

Maiden Erlegh Trust  
**THE PREVENT DUTY:  
RISK ASSESSMENT**



**MAIDEN ERLEGH**  
TRUST

## **GREAT HOLLANDS PRIMARY SCHOOL**

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## Great Hollands 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.

## Leadership

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL	ADDITIONAL NOTES / NEXT STEPS
<p>The values and ethos of the school are unsuitable for promoting resilience against extremist ideologies and promoting British values.</p>	<p>Pupils and staff</p>	<p>Promoting British values and resilience against extremist ideologies in schools is an important aspect of fostering a safe and inclusive learning environment. At GHPS we:</p> <ul style="list-style-type: none"> <li>• Teach British Values (BV) and incorporate them into the curriculum.</li> <li>• Provide Citizenship Education that helps students develop a deeper understanding of their rights and responsibilities as British citizens.</li> <li>• Promote Critical Thinking skills among students to help them analyse information, challenge stereotypes, and evaluate different perspectives.</li> <li>• Teach pupils how to engage in respectful debates and understand the importance of evidence-based reasoning.</li> <li>• Foster Inclusive and Respectful Environment where diversity is celebrated and respected.</li> <li>• Provide Counter-Narratives through studying different cultures, religions, and ideologies to counter extremist narratives effectively. We teach pupils about the peaceful teachings of various religions and ideologies and expose them to positive role models from different backgrounds.</li> <li>• In Computing lessons we teach students how to critically analyse and evaluate media messages, including online content and social media. Help them develop the skills to identify fake news, propaganda, and extremist ideologies. Provide guidance on responsible online behaviour and digital citizenship.</li> <li>• Offer Well-Being and Mental Health Support: Promote emotional well-being and resilience among students by offering counselling services, mentoring programs, and promoting positive mental health practices through our ELSA.</li> <li>• Collaborate with External Organizations: Partner with external organizations, such as local authorities, Prevent services, NSPCC and UN groups, to provide additional resources and expertise in promoting British values and countering extremism.</li> </ul>	<p>DSL</p> <p>Supported by</p> <p>PD lead</p> <p>Computing Lead</p> <p>Headteacher Oversight</p> <p>Inclusion Leader</p>	<p>Low</p>	<ul style="list-style-type: none"> <li>•</li> </ul>

<p>Leaders are unaware of their responsibilities under the Prevent duty, and of the context of the school relating to the risk of extremism.</p>	<p>Pupils and staff</p>	<p>Leaders understand that Promoting British values and resilience against extremist ideologies in schools is an important aspect of fostering a safe and inclusive learning environment.</p> <p>At GHPS our safeguarding as school senior leaders:</p> <ul style="list-style-type: none"> <li>• Familiarize Themselves with the Prevent Duty: School leaders read and understand the Prevent Duty guidance provided by the government. Tracked by our compliance system.</li> <li>• Attend Training and Workshops: Trust and LA services provide training sessions and workshops on the Prevent duty and extremism awareness. School leaders participate in these sessions to gain a comprehensive understanding of their responsibilities and to stay updated on the latest information, policies, and strategies related to preventing extremism.</li> <li>• Engage with Local Authorities and Agencies: School leaders establish connections with local authorities, such as the local Prevent coordinator or community police officers, who can provide valuable insights into the local context and the specific risks associated with extremism in the area. These agencies can offer guidance, resources, and support in implementing effective preventive measures.</li> <li>• Conduct Risk Assessments such as this one: School leaders should conduct regular risk assessments to identify potential vulnerabilities and risks related to extremism within the school environment.</li> <li>• Our leaders create an environment where all staff members are encouraged to be vigilant and report any concerns related to extremism. Through promoting open communication, providing clear reporting channels, and regularly reminding staff of their responsibilities under the Prevent duty.</li> </ul>	<p>DSL</p> <p>Supported by</p> <p>School Business Manager</p>	<p>Low</p>	<ul style="list-style-type: none"> <li>•</li> </ul>
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## Training and Capability

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK 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 Prevent training – on induction and repeated annually monitored via our compliance system.</li> <li>Staff members are aware that they can go to any member of the SLT or Safeguarding Team for advice, support, and to escalate concerns.</li> </ul>	SBM	Low	<ul style="list-style-type: none"> <li>Update Child Protection Policy annually</li> </ul>
Governors cannot carry out their role to monitor the school's Prevent strategy effectively	Pupils and staff	<ul style="list-style-type: none"> <li>All governors have read our Child Protection Policy and Keeping Children Safe in Education.</li> <li>We have a dedicated governor champion for safeguarding and prevent who oversees our compliance with the Prevent duty.</li> <li>All governors undertake Prevent training on appointment and annually.</li> </ul>	CEO	Low	<ul style="list-style-type: none"> <li></li> </ul>
Staff do not support the school's values and ethos, or they support and promote extremist ideas	Pupils and staff	<ul style="list-style-type: none"> <li>The staff recruitment process reflects the school's values and promotes good safeguarding practice.</li> <li>Trust wide values and commitment to safeguarding are included in job advertisements.</li> <li>Safer recruitment procedures are followed as all staff who recruit have had safer recruitment training. Guidance and questions are provided by the Trust and have HR oversight.</li> </ul>	HT	Low	<ul style="list-style-type: none"> <li>Review <a href="#">The Key Safer Recruitment Procedures</a></li> </ul>

