



Prevent Duty- Risk Assessment Written with reference to The Prevent Duty Guidance; duty in the Counter Terrorism and Security Act 2015 to have due regard to the need to prevent people being drawn into terrorism.				
Identified Hazard	Who is at Risk of Harm and How	List of Existing Precautions	Risk Rating H/M/L	Identify Additional Precautions Needed
Children being exposed to materials/ contact with individuals which could draw them into criminal activity related to terrorist or extremist action (of political, religious or extreme motivation).	<p>Potentially all children; though the following children could be more vulnerable:</p> <ul style="list-style-type: none"> • Children who find it difficult to make friends or sustain relationships • Those who have a SEND need which affects their ability to interact with people • Individuals/ Siblings with a vulnerability related to difficult or challenging 	<ul style="list-style-type: none"> • All staff alert to risks; all staff have carried out PREVENT training- new staff receive at appropriate point. • ELSA support available for children with difficult circumstances – to diagnose need and help • Climate of peer support and kindness towards others to promote positive interactions across age groups. • Peer support available through peer mentors enabling concerns to be shared. • Anti-bullying processes well embedded to address any concerning interactions and avoid patterns. • Safeguarding guidance given to all visitors. • Visitors used carefully to enliven curriculum – drawn from known skills/ contexts wherever possible. Visitors not placed in unsupervised contexts. • Hampshire Firewalls in place giving protected intranet access to internet; restricting access to negative sources. • Actively promoted SMSC across the school promoting respect and understanding for the 	<p>Low</p> <p>Low</p> <p>Low</p> <p>Low</p> <p>Low</p> <p>Low</p> <p>Low</p> <p>Low</p>	<p>Ensure children meet people of a variety or racial, cultural, religious and socio-economic contexts in order to have positive attitudes towards them. These individuals must be appropriately checked, supervised throughout and of appropriate affiliation of groups (where relevant).</p> <p>Opportunities to explore morality of actions of others to be incorporated into worship cycle (in age-appropriate manner) to touch on issues such as peaceful protest v criminal action</p>

	cultures represented within school and those	
--	--	--

	<p>family circumstances</p> <ul style="list-style-type: none"> • Children with mental health difficulties (diagnosed or undiagnosed). 	<p>not. Stereotyped views are challenged wherever they occur through discussion and open dialogue to change attitudes. Christian foundation used as central to teaching with respectful exploration of other faiths.</p> <ul style="list-style-type: none"> • RE curriculum planned in order to enable children to engage meaningfully with the beliefs of others and become interested in their practices. Positive learning about Islam is used to counteract negative media presentation. • Effective SEN support and support of additional needs used to address communication difficulties and social communication. • Children encouraged through PSHE, assemblies and behaviour management to have high regard for others with personal understanding of what is right and wrong in the world. • Children taught to positively manage risk through the curriculum eg in science but also in their lives eg at Halloween. • Visitors wear visitor badges so are easily recognised by children. Where individual is working with a child they are introduced by school staff eg NHS SALT. 	<p>Low</p> <p>Low</p> <p>Low</p>	
--	--	---	----------------------------------	--

Completed by Beth Dyer (Head Teacher/DSL), Sian Broome (Deputy Head/DDSL), Kate Hussey (Family and child worker/DDSL) and Rachel Paddon (Assistant head/SENCO/DDSL)