



# **Prevent Risk Assessment**

**Adopted by Governing Body: June 2016**

**Due for review: 2017/18**

# Trinity CE Primary School

Anti-terrorism Act 2015

## Prevent Duty Risk Assessment

At Trinity 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 impairment of children's 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 (2015) Keeping Children Safe

To do this effectively all staff need to know well

*'..... the context in which our children live.'*

### British Values

Trinity 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.

### Prevent Duty

- ***Section 26, the Prevent duty came into force on the 1<sup>st</sup> 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 years 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.**

## Prevent Duty Risk Assessment

The UK Government have classified the risk of terrorism in the UK as 'Severe'. However, currently Shropshire is considered a low risk area.

<b>Compliance Requirements</b>	<b>High</b>	<b>Low</b>	<b>Any action required</b>
The risk to our pupils of being drawn into terrorism has been assessed and is considered to be:		<b>X</b>	
The risk to our pupils of being radicalised and supporting terrorism has been assessed and is considered to be:		<b>X</b>	
<b>Training Requirements</b>	<b>Yes</b>	<b>No</b>	<b>Any action required</b>
Have all staff been trained to understand the Prevent duty?	<b>X</b>		<b>Training last completed 2/3/16</b>
Has the role of the Designated lead for child protection been extended to lead on inter-agency liaison in respect of the Prevent duty?	<b>X</b>		
Do all your staff know who to refer to in respect of a child being at risk of radicalisation and extremism?	<b>X</b>		
<b>School Policies</b>	<b>Yes</b>	<b>No</b>	<b>Any action required</b>
Does the Child Protection Policy refer to the new duty of the Designated lead and the Prevent guidance?	<b>X</b>		
Does the E-Safety Policy refer to the requirements of the Prevent guidance?	<b>X</b>		
Has your school got a clear statement about the Prevent duty on your website and in the prospectus?	<b>X</b>		
Does the school have clear guidance on the use of prayer rooms for faith related activity?		<b>X</b>	<b>Not required, but guidance would be produced if need arose.</b>
Does the school have clear guidance for visitors including faith related visiting speakers?	<b>X</b>		
<b>British Values</b>	<b>Yes</b>	<b>No</b>	<b>Any action required</b>
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?	<b>X</b>		
Our pupils have an understanding of how citizens can influence decision-making through the democratic process	<b>X</b>		
Our pupils have an understanding that the freedom to hold other faiths and beliefs is protected in law	<b>X</b>		

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		
Our pupils have an understanding of the importance of identifying and combatting discrimination	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		<b>School Council to be developed 2016/17</b>
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		
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		
Does the school use extra-curricular activity, including any run directly by pupils, in promoting fundamental British values?	X		<b>Although not specifically, extra-curricular activities contribute to British Values and school ethos.</b>

**Our Designated Leads for Prevent are:**

**John Rowe & Jack Pittaway**

- DfE Counter Extremism Helpline:
  - Call: 020 7340 7264
  - Email: [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk)
- West Mercia Prevent Team: 01386 591835  
[prevent@warwickshireandwestmercia.pnn.police.uk](mailto:prevent@warwickshireandwestmercia.pnn.police.uk)
- The Channel police practitioner will make an initial assessment and advise
- If the person is not suitable Channel they can be directed to safeguarding and support services.