



## Danbury Park Community 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. 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.

Assessment / Audit Levels grid		
RAG Rating	Self-Audit Level	Definition
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 pupils 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	The school values clearly set out our commitment to British values. For example: <ul style="list-style-type: none"> <li>• Values are displayed on the school website</li> <li>• Values are displayed in all classrooms and work spaces</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 PSHE Association</li> <li>• Annual focus days through year such as online safety week, wellbeing and mental health week.</li> </ul>	HT / SLT			1	Continue to ensure British Values are promoted in all aspects of school life
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	<ul style="list-style-type: none"> <li>• School leaders are aware of their duty to prevent pupils being drawn into terrorism, and make sure all staff know the same.</li> <li>• School leaders stay up to date with local developments and risks.</li> <li>• They attend termly LA safeguarding forums and share information</li> </ul>	HT / SLT			1	Continue regular briefings to include Prevent duty. All teaching and support staff to receive annual refresher training in September and updates as applicable.



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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	<ul style="list-style-type: none"> <li>Class teachers &amp; support staff are trained to identify any concerns relating to extremist behaviour</li> <li><i>My Concern</i> system used to alert and monitor any concerns</li> <li>All relevant policies in place</li> </ul>	HT / SLT			1	<p>Continue to update staff training</p> <p>DSL and DDSLs continue to monitor concerns on <i>My Concern</i> and 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 the school's Child Protection Policy and at least part 1 of Keeping Children Safe in Education.</li> <li>All staff have completed Prevent training through Essex and EPHA resources.</li> <li>Staff members are aware that they can go to SLT for advice, support, and to escalate concerns.</li> <li>All staff are able to report safeguarding concerns, including those of extremism and radicalisation through <i>My Concern</i>.</li> <li>The school community actively embraces British values.</li> <li>Assemblies, whole school events and medium-term plans, where appropriate e.g Mental Health &amp; Wellbeing week, Book Fortnight, Christmas plays, PSHE, RE curriculum</li> </ul>	HT/DDSs			1	<p>Update Child Protection Policy annually.</p> <p>All school staff, governors and volunteers to complete annual safeguarding training which includes extremism and radicalisation.</p> <p>Induction process for new staff, governors and volunteers to include Prevent training &amp; KCSIE through Essex and EPHA resources</p> <p>All school staff, including support staff and admin staff, and governors to receive weekly e-mailed safeguarding briefings, including the Prevent duty, through Andrew Hall e-mails and website.</p> <p>School to continue the exploration of opportunities to promote British values</p>



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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 the Child Protection Policy and Keeping Children Safe in Education.</li> <li>All governors have completed Prevent training through Essex and EPHA resources.</li> <li>Termly governor safeguarding monitoring reports are shared with all governors.</li> <li>Risk assessment is shared with all governors.</li> </ul>	HT/Chair of Govs			1	<p>Update Child Protection Policy annually and share with governors at the first full governing body meeting of the academic year.</p> <p>All governors to complete annual safeguarding training which includes extremism and radicalisation.</p> <p>Induction process for new governors to include Prevent training &amp; KCSIE through Essex and EPHA resources</p> <p>All governors to receive weekly e-mailed safeguarding briefings, including the Prevent duty, through Andrew Hall e-mails and website.</p>
Staff including governors and volunteers 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 recruitment process reflects the school's values and promotes good safeguarding practice.</li> <li>School values and commitment to safeguarding are included in job advertisements and recruitment and induction paperwork.</li> <li>Juniper guidance for recruitment is followed as per school's policy.</li> </ul>	HT			1	<p>All staff and governors involved directly in recruitment to attend safer recruitment training every two years.</p> <p>All staff and governors involved directly in recruitment to receive updates from Juniper (HR provider) as relevant to their role.</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 and DDSLs are aware of the process to contact other agencies and expedite concerns about extremism.</p> <p>Records of referrals are kept on <i>My Concern</i> and referrals are followed up and reviewed appropriately.</p>	All staff			1	<p><i>My Concern</i> is used to record concerns to continue.</p> <p>DSL and DDSL continue to review all concerns at least half-termly.</p>



## 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	<ul style="list-style-type: none"> <li>The school's specific policy is followed by all staff.</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> </ul>	All staff			1	<p>Robust policies and checks are in place to ensure visitors do not hold extremist views.</p> <p>Staff are 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	<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>	HT			1	<p>Hiring / letting agreements in place at present:</p> <ul style="list-style-type: none"> <li>Brownies</li> <li>Maldon Tag Rugby Club</li> </ul>



## 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	<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> <li>Weekly assemblies reference British values led by HT</li> </ul>	HT/ Subject leaders			1	Statement regarding British values and the curriculum is available on the school website and is reviewed regularly.
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>School's Behaviour Policy and child-on-Child Abuse policies 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>	All staff			1	<p>Behaviour Policy to be revisited at the beginning of each academic year.</p> <p>Anti-bullying week to be used in assemblies and PSHE lessons.</p> <p>Regular discussions with children regarding expectations, how to report &amp; strategies to resolve conflict to take place referring to the school's motto <i>Be wise, be happy, belong</i></p>
British values are not promoted outside of the classroom	Pupils and staff	<p>Steps are 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 sports captain 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	<p>Through PSHE/RE and other curriculum activities, pupils to be able to explore political, religious and social issues.</p> <p>Pupils to be taught about the diverse national, regional and ethnic identities in the UK and the need for mutual respect.</p> <p>Relevant staff to be aware of the current government guidance</p>





## 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	<ul style="list-style-type: none"> <li>School's Online Safety and Child Protection policies make reference to the risks of online extremist material.</li> <li>Pupils are encouraged to report any material they come across online which makes them worried or uncomfortable.</li> <li>Filtering and monitoring of the internet systems are in safe (see audit).</li> <li>SurfProtect is checked by SLT at the end of every day</li> </ul>	HT, DDSL, all staff			1	<p>The Online Safety Policy to be reviewed following any changes/developments and all staff to be reminded about its content at the beginning of every academic year.</p> <p>All pupils to be reminded about online safety as part of the curriculum at the beginning of each term.</p> <p>Continue to 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	<ul style="list-style-type: none"> <li>The ICT 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 through the school newsletter and bi-annual workshops with the 2 Johns.</li> </ul>	SW / IT team / CLPT			1	<p>All IT related policies to be updated regularly</p> <ul style="list-style-type: none"> <li>Online Safety Policy</li> <li>Acceptable Use Policy</li> <li>Anti-bullying policy</li> </ul> <p>The curriculum for computing and PSHE to reflect 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 without DBS and full checks are accompanied around the school site by a member of staff at all times</li> </ul>	SLT/Office Staff			1	Security procedures to be reviewed at the start of each academic year.

<b>DATE OF NEXT REVIEW:</b>	September 2024
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<b>DESIGNATED SAFEGUARDING LEAD:</b>	Carol Gooding
<b>DEPUTY DESIGNATED SAFEGUARDING LEADS:</b>	Donna Johnston Deborah Ireland
<b>DESIGNATED SAFEGUARDING GOVERNORS:</b>	Katherine Moulding Sally Pain