



The Prevent Duty: Risk Assessment



Transform Trust – Prevent Strategy

At Transform we know that our schools will carry out the Prevent duty in different ways, depending on the age of the children and the needs of the community. Many of the things we already do in school to help children become positive, happy members of society also contribute to the Prevent strategy.

All Transform schools (as well as other organisations) have a duty to safeguard children from radicalisation and extremism. This means Transform Trust has a responsibility to protect children from extremist and violent views the same way we protect them from drugs or gang violence. Importantly, we can provide a safe place for pupils to discuss these issues so they better understand how to protect themselves and enable pupils to challenge ideas.

Extremism is defined as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Extremism isn't exclusive to any section of society and can take many forms.

Radicalisation is defined as the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Ideology is defined as a set of beliefs.

Terrorism is defined as a violent act against people or property, designed to create fear and advance a political, religious or ideological course.



Breadsall Hill Top Primary School Prevent Duty Risk Assessment

The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people being drawn into terrorism. Transform Trust expects all our schools to have a risk-based approach to the Prevent duty, under paragraph 14 of the Home Office's statutory guidance. This document demonstrates our awareness of the specific risks of extremism and radicalisation in our school and our area.

Local area context Online radicalisation is a concern regarding young people and obviously that can take place in any location. The best way to combat this is for teachers, parents and carers to have open communication with children about the kinds of things they are seeing online and to make sure the door is always open for young people to come to them with any concerns they have – whether around upsetting content, being unsure about fake news or cyber-bullying. Children need to feel that they can confide in an adult that they trust about their online life as much as their offline life, without fear of punishment.

In Derby, there is a fair amount of real-world activity from groups such as Patriotic Alternative (not a banned organisation, but still of concern due to their extreme right-wings views). Their activity is very much focussed on contingency hotels for migrants and asylum seekers at the moment. We are hearing anti-migrant narratives more and more. Patriotic Alternative tend to target communities with a majority white working class population where they expect they might garner some support, such as Alvaston/Allenton, but also potentially Chaddesden. They are also active in the county though and hold a summer camp in the Peak district every year. Their leaders are known but not their followers. For context they had about 140 people at their summer camp this year. There are similar spin-off groups such as Homeland and Active Patriot UK who have also been active locally very recently.

On the ISIS/al-Qaeda inspired side, we are not seeing much engagement from young people currently, which has to be a good thing. However, we know that people are still getting involved in these extremely harmful ideologies in their early twenties and beyond, so the more we can do to ensure that all young people, regardless of their ethnicity or religious belief, feel a sense of belonging and purpose in this country, then the greater their resilience to any attempts to radicalise them that may be made further down the line. Derby city has historically had a small but committed group of individuals on this front, so it's important that we don't get complacent.



LEADERSHIP

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	OWNER	RISK LEVEL	NEXT STEPS – ACTION PLAN
The values and ethos of the school are unsuitable for promoting resilience against extremist ideologies and promoting British values.	Pupils, staff and governors	<p>The school values clearly set out our commitment to British values.</p> <p>School values are displayed on the home page of our website.</p> <p>School values include a commitment to tolerance, diversity and mutual respect.</p> <p>School displays and curriculum reflect a commitment to promoting British values.</p> <p>A broad representation at Governor level to offer appropriate challenge.</p> <p>Personal development offer includes regular assemblies on British values and spiritual, moral, cultural, mental and physical development.</p> <p>DEIB Equality objectives to considered by Governors when summarising governing body meetings</p>	Headteacher AHT DSL	Low	<p>Values are understood by pupils and staff.</p> <p>Governor meetings have safeguarding as standing item including Prevent referrals.</p>



Prevent Duty Risk Assessment



HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	OWNER	RISK LEVEL	NEXT STEPS – ACTION PLAN
Leadership – Action Plan 1. Check that Prevent is a regular item on safeguarding meetings. 2. Radicalisation/extremism is a standing item on safeguarding meetings.					



