Schools for Every Child

Shared Moral rooting- The driving force that gives ethical and moral validity to the organisation. A higher purpose that can be relied upon to drive the organisation. A rooting is long lasting and outlives the wishes of one individual or another.

- UNICEF rights of child

Shared Values- Actions and things we do day to day; we live our values to get to our vision:

- Altruistic- Doing good things whenever, however and to whoever you can
- Pioneering- striving to discover new things and exceed expectations
- Ethical- Making conscious decisions to be kind and fair

Shared Vision- an aspiration for the future. This holds the different parts of the organisation together. The shared vision is something each part works towards, in its own way. Specific enough that it stands you apart from others in the same field.

- Nurturing Brilliance, Guiding Exploration, Cultivating Respect- a committed journey to put every learner's individuality, curiosity, and dignity at the forefront of the world that awaits.

Prevent Risk Assessment

Rayleigh Primary School is a Rights Respecting School. Our policies are underpinned by the UNCRC.

UNICEF Article 28(right to an education)

- *Every child has a right to an education. Children's human dignity. Wealthy countries must help poorer countries achieve this. Article 29(goals of education)Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.*

Policy Created	Aut 25
Reviewed	Aut26

Introduction

Everyone who comes into contact with children and their families has a role to play in safeguarding children. Schools have a duty of care to their pupils and staff which includes safeguarding them from the risk of being drawn into terrorism - this includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of the terrorist ideology and learn how to challenge these ideas.

School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance Working Together to Safeguard Children (2018) and Keeping Children Safe in Education (2023). Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. Radicalisation is listed as a specific safeguarding issue within this statutory guidance and is addressed within the Government Prevent Strategy. The Counter-Terrorism and Security Act 2015 places a duty on Schools to 'have "due regard to the need to prevent people from being drawn into terrorism". The Prevent Strategy has three main objectives: • Respond to the ideological challenge of terrorism & the threat we face from those who promote it; • Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support; • Work with sectors and institutions where there are risks of radicalisation which we need to address. Prevent Risk Assessment Whitehouse Primary School recognises that it has a duty under Section 26 of the Counter-Terrorism and Security Act, 2015, in the exercise of its functions, to have due regard to the need to prevent people from being drawn into terrorism.

The Prevent Strategy has three main objectives:

- Respond to the ideological challenge of terrorism & the threat we face from those who promote it;

- Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support
- Work with sectors and institutions where there are risks of radicalisation which we need to address.

Duty	**What this means**	**Action**
The values and ethos of the school promote resilience against extremist ideologies and promote British Values.	The school values clearly set out our commitment to British values.	Strong focus on our values and our attributes Values include a commitment to tolerance, diversity and mutual respect
	The school has identified a Prevent Lead (K Leeman)	All staff know who the Prevent Lead is and that this person acts as a source of advice and support.
LSB members carry out their role to monitor the school's Prevent strategy effectively.	LSB members have a good understanding of their duty.	All LSB members have read our Child Protection Policy and Keeping Children Safe in Education (2024). We have a dedicated Safeguarding link governor that oversees our compliance with the Prevent duty.
Staff assess the risk of children being drawn into terrorism	Staff can demonstrate a general understanding of the risks affecting children and young people Staff can identify individual children who may be at risk of radicalisation and how to support them. There is a clear procedure in place for protecting children at risk of radicalisation.	All staff attended Safeguarding Training September 2024 All staff have read "Keeping Children Safe in Education", Sep 2024 The Prevent Lead has informed staff of their duties as set out in "The Prevent Duty Guidance" (DfE, December 2023). All staff have completed the online Prevent Training (Home Office)

		The Prevent Lead has informed staff about signs and indicators of radicalisation. All staff have read the Safeguarding Policy which includes a statement regarding the school's "Prevent" duty. All staff understand how to record and report concerns regarding risk of radicalisation.
Speakers and Events		
Prohibit extremist speakers and events in the school	The school exercises "due diligence" in relation to requests from external speakers and organisations using school premises.	Request an outline of what the speaker intends to cover/meet prior to event Research the person/organisation to establish whether they have demonstrated extreme views/actions. Visitors are never left alone with children. Deny permission for people/organisations to use school premises if they have links to extreme groups.
Working in Partnership		
The school is using existing local partnership arrangements in exercising it's Prevent duty.	Staff record and report concerns in line with existing policies and procedures.	All staff record and report concerns to the Prevent Lead or DSLs School leaders stay up to date with local developments and risks The school is in regular communication with local police and Essex safeguarding teams

	The Prevent Lead makes appropriate referrals to other agencies including the Multi- Agency Safeguarding Hub (MASH) and Channel Panel	Records of referrals are kept on Safeguard Referrals are followed up appropriately (and challenged if necessary). DSL knows the process to contact other agencies and expedite concerns about extremism. All concerns regarding extremism are reported to the DSL or DDSLs Records of referrals are kept, and referrals are followed up appropriately.
Staff Training		
Equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas.	Assess the training needs of staff in the light of the school's assessment of the risk to pupils at the school of being drawn into terrorism.	The designated safeguarding leads and Prevent Lead undertakes Prevent Awareness Training. Ensure that the designated safeguarding lead is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation. All staff completed online Prevent Training Relevant staff have completed the "General Awareness Training on Channel".
IT Policies		
Ensure that children are safe from terrorist and extremist material when	The school has policies in place which make reference to the "Prevent"	Online safety policy Acceptable use policy Preventing bullying

accessing the internet in schools	duty.	policy Pupils are encouraged to report any material they come across online which makes them worried or uncomfortable. IT safety and monitoring systems. Eg. The school IT network has appropriate filters to block sites deemed inappropriate or unsafe, filtering and monitoring system is in place with summary fed back to the DSL
	Children are taught about on-line safety with specific reference to the risk of radicalisation	The curriculum reflects this duty.
Building children's resilience to radicalisation		
Ensure that pupils have a "safe environment" in which to discuss "controversial issues".	Pupils develop "the knowledge, skills and understanding to prepare them to play a full and active part in society".	Through PSHE/RSE and other curriculum activities including CREW, pupils are able to explore political, religious and social issues. Pupils are taught about the diverse national, regional and ethnic identities in the UK and the need for mutual respect.
The curriculum promotes British Values and a culture of equality	Clearly identified opportunities to promote British Values and challenge extremist ideologies	Opportunities to promote British values are clearly identified within all curriculum areas

		Use of PSHE or RSE lessons for sensitive and supportive discussions on radical issues and extreme ideologies Our behaviour policy clearly sets out that hateful behaviour is not tolerated Staff know how to respond to witnessing harassment and abusive behaviour. Pupils are encouraged to challenge harassment or abusive behaviour among their peers