never left alone with children in school. Deny permission for people/organisations to use school premises if they have links to extreme groups. Follow school protocols with regards to safety checks.
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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.	<ul style="list-style-type: none"> All staff record and report concerns to the DSL. The DSL and DDSL stays up to date with local developments and risk – attending termly CTLP briefings. The school is in regular communication with local police. The DSL/DDSL attends termly DSL networks, which include Radicalisation and Prevent updates when necessary. School leaders and DSLs receive Surrey Weekly Bulletin (email) which may include Radicalisation and Prevent updates when necessary. Advice and training is sought from Surrey Education Safeguarding team when required.
Staff are confident and capable of working with external agencies and sharing concerns about extremism externally .	The Prevent Lead (DSL) makes appropriate referrals to other agencies including the C-SPA, Prevent and Channel.	<ul style="list-style-type: none"> Records of any referrals are kept on our secure online platform – CPOMs. (To access this, staff require 2 stage authentication.) Referrals are followed up appropriately (and challenged if necessary). The DSL/DDSL and staff know the process to contact other agencies, e.g. C-SPA and Prevent (Surrey). All concerns regarding extremism are reported to the DSL. <p> https://surreyscp.org.uk/documents/prevent-referral-form/ https://surreyscp.org.uk/professionals/information-on-c-spa/ </p>

Duty	What this means	Actions
Staff training		
Equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas.	Access training needs of the staff in the light of the school's assessment of the risk to pupils of being drawn into terrorism.	<ul style="list-style-type: none"> The DSL/DDSL undertakes Prevent Awareness training and disseminates information to staff and governors. The DSL/DDSL are able to provide advice and support to staff. All staff complete online Prevent training. The DSL has also completed – 'Prevent referrals' training course delivered by Home Office.
IT Policies		
Ensure that children are safe from terrorist and extremist material when accessing the internet in school.	The school has policies in place which make reference to the Prevent Duty.	<ul style="list-style-type: none"> Online and Safer Internet Policy in place. Acceptable Usage policy for staff and pupils. E-Safety Code for pupils. Children know to report any concerns they have regarding what they access online – school/home. Stringent IT Filtering and Monitoring in place across the whole school system. IT network has appropriate filters in place to block sites deemed inappropriate or unsafe Instant and weekly notifications sent to DSL and followed up.
	Children are taught about online safety with specific reference to risk of radicalisation. (PSHE lens – risk of harm, healthy relationships, staying safe online)	<ul style="list-style-type: none"> The curriculum reflects this duty. Online safety is taught from a specific and progressive scheme of work during each child's time at Clarendon. Online safety awareness is part of our PSHE study programme. Children receive additional online safety training as required, e.g. following an online safety incident that either took place in school or was shared by a child / parent about something that took place outside of school, which we have found is often more likely.
Building children's resilience to radicalisation		
Ensure that pupils have a safe environment in which to discuss controversial issues.	<p>Pupils develop the knowledge, skills and understanding to prepare them to play a full and active part in society.</p> <p>*Visible and hidden curriculum *School values/vision reflected in teaching and learning and explored during weekly assemblies.</p>	<ul style="list-style-type: none"> Through PSHE / RSHE and other curriculum learning, pupils are able to explore political, religious and social issues in a safe, inclusive environment. Pupils are taught about the diverse national, regional and ethnic identities in the UK and the need for mutual respect. In school there are a wide range of Pupil Leadership roles to empower and give pupils a voice. These roles include, but are not limited to: <ul style="list-style-type: none"> School council Eco-council Head and Deputy boys and girls
The curriculum promotes British values and a culture of equality.	Clearly identified opportunities to promote British Values and challenge extremist ideologies.	<ul style="list-style-type: none"> Opportunities to promote British Values are clearly identified within all curriculum areas as well as the wider school life. Use of PSHE and RSHE lessons for sensitive and supportive discussions on radical issues and extreme ideologies. The school's behaviour and anti-bullying policies clearly set out that hateful behaviour is not tolerated. (Concerns that arise are quickly addressed through discussion, teaching and a 'restorative' approach'.) Staff know how to respond to witnessing harassment and abusive behaviour. Pupils are encouraged to challenge harassment or abusive behaviour among their peers, and share any concerns with staff.