## Working in Partnership

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK 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	<ul style="list-style-type: none"> <li>We work and communicate with local safeguarding partners and other relevant agencies regarding concerns about extremism.</li> <li>The DSL/Prevent lead is aware of the process to contact other agencies and expedite concerns about extremism.</li> <li>Records of referrals are kept, and referrals are followed up appropriately through our CPOMS system.</li> <li>Discussions are held amongst the safeguarding team to challenge and support decision making processes and follow decisions.</li> </ul>	DSL	Low	•

## Speakers and Events

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL	ADDITIONAL NOTES / NEXT STEPS
Pupils are exposed to extremist ideologies by visiting speakers	Pupils	<ul style="list-style-type: none"> <li>Any visits or visitors are subject to approval of the Headteacher and oversight by the Local Advisory Board</li> <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> <li>Staff will stop or intervene if any content or tone does not align with our school / Trust &amp; British values.</li> </ul>	HT	Low	•
The school site is used to host events which support extremist ideologies or promote hatred	Pupils and staff	<ul style="list-style-type: none"> <li>All hiring and lettings agreements state that the school site will not be hired to groups who support extremist ideologies or promote hatred</li> </ul>	SBM	Low	•

## School Curriculum and Culture

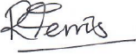
HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL	ADDITIONAL NOTES / NEXT STEPS
The curriculum teaches damaging material or fails to challenge extremist ideologies and promote British values	Pupils	<ul style="list-style-type: none"> <li>• Opportunities to promote British values are clearly identified within all curriculum areas.</li> <li>• Use of PSHE or RSE lessons for sensitive and supportive discussions on radical issues and extreme ideologies.</li> </ul>	HT	Low	•
A culture of inequality or abuse is allowed to grow, enabling extremist ideology and hate to develop	Pupils, staff, governors and parents	<ul style="list-style-type: none"> <li>• Our behaviour policy clearly sets out that hateful behaviour is not tolerated.</li> <li>• Staff know how to respond to witnessing harassment and abusive behaviour.</li> <li>• Pupils are encouraged to challenge harassment or abusive behaviour among their peers.</li> </ul>	HT  Supported by  Deputy Headteacher & Inclusion Leader	Low	•
British values are not promoted outside of the classroom	Pupils and staff	<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> <li>• BV displays are prominent and linked to our curriculum programme.</li> </ul>	HT  Supported by DHT & Inclusion Leader	Low	•

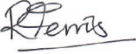
## IT and Internet Security

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL	ADDITIONAL NOTES / NEXT STEPS
Pupils use the school network or school hardware to access extremist material	Pupils	<ul style="list-style-type: none"> <li>• IT safety and monitoring systems, for example:</li> <li>• The school IT network has appropriate filters to block sites deemed inappropriate or unsafe. Managed externally by Lightspeed.</li> <li>• School email accounts are monitored by IT staff</li> <li>• Pupils are taught to report any material they come across online which makes them worried or uncomfortable.</li> </ul>	HT/DSL  Supported by Lightspeed and Trust IT dept	Low	<ul style="list-style-type: none"> <li>•</li> </ul>
Pupils access extremist material on their own devices or on social media, or are specifically targeted for online radicalisation	Pupils	<ul style="list-style-type: none"> <li>• The IT curriculum includes teaching pupils how to stay safe online.</li> <li>• Parents are provided with support on how to help their children access the internet safely and spot the signs of online radicalisation.</li> </ul>	HT/DSL	Low	<ul style="list-style-type: none"> <li>• Continue including advice and guidance on school website and in parent newsletters</li> </ul>

## School Security

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL	ADDITIONAL NOTES / NEXT STEPS
Non-approved visitors access the school site to spread extremist ideology.	Pupils and staff	<ul style="list-style-type: none"> <li>Secure gated site.</li> <li>No free access to buildings (doors on fob access).</li> <li>Sign in system and 'air lock' reception area.</li> </ul>	SBM  Supported by Site Controller	Low	<ul style="list-style-type: none"> <li></li> </ul>

HEADTEACHER	
Signature: 	Date: 16/06/23

DSL / PREVENT LEAD	
Signature: 	Date: 16/06/23