



## Woden Primary 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.

We are required to take 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.

**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.

<b>Assessment / Audit Levels grid</b>		
<b>RAG Rating</b>	<b>Self-Audit Level</b>	<b>Definition</b>
Red – not met	4 - inadequate	There is no policy or practice in place and/or requirements of the Prevent duty and EIF are not being implemented effectively
Amber – in progress	3 - basic	There is policy or fundamental aspects of practice in place, but they are not detailed in scope or scale, or embedded in routine practice and are insufficient to address complex or challenging environments or incidents
Green - completed	2 - business as usual	Required policy and practice are effectively embedded and staff and students are included in their development; Policies are detailed, applied across the organisation in all relevant areas of business and are supported by robust and transparent management and governance processes
Blue – N/A	1 - advanced	There is sound and effective implementation and understanding of how policy and practice work together to implement all relevant requirements of the Prevent duty and EIF to safeguard students. There is ongoing reflection of best practice, testing of impact and effectiveness and knowledge is shared across the institution and with appropriate networks and partners

## Leadership

POTENTIAL HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	OWNER	RISK LEVEL WITHOUT CONTROLS	RISK LEVEL WITH CONTROLS	SELF-AUDIT LEVEL	ADDITIONAL NOTES / NEXT STEPS
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>For example:</p> <ul style="list-style-type: none"> <li>• Values are displayed on the home page of our website</li> <li>• Values include a commitment to tolerance, diversity and mutual respect</li> <li>• Regular assemblies to promote British Values</li> <li>• Embedded PSHE curriculum linked to 'Jigsaw' programme</li> <li>• Annual focus days through year such as online safety week, wellbeing week, safeguarding week.</li> </ul>	HT / SLT			1	<p>Continue to ensure British Values are promoted in all aspects of school life</p> <p>Raise profile of school values including STRIVE, The Woden Way, Curriculum rationale</p>
Leaders are unaware of their responsibilities under the Prevent duty, and of the context of the school relating to the risk of extremism	Pupils and staff	<p>School leaders are aware of their duty to prevent pupils being drawn into terrorism, and make sure all staff know the same.</p> <p>School leaders stay up to date with local developments and risks.</p> <p>Include any specific steps taken, for example:</p> <ul style="list-style-type: none"> <li>• The school is in regular communication with local police / PCSO</li> </ul>	HT / SLT			1	<p>Regular briefings to include Prevent duty.</p> <p>All teaching and support staff to complete online Prevent training: <a href="https://www.elearning.prevent.homeoffice.gov.uk/">https://www.elearning.prevent.homeoffice.gov.uk/</a></p> <p>Refresh the leadership team on the school's responsibilities under the Prevent duty.</p>

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<p>Arrangements and resources in place to provide pastoral care and support as required are not in place.</p> <p>Monitoring arrangements to ensure that this support is effective and supports the school's welfare and equality policies are not in place.</p>	Pupils and staff	<p>Class teachers &amp; support staff trained to identify any concerns relating to extremist behaviour</p> <p>CPOMs system used to alert and monitor any concerns</p> <p>Support provided by K Everett as Safeguarding &amp; Attendance Lead, SLT &amp; Phase leaders</p> <p>All relevant policies in place</p>	HT / SLT			1	<p>Continue to update staff training</p> <p>Monitor concerns on CPOMs &amp; ensure all actions are logged</p>

## Training and capability

POTENTIAL HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL WITHOUT CONTROLS	RISK LEVEL WITH CONTROLS	SELF-AUDIT LEVEL	ADDITIONAL NOTES / NEXT STEPS
School staff are unaware of their responsibilities under the Prevent duty, and the need to promote British values	Pupils and staff	<ul style="list-style-type: none"> <li>All staff have read our child protection policy and at least part 1 of Keeping Children Safe in Education.</li> <li>All staff have completed Prevent training through gov.uk</li> <li>Staff members are aware that they can go to LT / KE / Phase leaders for advice, support, and to escalate concerns.</li> <li>The school community actively embraces British values.</li> <li>Assemblies, whole school events and medium-term plans, where appropriate ( eg, The Woden Way, Mental Health &amp; Wellbeing week, World Book day, World War 2, Nativities, choir, class dojo points, PSHE, RE curriculum, peer mentors, digital ambassadors).</li> </ul>	HT/LT			1	<p>Update our <u><a href="#">child protection policy</a></u> annually.</p> <p>Induction process to include Prevent training &amp; KCSIE CPD course through Flick eLearning / National College</p> <p>All school staff, including support staff and admin staff to have regular safeguarding briefings, including the Prevent duty.</p> <p>All support staff and admin to complete online 'safeguarding' training which includes extremism and radicalisation.</p> <p>LT &amp; KE provided with the link in order to complete online Prevent training: <a href="https://www.elearning.prevent.homeoffice.gov.uk/">https://www.elearning.prevent.homeoffice.gov.uk/</a></p> <p>Continue exploration of opportunities to promote British values</p> <p>All staff to be able to report safeguarding concerns, including those of extremism and radicalisation through CPOMS.</p>

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Governors cannot carry out their role to monitor the school's Prevent strategy effectively	Pupils and staff	All governors have read our child protection policy and Keeping Children Safe in Education.	S4S / LT			2	<p>Board of Governors – Provided with Prevent guidance from Gov.uk, including KCSIE CPD using National College / LA training – regular updates to be provided</p> <p>Risk assessment and Prevent statement shared in Governor's meeting &amp; on website</p> <p>All governors to be provided with the link in order to complete online Prevent training: <a href="https://www.elearning.prevent.homeoffice.gov.uk/">https://www.elearning.prevent.homeoffice.gov.uk/</a></p>
Staff do not support the school's values and ethos, or they support and promote extremist ideas	Pupils and staff	<p>The staff recruitment process reflects the school's values and promotes good safeguarding practice.</p> <ul style="list-style-type: none"> <li>School values and commitment to safeguarding are included in job advertisements</li> <li>Safer recruitment procedures are followed</li> </ul>	SW / LT			1	<p>All staff able to recruit attend regular 'safer recruitment' training and updates</p> <p>Follow CLPT guidance for recruitment as per policy</p>

