



Idsall School

Anti –terrorism Act 2015



Prevent Duty Risk Assessment

At Idsall 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 (2020) Keeping Children Safe in Education part 1

To do this effectively all staff need to know well

‘...the context in which our children live’.

British Values

Idsall school has a duty to ‘actively promote’ fundamental British Values of democracy, the rule of law’ individual liberty, 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

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.



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Compliance Requirements	High	Low	Any action required/comment
The risk to our pupils being drawn into terrorism has been assessed and is considered to be:		✓	
The risk to our pupils of being radicalised and supporting terrorism has been assessed and is considered to be :		✓	

Training Requirements	Yes	No	Any action required/comment
Have all staff been trained to understand the Prevent Duty?	✓		On Line and LA for SLT and Learning Managers
Has the role of the designated lead for child protection been extended to lead on inter-agency liaison in respect of the Prevent Duty	✓		
Do all your staff know who to refer to in respect of a child being at risk of radicalisation and extremism?	✓		Safeguarding and Child Protection Policy

School Policies	Yes	No	Any action required/comment
Does the Child Protection Policy refer to the new duty of the designated lead and the Prevent Guidance	✓		Child Protection Policy reflects Prevent referral procedures
Does the E-Safety Policy refer to the requirements of the Prevent guidance			
Has the school got a clear statement about the Prevent duty on your web site and in the prospectus	✓	✓	Statement on web-site but not currently in prospectus
Does the school have clear guidance on the use of prayer rooms for faith related activity?			Currently not applicable
Does the school have clear guidance for visitors including faith related visiting speakers	✓		Safeguarding procedures for visitors/DBS checks/central register. Trustees approval for faith related speakers and youth workers



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British Values	Yes	No	Any action required/comment
Has the school got a clear strategy for embedding these values and be able to demonstrate how their work with pupils has been effectively in doing so?	✓		Use of assemblies – clear thematic approach Low number of incidents regarding lack of tolerance/ respect for others beliefs
Our pupils have an understanding of how citizens can influence decision-making through the democratic process	✓		Curriculum/Tutor period/ID lessons
Our pupils have an understanding that the freedom to hold different belief is protected in law	✓		Tolerance of others supported through behaviour procedures
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	✓		Few incidents recorded of lack of respect and tolerance of others beliefs, faith and practices
Our pupils have an understanding of the importance of identifying and combatting discrimination	✓		Assemblies – respect and tolerance LGBTQ+ student/staff group
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?	✓		Ex student who is MP produced a question and answer session for ID and careers. House and sports captains elected by peers. School council elections
Does the school include in suitable parts of the curriculum – as appropriate for the age of pupils – material on the strengths, advantages	✓		ID lessons

and disadvantages of democracy and how democracy and the law works in Britain, in contrast to other forms of government in other countries?			
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?	✓		House and sports captains elected by peers. 6 th Form mock trial. School council elected by peers
Does the school use extra-curricular activity, including any run directly by pupils, in promoting fundamental British values?	✓		Sporting Leadership scheme embedding respect. Prefects Primary liaison and sporting activities

Our Designated Leads for Prevent are:

Ms C. Cork

Mrs J Reeve

Ms M King

DfE Counter Extremism Helpline:

- Call 020 7340 7264

West Mercia Prevent Team:

- Call 01386 591835 – PC Holly Aungiers
Sgt Matthew Gibbons

September 2022