Introduction

Priestley Primary School is committed to providing a secure environment for pupils, where children feel safe and are kept safe. All adults in our school recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not.

In adhering to this policy and procedures staff and visitors will contribute to our school's delivery of the outcomes to all children, as set out in s10 (2) of the Children Act 2014. This Preventing Extremism and Radicalisation Safeguarding Policy is one element within our overall school arrangements to Safeguard and promote the welfare of all children in line with our statutory duties set out at s175 of the Education Act 2002 (s157 of the Education Act 2002.)

Our school's Preventing Extremism and Radicalisation Safeguarding Policy also draws on
- *Guidance in the "Wiltshire Child Protection Procedures"*
- *DfE Guidance "Keeping Children Safe in Education, 2020"*
- *DCSF Resources "Learning Together to be Safe", "Prevent: Resources Guide", "Tackling Extremism in the UK"*
- *DfE's "Teaching Approaches that help Build Resilience to Extremism among Young People" and*
- *Peter Clarke's Report of July 2014.*

School Ethos and Practice

When operating this policy we use the following accepted Governmental definition of extremism which is:

'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas'.

The full Government Prevent Strategy can be viewed at

https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales

There is no place for extremist views of any kind in our school, whether from internal sources – pupils, staff or governors, or external sources - school community, external agencies or individuals. Our pupils see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens.

As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views, we are failing to protect our pupils. Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

Therefore, at Priestley Primary School we will provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalised.

We are also aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times pupils may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with our Behaviour Policy for pupils and the Code of Conduct for staff. Where misconduct by a teacher is proven the matter will be referred to the Local Authority Designated Officer for Allegations (formerly known as LADO).

As part of wider safeguarding responsibilities school staff will be alert to:
- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where pupils have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images.
- Pupils accessing extremist material online, including through social networking sites.
- Parental reports of changes in behaviour, friendship or actions and requests for assistance.
- Partner schools, local authority services, and police reports of issues affecting pupils in other schools or settings.
- Pupils voicing opinions drawn from extremist ideologies and narratives.
- Use of extremist or 'hate' terms to exclude others or incite violence.
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture.
- Attempts to impose extremist views or practices on others.
- Anti-Western or Anti-British views.

Our school will closely follow any locally agreed procedure as set out by the Local Authority and/or our Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation. In the event of concerns about a person becoming radicalised consideration will be given to using the LA Channel process. Channel is a bespoke panel which meets to address issues of individuals who have been identified as being at risk of radicalisation but have not committed any terrorism offence. The Channel Panel meets when a referral has been made and referrals can be made by anyone.

Teaching Approaches

The school will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches children may experience elsewhere may make it harder for them to challenge or question these radical influences. In our school this will be achieved by good teaching, primarily via PSHE but also by adopting the methods outlined in the Government's guidance 'Teaching approaches that help build resilience to extremism among young people' DfE 2011.

The school will ensure that all of our teaching approaches help our pupils build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skill. We will ensure that all of our staff are equipped to recognize extremism and are skilled and confident enough to challenge it.

The school will be flexible enough to adapt our teaching approaches, as appropriate, so as to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation. In doing so we will apply the 'key ingredients' for success as set out in the Table at Page 15 of that document, see Appendix A, and we will apply the methodologies set out in that document following the three broad categories of:
- Making a connection with young people through good [teaching] design and a pupil centred approach.
- Facilitating a 'safe space' for dialogue, and

- Equipping our pupils with the appropriate skills, knowledge, understanding and awareness for resilience.

Therefore, this approach will be embedded within the ethos of our school so that pupils know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our school's approach to the spiritual, moral, social and cultural development of pupils as defined in Ofsted's School Inspection Handbook and will include the sound use of assemblies to help further promote this rounded development of our pupils. Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution. We will achieve this by using a curriculum that includes:
- Citizenship programmes.
- Open discussion and debate.
- Work on anti-violence and a restorative approach addressed throughout curriculum.
- Focussed educational programmes.

The school will also work with local partners, families and communities in our efforts to ensure that Priestley Primary School understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our pupil's experiences and horizons. We will help support pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a pupil is being directly affected by extremist materials or influences we will ensure that that pupil is offered mentoring. Additionally in such instances our school will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

At our school we will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage pupils to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our pupils safe and prepare them for life in modern multi-cultural Britain and globally.

Use of External Agencies and Speakers

We encourage the use of external agencies or speakers to enrich the experiences of our pupils, however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils. To do this we will use our local authority's guidance for Managing the Work of External Agencies.

