



Battle Primary Academy Prevent Strategy

Prevent Risk Assessment

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

Battle Primary Academy 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.

Duty	What this means	Actions
The school and Prevent Lead are up to date on national issues and are aware of local risks that could impact the school, area or community.	Due to local area concerns (self-initiated Forbury Gardens attack and loss of Wokingham teacher) means spotting signs with school communities	<ul style="list-style-type: none">• Staff are updated and informed about national and local area risks e.g. The Forbury Gardens terrorist attack in 2020 and the loss of teacher in Wokingham.• ‘Notice, Check, Share’ is used as a reminder in all safeguarding and prevent training with staff• Staff have been made aware of threats within the Thames Valley from both Islamist Terrorism (IT) and Extreme Right Wing Terrorism (ERWT).



	and intervening early are important.	<ul style="list-style-type: none"> • Staff are made aware of local statistics and concerns in the local area and how to spot vulnerabilities. • Staff respond to concerns in the community in a timely manner and work with outside agencies as appropriate to educate and inform e.g. Incel and 'Andrew Tate'
The values and ethos of the school promote resilience against extremist ideologies and promoting British values.	The school values clearly set out our commitment to British values.	<ul style="list-style-type: none"> • 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 – the Principal & DSL, Louise Burridge	<ul style="list-style-type: none"> • All staff know who the Prevent Lead is and that this person acts as a source of advice and support.
Trustees carry out their role to monitor the school's Prevent strategy effectively.	Trustees have a good understanding of their duty.	<ul style="list-style-type: none"> • All Trustees have read our child protection policy and Keeping Children Safe in Education (2023). • We have a dedicated safeguarding link Trustee (Lyndsey Bowden) that oversees our compliance with the Prevent duty. • Training is provided for Trustees on roles and expectations by Thames Learning Trust.
Staff assess the risk of children being drawn into terrorism.	Staff can demonstrate a general understanding of the risks affecting children and young people.	<ul style="list-style-type: none"> • All staff attended Safeguarding Training September 2023 • All staff have read "Keeping Children Safe in Education", Sep 2023. • 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 (Smartlog Training).
	Staff can identify individual children who may be at risk of radicalisation and how to support them.	<ul style="list-style-type: none"> • The Prevent Lead has informed staff about signs and indicators of radicalisation. • All staff are thoroughly trained in identifying children at risk and the referral process within the school.
	There is a clear procedure in place for protecting children at risk of radicalisation.	<ul style="list-style-type: none"> • 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, Visitors and Events		



<p>Prohibit extremist speakers and events in the school.</p>	<p>The school exercises “due diligence” in relation to requests from external speakers and organisations using school premises.</p> <p>Leaders provide a safe space for children to learn.</p> <p>Clear protocols are in place in the school to ensure visitors are suitable and appropriately supervised.</p>	<ul style="list-style-type: none"> • Request an outline of what the speaker intends to cover/meet prior to event. • Due diligence checks are made regarding the material any visitor or speaker will be using/sharing in the school • 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. • The school will always seek advice and support from partners where necessary to make an assessment of suitability of any visitors and speakers. • Clear processes are in place to manage site visitors, including sub-contractors.
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Working in Partnership & Information Sharing

<p>The school is using existing local partnership arrangements in exercising its Prevent duty.</p>	<p>Staff record and report concerns in line with existing policies and procedures.</p>	<ul style="list-style-type: none"> • All staff record and report concerns to the Prevent Lead/DSL or DDSLs. • All staff are trained and feel confident in identifying and referring any concerns regarding radicalisation. This training is quality assured and evaluated for effectiveness regularly. • School leaders stay up to date with local developments and risks. • The school is in regular communication with local police (PCSO) • The school has developed strong partnerships with: DSL forum, local safeguarding partnership (BFfC), the LADO, Police Prevent Team, Channel Panel. • Member of the safeguarding core team attends the DSL forum with other DSLs to discuss extremism and other topics linked. • The DSL and Prevent Lead keeps up to date with national and local issues via training and information sharing with the Prevent and Channel Lead, Zoe Hanim. • Advice and training are sought from Thames Learning Trust.
<p>Staff are confident and capable of working with external agencies</p>	<p>The Prevent Lead makes appropriate referrals to other agencies</p>	<ul style="list-style-type: none"> • Induction for staff is robust and covers all areas of health and safety and safeguarding. • Records of referrals are kept on CPOMS. • Referrals are followed up appropriately (and challenged if necessary).



