

Beechwood Primary School

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 clear that 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 and Keeping Children Safe in Education.

Schools and colleges 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

Beechwood 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.

We are aware that all types of ideology could be taking place in Leeds although the areas we are most aware of in the area are:

- **Extreme right-wing terrorism (big issue in Leeds)** – can be categorised as cultural nationalism, white nationalism, white supremacism, increased engagement with younger people, common targets are immigrants, ethnic and religious minorities, anti-racist/ fascists and left-wing politicians. National Action – a serious group.
- **Mixed, unclear or unstable (most referrals in Leeds)** – mixed – interest in several ideologies’ simultaneously, unclear – individuals whose ideology influences are less coherent and not easily identifiable, Unstable – individuals who move from one ideology to another. People who are angry/ have a number of grievances, who want to hurt others and who can switch from group to group.
- **Islamist terrorism** – this remains a significant ideological threat at national and regional level

Risk Area	Duty	What this means	Action
Leadership	Leaders must understand the PREVENT duty and ensure that the staff all understand and implement the duty effectively.	SLT and most deputy DSLs are PREVENT trained.	Ensure that training is kept up to date for SLT and relevant DSL team.
		Safeguarding governor is at an appropriate level of seniority.	Decisions about areas for governors are reviewed on a yearly basis.
		SLT ensure that relevant policies and risk assessments are read and understood by all staff.	Staff file for training around safeguarding is kept up to date in the inclusion room. Any new staff are checked before being employed and appropriately trained as soon as they start.
		SLT promote an ethos/values that are in line with the PREVENT duty.	British values are actively promoted at leadership level and plotted through the curriculum by leaders.

Working in Partnership	Work with existing safeguarding referral pathways in a timely manner.	Staff report any concerns in line with existing policies and procedures.	All staff to report any concerns to the PREVENT lead (DSL) or DDSL and record on CPOMs.
		The PREVENT lead makes appropriate referrals to other agencies such as Channel Panel or Prevent Leeds Team.	Records of referrals to be kept on CPOMS and any actions followed up.
Staff training	To ensure that all staff are trained to identify children who are at risk of being drawn into terrorism and to challenge extremist ideas.	Staff are aware of the PREVENT duty and of the signs and indicators of children who are at risk of being drawn into terrorism.	All staff to have KCSIE training at the start of the year with specific reference to PREVENT as well as ongoing training for CP and Online safety as well as an understanding of these policies.
		Staff are aware of local and national risks/trends in terrorism and extremism and know when and how to challenge extremist ideas.	Ensure ongoing training throughout the year (with the CP 5-minute updates at the start of staff meetings and inventory questions), includes PREVENT duty. Include one-minute guide from Leeds which reminds about 'NOTICE CHECK SHARE'
		Governors to be aware of the PREVENT duty and what the school do to ensure that they meet that duty.	Governors to do the KCSIE training and quiz at the start of the year. Prevent risk assessment to be shared with the governors.
		Staff are aware that there is a clear procedure in place for protecting children at risk of radicalisation and that there is an identified Prevent Lead.	All staff use CPOMs and discussion with Prevent Lead (Kathryn Roberts) to record any concerns around radicalisation.

			All staff to promote an ethos/values that are in line with the PREVENT duty.	British values are actively promoted at leadership level and interwoven through the curriculum.
Reducing permissive environments	Building children's resilience to radicalisation	To teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of students as well as fundamental British values and community cohesion. Allowing a safe space for discussions to take place.	The curriculum allows opportunities and a safe space for pupils to discuss controversial issues and for students to develop critical thinking and digital literacy skills.	New PSHE curriculum to cover keeping safe as well as other areas. British Values teaching interwoven throughout the curriculum. Teaching is monitored by SLT through observations and work monitoring. Guidelines on creating a safe space to discuss controversial issues are clearly explained and followed. Diversity working party provides further opportunities to learn about and discuss issues through the monthly events calendar. SEL work and half term focus areas are followed from N to Y6.
			British values are embedded throughout the curriculum. Pupils are taught about the diverse national, regional and ethnic identities in the UK and the need for mutual respect.	Teaching is monitored by SLT through observations and work monitoring. British Values mapping document shows where these are interwoven throughout the curriculum.
			British values are explicitly taught and are part of the school improvement plan.	Additional assemblies on British Values are delivered. All British Values are explicitly taught and understood by the children through a range of subject areas.

			All children have the opportunity to visit a variety of places of worship and to see religious leaders working together. These opportunities should help to challenge stereotypes that may exist and promote tolerance and understanding.	Trips planned and explained to parents, monitoring to see the number of children taking part. Links with a variety of religious leaders at planning and delivery stage. A range of visitors to come to school so that children can see people of different faiths working together.
			Pupils are clear that they have a voice that will be listened to and that they understand how democracy works.	School council elections to take place yearly. Pupil voice is heard through a variety of ways including pupil surveys and results are acted upon. The curriculum is designed to allow pupils to have a say, guide their learning and have their thoughts heard and valued.
Reducing permissive environments	IT policies	To ensure that the pupils are safe from extremist material or narratives when accessing the Internet in school and equip them with skills to stay safe online outside of school.	The school must have appropriate policies in place regarding online safety which enable aims of the Prevent duty to be met.	Online safety policy Behaviour policy Acceptable use agreement
			Children are taught about online safety with specific reference to the risk of radicalisation at an age appropriate level.	Computing subject and PSHE lead to work together to plot online safety across school. Online safety teaching time to be made as part of the first day back each term for all children. Information about online safety in reference to PREVENT to be included on

				the school newsletter and to be part of assemblies.
			The school should have effective filtering and monitoring in place	Filtering and monitoring checks are taken regularly and recorded in a school log. DSL and deputy DSL leads these and they are always done with 2 members of staff present.
	Visitors	Ensure that visitors/ groups using the school site are not given a platform to radicalise children or to spread hateful or divisive narratives.	School must provide a safe space for children to learn. School must have clear protocols to ensure that visiting speakers and any groups that hire or use the school site are suitable and appropriately supervised.	All speakers to be supervised by Beechwood staff. When booking visitors, staff must perform 'due diligence' including first requesting an outline of what will be covered, researching the person/organisation to see if they have any links to extremist views. School must deny permission to visitors if they have links to extreme groups. The identification of all visitors on site are checked.