PREVENT RISK ASSESSMENT and

ACTION PLAN

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Anti-terrorism Act 2015

Prevent Duty Risk Assessment

Introduction

From 1 July 2015 all schools, registered early years childcare providers and registered later years childcare providers (referred to in this advice as 'childcare providers') are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have

> "due regard to the need to prevent people from being drawn into terrorism"

This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to the statutory guidance. Paragraphs 57-76 of the guidance are concerned specifically with schools and childcare providers. This policy complements the statutory guidance and refers to other relevant guidance and advice.

Prevent Duty

Section 26, the Prevent duty came into force on the 1st July 2015 and places a duty on specified authorities to have "due regard to the need to prevent people from being drawn into terrorism" and challenge extremist ideas that support or are shared by terrorist groups.

Schools are specified authorities for the purpose of the act and the duty applies to ALL schools including organisations covered by the Early Years Foundation Stage framework

Schools are expected to take a "Risk based approach". All schools, as a starting point, should demonstrate an awareness and understanding of the risk of Radicalisation in their area. This risk will vary greatly and can change rapidly; but no school is risk free.

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes but is not limited to:

- Keeping Children Safe in Education (KCSIE)
- Working Together to Safeguard Children (WTSC)
- Ofsted: Education Inspection Framework
- Framework for the Assessment of Children in Need and their Families 2000
- East Sussex County Council Safeguarding Children Procedures
- Early Years and Foundation Stage Framework
- The Education Act 2002 o Education and Inspections Act 2006
- The Human Rights Act 1998
- The Equality Act 2010 (including the Public Sector Equality Duty)

This policy is one of a series in Danehill CEP School's integrated safeguarding portfolio and should be read and actioned in conjunction with the policies as listed below:

- Child Protection and Safeguarding
- Online Safety
- Data protection and Information sharing
- Relationship and Sex Education (RSE)
- Intimate care
- Health and safety
- Attendance
- Risk assessments (e.g. school trips, use of technology, school re-opening)
- First aid
- Managing allegations against staff
- Staff code of conduct
- Safer recruitment
- Whistleblowing

At Danehill CE Primary School, we are tasked not just with teaching children, developing, knowledge and understanding; another major part of our role is to look after and keep children safe, helping them to develop skills and attitudes that help us to live together in an increasingly diverse society.

Safeguarding is about 'keeping all children safe in education' and promoting the welfare of children. It is defined by the UK Government as:

- protecting children from maltreatment
- preventing the impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care, and
- taking action to enable all children to have the best outcomes.

(DfE publication: Keeping Children Safe in Education)

To do this effectively, all staff need to know… ……

'the context in which our children live.'

The Prevent duty: what it means for schools and childcare providers

In order for schools and childcare providers to fulfil the Prevent duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen

as part of schools' and childcare providers' wider safeguarding duties and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

Schools and childcare providers can also build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views.

It is important to emphasise that the Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, schools should provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

British Values

Danehill CE Primary School has a duty to 'actively promote' the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. We do this through an appropriate and robust curriculum appropriate to pupils' level of need and understanding.

Local Picture

Prevent is part of CONTEST, one of the four elements of the Government's Counter Terrorism Strategy. The aim of the Prevent Strategy is to stop people becoming terrorists or supporting terrorism. Prevent tackles all forms of extremism - including both Islamist extremism and far right threats. This is achieved by challenging terrorist ideology; supporting vulnerable people and supporting sectors and institutions where there are risks of radicalisation.

East Sussex County Council have the lead role in delivering the Prevent Strategy in accordance with the Prevent Duty Guidance and work with partners such as the Police and Health.

Prevent has three key objectives:

- respond to the ideological challenge of terrorism
- support vulnerable people and prevent people from being drawn into terrorism
- work with key sectors and institutions to address the risks

East Sussex County Council

Prevent is a formal duty for East Sussex County Council under the Counter Terrorism and Security Act 2015. We all have a role in protecting vulnerable children, young people and adults from being drawn into terrorism, keeping Sussex. Extremism and radicalisation in our community are very real and being aware is the first step. You can help reduce the threat

from terrorism, radicalisation, and extremism by being vigilant, knowing what to report and reporting it.

Prevent works with individuals and communities by using voluntary early intervention to encourage them to challenge extremist and terrorist ideology and behaviour. This can involve:

- support in schools, youth clubs, and community groups
- promoting positive values and community cohesion
- protection from extremist dialogues
- encourage safe and open debate and critical thinking
- encouraging reporting of concerns
- engage in positive activities
- engaging in open and honest dialogue around prevent

What is Channel?

Channel is a key element of the Prevent Strategy and Local Authority Channel Panels are a statutory requirement under the Counter Terrorism and Security Act 2015. Channel Panel is a multi-agency approach to identify and provide support to individuals who are at risk of being drawn into terrorism, including people holding and expressing violent extremist views. The overall aim of the programme is early intervention and diverting people away from potential risk. Channel involves agencies working together to give individuals access to services such as health and education, specialist mentoring and diversionary activities - Channel can (uniquely) provide theological or ideological mentoring. For those requiring support an appropriate package is offered based on an assessment of their vulnerability.