Training and Capability

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL	NEXT STEPS – ACTION PLAN
School staff are unaware of their responsibilities under the Prevent duty, and the need to promote British values.	Pupils, staff, Governors and any other adults	<p>All staff have read our safeguarding policy and at least parts 1 and 2 of Keeping Children Safe in Education (KCSIE).</p> <p>Leadership ensure that those in regulated activity are briefed following any changes to statutory requirements via staff meetings.</p> <p>All staff have Prevent training either through a certified CPD module (SSS or NOS) or through regular briefings by the Lead DSL.</p> <p>Staff members are aware that they can go to any of the safeguarding team for advice, support, and to escalate concerns.</p> <p>Details of Prevent and how to make a referral through the SPOC is widely communicated across the school in safeguarding briefings.</p>	<p>Headteacher/ Lead DSL</p> <p>Headteacher/ Lead DSL</p> <p>Headteacher/ Lead DSL</p> <p>Safeguarding team</p> <p>Headteacher/ Lead DSL</p>	low	<p>Safeguarding policy is updated annually.</p> <p>Ensure training records are up-to-date.</p> <p>Remind staff to complete SSS module.</p> <p>Check that staff know who to go to if they have a concern – do they know who the SPOC is?</p>

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL	NEXT STEPS – ACTION PLAN
			Gov Professional		Updated KCSIE uploaded onto



Governors cannot carry out their role to monitor the school's Prevent strategy effectively.	Pupils and staff	<p>All Governors have read our safeguarding policy and confirm they have been given access to a copy of and read Keeping Children Safe in Education.</p> <p>There is a named Governor for Safeguarding which includes Prevent. School visits for safeguarding include discussions on Prevent.</p> <p>All Governors had done Prevent training either through a certified CPD module (SSSLearning or NOS online learning platforms) initially and then receive regular briefings – at least bi-annually.</p> <p>Prevent referrals explored if and when reported to Governors via Local Governing Body (LGB) meetings or Standards Report.</p> <p>Governors are part of a working team across the Trust to ensure the Prevent duty is implemented.</p>	<p>Named Safeguarding Governor</p> <p>Headteacher/ Lead DSL</p> <p>Headteacher/ Governors</p> <p>Gov Professional</p> <p>Chairs' Forum Trust/COO</p>	Low	<p>GovernorHub</p> <p>Check Governors have completed the SS module.</p> <p>Checked via Trust annual Safeguarding Review.</p> <p>Prevent referrals identified as part of the safeguarding report on LGB agendas.</p> <p>Gov Professional reports on training gaps, including Prevent.</p>
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HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL	NEXT STEPS – ACTION PLAN
			Trust HR Team		



Staff do not support the school's values and ethos, or they support and promote extremist ideas.	Pupils and staff	The staff recruitment process reflects the school's values and promotes good safeguarding practice.	School – Headteacher	Low	Safer recruitment procedures regularly reviewed by the Trust HR Team with policies and procedures being updated as appropriate.
		School and Trust values and commitment to safeguarding are included in job advertisements.	School and Trust HR		
		Safer recruitment procedures are followed including robust vetting checks, overseas, right to work, references and online social media checks where appropriate.	Headteacher/ SBM/OM Trust HR		
		All staff receive an induction after being appointed that includes all aspects of safeguarding including Prevent.	SCR Admin		
		All staff are expected to complete mandatory safeguarding training prior to starting role including Prevent training.	Headteacher, Senior Leader or Lead DSL		
		All safeguarding and HR policies including Code of Conduct, Disciplinary, Social Media etc are shared with all staff and used as necessary to prevent incidents.	Lead DSL		
			Headteacher, Senior Leader or Lead DSL		The Trust conduct at least an annual SCR check.

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL	NEXT STEPS – ACTION PLAN
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Training and Capability – Action Plan

3. All staff and Governors have been given a copy of and read KCSIE.
4. All staff and Governors have undertaken Prevent training.
5. Safeguarding policies are updated to take account of any new guidance in relation to the Prevent duty.
6. Governors received information of any Prevent referrals made and actions taken by the school to safeguard their community.
7. Trust annual safeguarding review confirms safeguarding is effective including practice and knowledge on the Prevent duty.
8. Ensure safeguarding policy is updated annually.
9. Ensure training records remain up-to-date.
10. Ensure new staff complete more thorough Prevent training during the academic year.
11. Ensure there are posters/information about Prevent concerns within school and on the website.
12. Checked via Trust annual Safeguarding Review.
13. Prevent referrals identified as part of the safeguarding report on LGB agendas.
14. Safer recruitment procedures regularly reviewed by the Trust HR Team with policies and procedures being updated as appropriate.
15. The Trust conduct at least an annual SCR check, Safeguarding governor to do so termly

Working in Partnership

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL	NEXT STEPS – ACTION PLAN
			Lead DSL		



Staff do not feel comfortable or capable working with external agencies and sharing concerns about extremism externally.	Pupils and staff	The school has strong links and works with external safeguarding partners and other relevant agencies regarding concerns about extremism.		Low	Staff are given scenarios during training and/or briefing sessions to practice how to deal with a prevent case and referral process.
		The Lead DSL is aware of the process to contact other agencies and expedite concerns about extremism.	Lead DSL		
		Records of referrals are kept, and referrals are followed up appropriately.	Lead DSL		
		Staff are offered support on how to record and report concerns using the school's procedures and systems.	Lead DSL		
		Referrals are reported on the Standards Report and as part of the safeguarding section at LGB meetings.	Headteacher		

