



## PREVENT RISK ASSESSMENT 2024 - 2025

Asby Endowed School is fully committed to safeguarding and promoting the welfare of children and young people. The school is clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern and follows the Department for Education guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism<sup>1</sup>. Further details are given in the Child Protection & Safeguarding Policy on the school website. In line with the statutory guidance, the policy commits the School Governors, the Headteacher and the Designated Safeguarding Lead (DSL) to assessing the level of risk within the school and put appropriate and proportionate actions in place to reduce any risk.

Hazard	Who is affected / at risk	Existing Precautions	Risk Rating Following Precautions (High/Med/Low)
<p>Children being drawn into terrorism and/or extremist views which could bring themselves or others to harm.</p> <p>Adults in the school community (including but not limited to parents and staff) being drawn into terrorism.</p>	<p>All children; specifically, those children who:</p> <ul style="list-style-type: none"> <li>Find it difficult to make friends</li> <li>May have a SEN that means it is difficult to interact with other people</li> <li>May be vulnerable due to family circumstances / cultural or religious heritage</li> </ul>	<ul style="list-style-type: none"> <li>DBS single point of entry</li> <li>Preventing radicalisation guidance is part of school's Child Protection Policy</li> <li>The school's Child Protection Policy – and its approach to applying the Prevent Duty - will be reviewed annually</li> <li>The Child Protection Policy is on the school website</li> <li>Information on the school's Prevent duty is on the school website</li> <li>Safer Recruitment procedures are followed</li> <li>Acceptable ICT use policy for adults and pupils</li> <li>Headteacher and Class teacher trained in safeguarding and child protection referrals</li> <li>All members of staff and governors have up to date CP / Safeguarding training to enable the effective understanding and handling of referrals relating to radicalisation and extremism</li> <li>All staff and governors have completed Prevent Awareness Training</li> </ul>	<b>Low</b>

<sup>1</sup> [https://assets.publishing.service.gov.uk/media/64f8498efdc5d10014fce6d1/14.258\\_HO\\_Prevent\\_Duty\\_Guidance\\_v5c.pdf](https://assets.publishing.service.gov.uk/media/64f8498efdc5d10014fce6d1/14.258_HO_Prevent_Duty_Guidance_v5c.pdf)

	(See Child Protection Policy for full range of risk indicators)	<ul style="list-style-type: none"> <li>• Curriculum teaches children how to assess risk (as part of PSHE Curriculum)</li> <li>• British Values highlighted throughout school and through school values</li> <li>• High profile for RE&amp; WV in the curriculum, including teaching about other religions and challenging prejudices</li> <li>• School's Internet is filtered so as to ensure children are not exposed to inappropriate materials - reporting system in place for staff to report any inappropriate websites which are accidentally accessed / not blocked</li> <li>• Newsletters to parents and other parent engagement opportunities are used to highlight the importance of online safety</li> <li>• Visitors to school to be members of recognised organisations, who sign in, sign out and wear a visitor badge for clear recognition by children. Any concerns around visitors are reported to senior member of staff</li> <li>• Senior members of staff to attend any local seminars/conferences as needed to ensure secure local knowledge</li> <li>• Ensure that within context of school equalities objectives there is support for anyone who might be identified by Prevent (i.e. proactive approach to avoiding stigma)</li> <li>• As appropriate, make use of local intelligence information to identify and manage any possible risks, if relevant</li> <li>• The school has a robust pastoral system underpinned by the SEND and behaviour policies, supported by the HT and SENCo to support children and families in an open, honest and supportive culture</li> <li>• There is a clear system of pastoral care and referral to ensure no issues of vulnerability are missed</li> </ul>	
Potential friction in the wider school community	Families who feel isolated in the community	<ul style="list-style-type: none"> <li>• Inclusive school environment</li> <li>• Behaviour policy, safeguarding policy</li> <li>• PSHE programme preparing children for life in modern Britain</li> </ul>	<b>Low</b>

<sup>1</sup> [https://assets.publishing.service.gov.uk/media/64f8498efdc5d10014fce6d1/14.258\\_HO\\_Prevent\\_Duty\\_Guidance\\_v5c.pdf](https://assets.publishing.service.gov.uk/media/64f8498efdc5d10014fce6d1/14.258_HO_Prevent_Duty_Guidance_v5c.pdf)

		<ul style="list-style-type: none"> <li>• British Values highlighted throughout school and through school values</li> <li>• Staff awareness training of current events through staff meetings or email alerts to any issues in the community</li> <li>• Staff acting as role models for pupils in school values and British values</li> </ul>	
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