Unlike mainstream safeguarding for adults and children, there is no threshold to make a Prevent referral for an individual to access assessment and specialist support. There may be cases that require a safeguarding response in conjunction with Prevent. Channel provides early support for anyone who is vulnerable to being drawn into any form of terrorism or supporting terrorist organisations, regardless of age, faith, ethnicity, or background. Individuals can receive support before their vulnerabilities are exploited by those who want them to embrace terrorism, and before they become involved in terrorist -related activity. While it remains rare for children and young people to become involved in terrorist activity, young people from an early age can be exposed to terrorist and extremist influences or prejudiced views. As with other forms of safeguarding strategies, early intervention is always preferable.

How do I report concerns?

• If you have an immediate concern about the welfare of any persons, then contact the Police by calling 999.

- Complete the Prevent referral form [288.1 KB] [pdf]
- Email the form to preventreferraleastsussex@thamesvalley.police.uk
- Report online material promoting terrorism or extremism

Terrorist attacks can sadly lead to spikes in hate crimes against certain groups, and many people in communities across the country are likely to feel vulnerable. Such action is not tolerated, is taken extremely seriously, and should always be reported.

View guidance on Report hate crime - GOV.UK

Information found online

If you've found illegal or harmful information, pictures or videos online, you can report your concerns anonymously.

If you've found illegal or harmful information, pictures or videos online, you can report your concerns anonymously. Report online material promoting terrorism or extremism - GOV.UK

How can I support Prevent?

- be vigilant - radicalisation is usually a process, not an event, and factors or events may contribute towards the radicalisation for an individual
- complete Prevent e-learning
- familiarise yourself with the factors that contribute towards radicalisation and how to make a Prevent referral
- for a greater understanding of the support Prevent can offer, visit Let's Talk About It or Action Counter Terrorism (ACT)

Prevent is a shared responsibility. Don't rely on others - report any concerns you have immediately.

Prevent Duty Risk Assessment and Action Plan

The UK Government have classified the risk of terrorism in the UK as 'Severe'.

The risk assessment below has been developed but must be considered in line with pupil cognitive understanding, appropriateness in line with their SEND

Compliance Requirements	Yes/No/High/Low	Action required
The risk to our pupils of being drawn into terrorism has been assessed and is considered to be:	Low	Ensure awareness training is up to date for all staff (annually September) and that staff understand the procedures to raise concerns

The risk to our pupils of being radicalised and supporting terrorism has been assessed and is considered to be:	Low	Educating learners, when appropriate about risk. Promote and celebrate diversity throughout the curriculum.
Training Requirements	Yes/No/High/Low	Action required
Have all staff been trained to understand the Prevent duty?	Yes	Prevent Duty delivered as part of annual safeguarding training. Ensure all staff complete Prevent online training every 3 years. DSL to complete Prevent training annually.
Has the role of the Designated safeguarding lead been extended to lead on inter-agency liaison in respect of the Prevent duty?	Yes	The DSL will liaise with appropriate agencies in line with prevent requirements and using the recognised referral mechanism
Do all your staff know who to refer to in respect of a child being at risk of radicalisation and extremism?	Yes	Prevent training is included in the annual CP refresher. Weekly pastoral meetings should be used to share concerns with all staff as needed.
School policies	Yes/No/High/Low	Action required `
Does the Child Protection Policy refer to the new duty of the Designated lead and the Prevent guidance?	Yes	
Has your school got a clear statement about the Prevent duty on your website?	Yes	
Does the school have clear guidance on the use of prayer rooms for faith related activity?	No	We do not have a permanent prayer room however a room of appropriate size and location will be provided if required.
Does the school have clear guidance for visitors including faith related visiting speakers?	Yes	Visitors are thoroughly vetted through DBS, volunteers are interviewed and references sought. Relevant staff ie the class teacher or SLT meet with

		visitors to ensure that they don't have extremist views and opinions. Visitors are given advice and guidance on what information should be shared with pupils. There is a visitor's Safeguarding information poster.
British Values	Yes/No/High/Low	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?	Yes	As appropriate to pupil understanding- Delivered through curriculum offer, this is reviewed termly to ensure efficacy
Our pupils have an understanding of how citizens can influence decision-making through the democratic process	Yes	We have held lots of themed days that allow an understanding as well as focus in lessons.
Our pupils have an understanding that the freedom to hold other faiths and beliefs is protected in law	Yes	We have held lots of themed days that allow an understanding as well as focus in lessons.
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	Yes	We have held lots of themed days that allow an understanding as well as focus in lessons
Our pupils have an understanding of the importance of identifying and combatting discrimination	Yes	Pupils are taught explicitly about differences and respect for others. School achieved 'International School' foundation award due to this work.
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	Yes	There is a school council. Pupil voice is captured through questionnaires. Pupils are encouraged to contribute their ideas and discuss opinions. Pupils contribute to section A of

council whose members are voted for by the pupils?		their EHCP document (if appropriate).
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?	Yes	Benefits of democracy, freedom to share our views and make own choices – explicitly discussed through lessons and collective worship. Visits from local councillors.
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?	Yes	Both as a school and in individual classes e.g. to elect school council members.
Does the school use extra-curricular activity, including any run directly by pupils, in promoting fundamental British values?	Yes	The school offers residential trips which are used to develop pupil resilience, independence, communication, collaboration, social skills and their understanding of differences in others including fundamental British values