



# Ashleigh Primary School

## Anti-terrorism Act 2015

### Prevent Duty Risk Assessment

At Ashleigh 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

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

#### **British Values**

Ashleigh 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 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 year's 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.

**Our Designated Lead for Prevent is: Ian Matthews, Headteacher**



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 SEN&D.

<b>Compliance Requirements</b>	<b>Yes/No/High/Low</b>	<b>Action required</b>
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 Staff are aware of 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/medium	Educating learners, when appropriate about risk, PHSE curriculum. Ensure awareness training is up to date for all staff. Staff are aware of the procedures to raise concerns.
<b>Training Requirements</b>	<b>Yes/No/High/Low</b>	<b>Action required</b>
Have all staff been trained to understand the Prevent duty?	<b>Yes</b>	This information can be evidenced in the National College data.
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>Yes</b>	
Do all your staff know who to refer to in respect of a child being at risk of radicalisation and extremism?	<b>Yes</b>	Prevent training is included in the annual CP refresher.  All staff complete the statutory prevent training via National college training.



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	
Does the E-Safety Policy refer to the requirements of the Prevent guidance?	No	The E-safety policy needs to be reviewed.
Has your school got a clear statement about the Prevent duty on your website and in the prospectus?	Yes	
Does the school have clear guidance on the use of prayer rooms for faith related activity?	Yes	We do not have a permanent prayer room however a room of appropriate size and location will be provided when required.
Does the school have clear guidance for visitors including faith related visiting speakers?	Yes	HR have developed guidance regarding visitors. 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 policy and they are provided with Safeguarding information.



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?	<b>Yes</b>	As appropriate to pupil understanding Delivered through the curriculum, this is reviewed annually to ensure efficacy.
Our pupils have an understanding of how citizens can influence decision making through the democratic process	<b>Low</b>	We have a pupil elected school council who meet regularly with the HT and have a strong pupil voice.
Our pupils have an understanding that the freedom to hold other faiths and beliefs is protected in law	<b>Low</b>	This is clear in our R.E. curriculum.
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	<b>Low</b>	There is an anti-bullying policy. Ashleigh Primary has a zero tolerance of prejudicial and discriminatory behaviour. Staff are trained to identify and report such incidents and not to dismiss them. Staff model tolerance and acceptance of people having different faiths or beliefs.



Our pupils have an understanding of the importance of identifying and combatting discrimination	<b>Yes</b>	Some pupils, where appropriate to cognitive ability, have some awareness of this. All pupils are taught to be accepting of difference which pupils model through their behaviours and interactions with peers.
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?	<b>Yes</b>	There is a school council and pupil voice is captured through questionnaires and opportunities to provide their opinion. Due to restrictions the School council has been unable to meet. (January 2022)
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?	<b>Yes</b>	Where appropriate to the cognitive abilities of the pupils.
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?	<b>Yes</b>	Where appropriate to the cognitive abilities of the pupils.
Does the school use extra-curricular activity, including any run directly by pupils, in promoting fundamental British values?	<b>Yes</b>	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