



Nine Acres Primary School Prevent Duty Risk Assessment Form – 2021 - 2022

Prevent Duty- Risk Assessment Written with reference to Keeping Children Safe in Education 2021 and 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
<p>Children being exposed to materials/contact with individuals which could draw them into criminal activity related to terrorist or extremist action.</p>	<p>Potentially all children, though the following groups 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 others • Individuals/siblings 	<ul style="list-style-type: none"> • All staff alert to risks, all staff have carried out Prevent training – new staff receive at appropriate point. • Head teacher and FLO are WRAP accredited • Staff knowledge is updated through annual Prevent leaflet. Volunteers and students receive this on induction • Robust Visiting Speaker policy • ELSA support available to children in difficult circumstances – to diagnose need and support • Climate of peer support and kindness towards others to promote positive interactions 	<p>Low</p> <p>Low</p> <p>Low</p> <p>Low</p>	<p>Ensure children meet people from a variety of racial, cultural, religious and socio-economic contexts in order to have positive attitudes towards them. These individuals must be appropriately checked and supervised throughout their contact with children and must be affiliated with appropriate groups (where relevant).</p> <p>Opportunities to explore morality of actions of others to be</p>

	with a vulnerability related to difficult	across age groups		incorporated into worship cycle (in age-appropriate manner) to
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	<p>or challenging family circumstances</p> <ul style="list-style-type: none"> • Children with mental health difficulties (diagnosed or undiagnosed) 	<ul style="list-style-type: none"> • 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 chosen carefully to enliven curriculum – drawn from known skills/contexts wherever possible Visitors always supervised • Hampshire firewalls in place giving protected access to internet; restricting access to negative sources • Actively promoted SMSC across the school, promoting respect and understanding for the cultures represented within the school and those that aren't. 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. • RE curriculum planned in order to 	<p>Low</p>	<p>touch on issues such as peaceful protest v. criminal action.</p>
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		enable children to engage meaningfully with the beliefs of others and become interested in their practices. Positive learning		
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		<p>about Islam is used to counteract negative media presentation.</p> <ul style="list-style-type: none"> • Effective SEN support and support of additional needs used to address 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 e.g. in science but also in their lives, e.g. Halloween • Visitors wear visitor badges so are easily recognised by children. Where an individual is working with a child they are introduced by school staff, e.g. NHS SALT. 		
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