<p>and sharing concerns about extremism externally.</p>	<p>including the Multi- Agency Safeguarding Hub (MASH) and Channel Panel.</p>	<ul style="list-style-type: none"> • The DSL & DDSLs know the process to contact other agencies and expedite concerns about extremism. • The culture of safeguarding in the school supports identifying children who may need early help or who are at risk of neglect, abuse, grooming and/or exploitation. • All concerns regarding extremism are reported to the Prevent and Channel Lead, Zoe Hanim and the Head of Safeguarding in Thames Learning Trust. • Records of referrals are kept, and referrals are followed up appropriately.
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Staff Training

<p>Equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas.</p>	<p>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. Provide training that ensures staff can recognise the signs of abuse or vulnerabilities including radicalisation.</p>	<ul style="list-style-type: none"> • The DSL/DDSLs and Prevent Lead undertakes Prevent Awareness Training. • The DSL 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”. (Referred to in the DfE guidance cited below). • Robust safeguarding training is provided to all staff that includes radicalisation, the Prevent strategy and how referrals are made for such concerns. • Staff are kept up to date and refreshed on their training through weekly briefings, staff training, quizzes and the sharing of Andrew Hall’s Safeguarding updates. • Training records are kept for staff and this training is quality assured and evaluated regularly. • All Prevent training focuses on ‘Notice, Check, Share’.
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IT Policies

<p>Ensure that children are safe from terrorist and extremist material when accessing the internet in schools.</p>	<p>The school has policies in place which make reference to the “Prevent” duty.</p> <p>The DSL takes lead responsibility for safeguarding and child protection (including online safety)</p>	<ul style="list-style-type: none"> • Online safety policy. • Acceptable use policy. • Pupils are encouraged to report any material they come across online which makes them worried or uncomfortable. • IT safety filtering and monitoring systems are in place through ‘Classroom Cloud’. • All staff are trained in the use of ‘Classroom Cloud’ and how to use it during lessons to monitor pupils’ screens and access to sites. • The school IT network has appropriate filters to block sites deemed inappropriate or unsafe. • ‘Classroom Cloud’ filtering and monitoring system provides email alerts and summaries which are
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		<p>fed back to the DSL and The Thames Learning Trust.</p> <ul style="list-style-type: none"> • The DSL monitors 'Classroom Cloud' daily, following up on any concerns and where necessary, uploading to our safeguarding platform, CPOMS and the Prevent Team. • School email accounts are monitored by IT staff.
	<p>Children are taught about on-line safety with specific reference to the risk of radicalisation.</p>	<ul style="list-style-type: none"> • The curriculum reflects this duty. • Online safety education is taught and shared with pupils through various methods: the computing curriculum, PSHRE curriculum, Assemblies each term. • Education regarding online safety is regularly shared with parents and carers so the same message is supported at home.
<p>Building children's resilience to radicalisation</p>		
<p>Ensure that pupils have a "safe environment" in which to discuss "controversial issues" and sensitive topics including terrorism and extremist ideas.</p>	<p>Pupils develop "the knowledge, skills and understanding to prepare them to play a full and active part in society".</p>	<ul style="list-style-type: none"> • Through PSHRE and other curriculum activities pupils are able to explore political, religious and social issues. • The school is a safe environment where sensitive topics are discussed and children learn how to challenge extremist ideas. • Pupils are taught about the diverse national, regional, local and ethnic identities in the UK and the need for mutual respect. • The school carries out safer recruitment checks on all staff. • A code of conduct is place for all staff and monitored accordingly. • Relevant staff are aware of the government guidance : https://www.gov.uk/government/news/guidance-onpromoting-british-values-in-schools-published/
<p>The curriculum promotes British Values and a culture of equality.</p>	<p>Clearly identified opportunities to promote British Values and challenge extremist ideologies.</p> <p>A broad and balanced curriculum is delivered promoting SMSC.</p>	<ul style="list-style-type: none"> • Opportunities to promote British values are clearly identified within all curriculum areas and through the full safeguarding curriculum (incl. Jigsaw curriculum). • The curriculum is monitored by senior leaders through observations, book looks and is quality assured. • Use of PSHRE lessons for sensitive and supportive discussions on radical issues and extreme ideologies. • The curriculum promotes spiritual, moral, cultural mental and physical development of pupils and community cohesion. • Our behaviour policy clearly sets out that hateful behaviour is not tolerated. • Staff know how to respond to witnessing harassment and abusive behaviour.



		<ul style="list-style-type: none">• Pupils are encouraged to challenge harassment or abusive behaviour among their peers.
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“Keeping Children Safe in Education: Information for all school and college staff” DfE, 2025
“The Prevent Duty: Departmental advice for schools and childcare providers”, DfE, April 2021

Risk Assessment Date: March 2025

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