## Working in partnership

POTENTIAL HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL WITHOUT CONTROLS	RISK LEVEL WITH CONTROLS	SELF-AUDIT LEVEL	ADDITIONAL NOTES / NEXT STEPS
Staff do not feel comfortable or capable working with external agencies and sharing concerns about extremism externally	Pupils and staff	<p>We work and communicate with local safeguarding partners and other relevant agencies regarding concerns about extremism.</p> <p>The DSL/Prevent lead is aware of the process to contact other agencies and expedite concerns about extremism.</p> <p>Records of referrals are kept on CPOMS, and referrals are followed up appropriately.</p>	All staff			1	Use of CPOMs to share concerns to continue

## Speakers and events

POTENTIAL HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL WITHOUT CONTROLS	RISK LEVEL WITH CONTROLS	SELF-AUDIT LEVEL	ADDITIONAL NOTES / NEXT STEPS
Pupils are exposed to extremist ideologies by visiting speakers	Pupils	<p>Details of your procedures for visiting speakers, for example:</p> <ul style="list-style-type: none"> <li>The materials that visiting speakers deliver are discussed and approved prior to their visit</li> <li>Visitors are never left alone with pupils</li> </ul>	All staff			1	<p>Robust policies and checks in place to ensure visitors do not hold extremist views</p> <p>Ensure staff aware of expectations for all visitors in school, including check of content &amp; evaluations from other schools where content has been delivered</p>
The school site is used to host events which support extremist ideologies or promote hatred	Pupils and staff	All hiring and letting agreements state that the school site will not be hired to groups who support extremist ideologies or promote hatred	n/a		n/a	n/a	No hiring / letting agreements in place at present

## School curriculum and culture

POTENTIAL HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL WITHOUT CONTROLS	RISK LEVEL WITH CONTROLS	SELF-AUDIT LEVEL	ADDITIONAL NOTES / NEXT STEPS
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>Use of PSHE or RSE lessons for sensitive and supportive discussions on radical issues and extreme ideologies.</p> <p>Weekly assemblies reference British values led by phase leaders (Picture News)</p>	LT / Subject leaders			1	Review our current practices for <u>promoting British values</u> and consider where we could do more to embed these values into our curriculum.
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>	All staff			1	<p>Review and update behaviour policy annually</p> <p>Anti-bullying week annually</p> <p>Regular discussions with children re: expectations, how to report &amp; strategies to resolve conflict</p>
British values are not promoted outside of the classroom	Pupils and staff	<p>Steps taken to promote British values around the school include:</p> <ul style="list-style-type: none"> <li>Pupils participate in democracy through school council and student leadership elections</li> <li>Assemblies promoting diversity, human rights, and respect</li> <li>Celebrations from multiple religions and cultures are celebrated around the school</li> </ul>	All staff			1	<ul style="list-style-type: none"> <li>Through PSHE/RE and other curriculum activities, pupils are able to explore political, religious and social issues.</li> <li>Pupils are taught about the diverse national, regional and ethnic identities in the UK and the need for mutual respect.</li> <li>Relevant staff are aware of the government guidance</li> </ul>



## IT and internet safety

POTENTIAL HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL WITHOUT CONTROLS	RISK LEVEL WITH CONTROLS	SELF-AUDIT LEVEL	ADDITIONAL NOTES / NEXT STEPS
Pupils use the school network or school hardware to access extremist material	Pupils	<p>Our online safety/IT/child protection policy 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>IT safety and monitoring systems, for example:</p> <ul style="list-style-type: none"> <li>The school IT network has appropriate filters to block sites deemed inappropriate or unsafe</li> <li>School email accounts are monitored by IT staff</li> </ul>	SW / IT team / CLPT			1	<p>Review our online safety policy annually.</p> <p>Ensure all systems are in place to monitor and prevent access any inappropriate sites</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>	SW / IT team / CLPT			1	<p>Share <a href="#">online safety factsheets</a> with parents to help them support their children</p> <p>Ensure all IT policies are updated regularly</p> <ul style="list-style-type: none"> <li>Online safety policy</li> <li>Acceptable use policy</li> <li>Preventing bullying policy</li> </ul> <p>The curriculum for computing and PSHE reflects this duty.</p>

## School security

POTENTIAL HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL WITHOUT CONTROLS	RISK LEVEL WITH CONTROLS	SELF-AUDIT LEVEL	ADDITIONAL NOTES / NEXT STEPS
Non-approved visitors access the school site to spread extremist ideology	Pupils and staff	Visitor procedure includes: <ul style="list-style-type: none"> <li>All visitors to the school must be signed in at reception and wear ID badges</li> <li>Visitors are accompanied around the school site by a member of staff at all times</li> </ul>	SW/MDB/LT			1	Review policies & procedures regularly (See <a href="#">visitor safeguarding protocols</a> on TheKey).

### HEADTEACHER

Mrs S Walmsley

SEPTEMBER 2023

### DSL/PREVENT LEAD(S)

Miss L Hopley  
Mrs N Thomas  
Miss K Everett  
Mrs L Godfrey  
Mrs W Jones

SEPTEMBER 2023

### DATE OF NEXT REVIEW:

JULY 2024