Working in Partnership – Action Plan

16. Lead DSL conducts random checks/sampling with staff to confirm knowledge and understanding of the Prevent duty.
17. Safeguarding staff meetings include scenarios and opportunities to practice how to record, report a Prevent referral, including LA processes.
18. Referrals are recording within Governor meetings.
19. The named Safeguarding Governor conducts regular school visits to check on systems, practice and processes including any referrals, concerns around extremism or radicalisation.



Curriculum and Culture

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL	NEXT STEPS – ACTION PLAN
The curriculum teaches damaging material or fails to challenge extremist ideologies and promote British values.	Pupils	<p>Opportunities to promote British values are clearly identified within all curriculum areas.</p> <p>The curriculum is broad and balanced and promotes pupil's spiritual, moral, cultural mental and physical development and prepares them for life's opportunities, responsibilities and experiences.</p> <p>Use of PSHE or RSE lessons for sensitive and supportive discussions on radical issues and extreme ideologies that allows for development of critical thinking skills and a strong, positive self-identity.</p> <p>Pupils are exposed to a broad range of views and beliefs and are taken on visits to different places of worship in order to foster mutual respect for people with different views.</p> <p>The curriculum is presented to Governors and is available on the school's website.</p> <p>The curriculum is quality assured within school and through external reviews and inspections.</p> <p>Safe use of the internet is widely incorporated into the curriculum.</p>	<p>Headteacher</p> <p>Curriculum Lead</p> <p>PSHE/RSE Lead</p> <p>RSE Lead</p> <p>RSE Lead</p> <p>Curriculum Lead</p> <p>Curriculum</p>	Low	<p>Trust Partnership Review highlights strengths and areas for further development.</p> <p>Pupil voice and feedback on curriculum and learning</p> <p>Curriculum is an item on the Headteacher's Standards Report. Actions arising from Trust Partnership Review on appropriate section of curriculum.</p> <p>Curriculum is an item at LGB meetings.</p>



			Lead E-Safety Lead		
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HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL	NEXT STEPS – ACTION PLAN
A culture of inequality or abuse is allowed to grow, enabling extremist ideology and hate to develop.	Pupils, staff, governors and parents	<p>Our behaviour policy clearly sets out that hateful behaviour is not tolerated.</p> <p>Staff know how to respond to witnessing harassment and abusive behaviour.</p> <p>Pupils are encouraged to challenge harassment or abusive behaviour among their peers.</p> <p>Safeguarding meetings highlight any behaviours of concern and action to be taken.</p> <p>Headteacher's Standards Report includes safeguarding concerns such as bullying or extremist behaviour against anyone outlined to have a protected characteristic by the Equality Act.</p>	<p>Behaviour Lead</p> <p>All staff</p> <p>Pupils</p> <p>Lead DSL</p> <p>Headteacher</p>	Low	<p>Behaviour/Relational Policy is regularly reviewed.</p> <p>Pupil voice highlights areas of concern or further development.</p> <p>Any feedback from the Trust Safeguarding Reviews.</p> <p>Actions from safeguarding meetings are followed up.</p>



British values are not promoted outside of the classroom.	Pupils and staff	<p>British values are embedded throughout the school.</p> <p>Pupils participate in democracy through school council and pupil leadership elections.</p> <p>Assemblies promoting diversity, human rights, and respect.</p> <p>Celebrations from multiple religions and cultures are celebrated around the school.</p> <p>School website content promotes British values.</p>	<p>All staff</p> <p>Curriculum and RSE Leads</p>	Low	
HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL	NEXT STEPS – ACTION PLAN

Curriculum and Culture – Action Plan

20. Curriculum plans and school information show a clear programme of British values and SMSCM&P development.
21. There are clear safeguarding themes included across the curriculum including child protection, behaviour, equality incidents and any child-on-child abuse incidents related to bullying, racism, e-safety, sexualised and/or criminal exploitation.
22. Feedback from staff and children on how to keep themselves safe and how and who to report any behaviours or concerns to in relation to radicalisation and extremism.
23. The school has displays and information promoting British values and contact details for the school and LA for staff in the event of any concerns and who/where to report these to.
24. Safeguarding meetings record any incidents, concerns or behaviour in relation to extremism or radicalisation and the curriculum is flexible to allow additional input/sessions where needed.
25. School website promotes British values, curriculum, articles in newsletters related to safeguarding as well as details of the school's SPOC and LA details for referrals.
26. Behaviour/Relational policy is regularly reviewed and updated.



IT and Internet Safety

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL	NEXT STEPS – ACTION PLAN
Pupils use the school network or school hardware to access extremist material.	Pupils	<p>The Trust and/or school's online/e-Safety and safeguarding policies makes reference to the risks of online extremist material.</p> <p>Pupils are encouraged to report any material they come across online which makes them worried or uncomfortable.</p> <p>The school IT network has appropriate filters to block sites deemed inappropriate or unsafe.</p> <p>School email accounts are monitored by IT staff.</p> <p>The school IT filter alerts safeguarding staff when certain terms, phrases or words of an extremist nature are typed on any device that has access to the school network (senso) – this extends to mobile devices such as iPads</p>	<p>Trust and Lead DSL</p> <p>IT Lead</p> <p>IT Lead</p> <p>IT Lead</p>	Low	<p>Trust online/e-safety policy is regularly reviewed and updated with school context.</p> <p>Safeguarding policy is annually updated.</p>
Pupils access extremist material on their own devices or on social media, or are specifically targeted for online radicalisation.	Pupils	<p>The ICT curriculum includes teaching pupils how to stay safe online.</p> <p>Parents are provided with support on how to help their children access the internet safely and spot the signs of online radicalisation.</p>	All staff	Low	<p>Share online safety factsheets with parents to help them support their children.</p> <p>Resources and links for children and parents on school website.</p>



HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL	NEXT STEPS – ACTION PLAN
IT and Internet Safety – Action Plan					
27. The school has appropriate IT filters in place to safeguard including alerts when words, phrases etc are typed in on any school device that has access to the school's network.					
28. The school updates their Online/E-safety policy according to local context.					
29. Staff and children know how to keep themselves safe online.					
30. Children know who and how to report any online abuse/concerns when accessing out of school.					
31. The school regularly shares information and tips for parents about different social media platforms, apps and games which are inappropriate for children.					
32. Parents aware of how to keep their children safe online.					



Speakers, Trips and/or Events

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL	NEXT STEPS – ACTION PLAN
Pupils are exposed to extremist ideologies by visiting speakers, whilst on school trips or at events.	Pupils	<p>Speakers: The materials that visiting speakers deliver are discussed and approved prior to their visit.</p> <p>Visitors are never left alone with pupils.</p> <p>Internet searches are conducted on organisations and where deemed appropriate individuals to search for any controversial elements.</p> <p>Trips and Events All trips and/or events are thoroughly researched prior to taking place.</p>	<p>Named staff member</p> <p>Named staff member</p> <p>Office team/Named Staff member</p> <p>Risk Assessment/ Evolve</p>	Low	
The school site is used to host events which support extremist ideologies or promote hatred.	Pupils and staff	<p>All hiring and lettings agreements state that the school site will not be hired to groups who support extremist ideologies or promote hatred.</p> <p>Safeguarding policies and procedures of any organisation will be thoroughly checked prior to any hiring or lettings.</p>	<p>Headteacher</p> <p>Headteacher or Lead DSL</p>	Low	<p>Any hiring or lettings have a contract or service level agreement in place and safeguarding procedures have been followed.</p> <p>The school conducts a review of the organisation's safeguarding procedures to quality assure processes.</p>



Speakers, Trips and/or Events – Action Plan

- 33. School visitors/speakers are appropriately checked prior to coming into school including safeguarding and DBS, ID etc.
- 34. Hiring and lettings all have a signed contract or agreement in place with safeguarding and safer recruitment (DBS, ID) etc checked.
- 35. School's own quality assurance processes check practice and procedures of any organisations hiring or letting the building.
- 36. Feedback from children around activities delivered by external agencies are sought to ensure safeguarding is secure.

School Security

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL	NEXT STEPS – ACTION PLAN
			Office Team		



Non-approved visitors access the school site to spread extremist ideology.
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Date of completed risk assessment:	17.10.23	Signed: Raine Hart Matt Lawrence
Date of next review:		

Useful Resources and Websites

Keeping Children Safe in Education'

Working Together to Safeguard Children

Get help if you're worried about someone being radicalised - GOV.UK

Act Early – Counter Terrorism Policing’s campaign provides information on spotting the signs of radicalisation

Prevent Factsheet – Provides the core narrative on Prevent and Channel on the Home Office Blog

Victims of Terrorism Campaign – information on where to seek advice and assistance following a terrorist attack

Prevent Duty Guidance for England and Wales

Channel Duty Guidance