Such vetting is to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in complete opposition to, the school's values and ethos. We must be aware that in some instances the work of external agencies may not directly be connected with the rest of the school curriculum, so we need to ensure that this work is of benefit to all pupils.

Our school will therefore assess the suitability and effectiveness of input from external agencies or individuals to ensure that:
- Any messages communicated to pupils are consistent with the ethos of the school and do not marginalise any communities, groups or individuals.
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies.
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication.
- Activities are matched to the needs of pupils.
- Activities are carefully evaluated by schools to ensure that they are effective.

We recognise, however, that the ethos of our school is to encourage pupils to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this.

By delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we will strive to ensure our pupils recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help pupils develop the critical thinking skills needed to engage in informed debate.

Whistle Blowing

Where there are concerns of extremism or radicalisation Pupils and Staff will be encouraged to make use of our internal systems to Whistle Blow or raise any issue in confidence. Please refer to School Whistle Blowing Policy.

Child Protection

Please refer to the school Child Protection Policy for the full procedural framework on our Child Protection duties.

Staff at Priestley Primary School will be alert to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue there may be some instances where a child or children may be at direct risk of harm or neglect. For example; this could be due to a child displaying risky behaviours in terms of the activities they are involved in or the groups they are associated with or staff may be aware of information about a child's family that may equally place a child at risk of harm. (These examples are for illustration and are not definitive or exhaustive) Therefore all adults working at our school (including visiting staff, volunteers' contractors, and students on placement) are required to report instances where they believe a child may be at risk of harm or neglect to the Designated Safeguarding Lead.

Role of the Designated Safeguarding Lead

The Designated Safeguarding Lead is Andrew Marsh-Ballard (Headteacher)
The Deputy Designated Safeguarding Leads are Craig Gibbens (Deputy Head), Vikki Marsh-Ballard (Assistant Head) & Paula Mitchard (Parent Support Adviser)

The Designated Safeguarding Lead works in line with the responsibilities as set out at Annex B of the DfE Guidance 'Keeping Children Safe in Education'.

The Designated Safeguarding Lead is the focus person and local 'expert' for school staff, and others, who may have concerns about an individual child's safety or well-being and is the first point of contact for external agencies.

In line with Recommendation 2 of Peter Clarke's Report; In Priestley Primary School, the role of the Designated Safeguarding Lead will be extended, at the appropriate time, to include the responsibilities of the PREVENT strand of the Government's counter-terrorism strategy.

Training

Whole school in-service training on Safeguarding and Child Protection will be organised for staff and governors at least every three years and will comply with the prevailing arrangements agreed by the Local Authority and the Safeguarding Children Board and will, in part, include training on extremism and radicalisation and its safeguarding implications.

The Designated Safeguarding Lead will attend training courses as necessary and the appropriate inter-agency training organised by the Safeguarding Children Board at least every two years, again this will include training on extremism and radicalisation and its safeguarding implications.

Recruitment

The arrangements for recruiting all staff, permanent and volunteers, to our school will follow LA guidance for safer recruitment best practice in education settings, including, but not limited to, ensuring that DBS checks are always made at the appropriate level, that references are always received and checked and that we complete and maintain a single central record of such vetting checks.

We will apply safer recruitment best practice principles and sound employment practice in general and in doing so will deny opportunities for inappropriate recruitment or advancement. We will be alert to the possibility that persons may seek to gain positions within our school so as to unduly influence our school's character and ethos. We are aware that such persons seek to limit the opportunities for our pupils thereby rendering them vulnerable to extremist views and radicalisation as a consequence.

Therefore, by adhering to safer recruitment best practice techniques and by ensuring that there is an on-going culture of vigilance within our school and staff team we will minimise the opportunities for extremist views to prevail.

Role of Governing Body

The Governing Body of our school will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities as Governors, including their statutory safeguarding duties.

The Governing Body of our school will support the ethos and values of our school and will support the school in tackling extremism and radicalisation.

In line with Recommendation 13 of Peter Clarke's report details of our Governing Body will be published on our school website to promote transparency.

In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education, 2023' the governing body will challenge the school's senior management team on the delivery of this policy and monitor its effectiveness.

Governors will review this policy regularly (every two years) and may amend and adopt it outside of this timeframe in accordance with any new legislation or guidance or in response to any quality assurance recommendations pertaining to the delivery of this policy and the overall safeguarding arrangements made.

Policy review

The Governing Body will undertake an annual review of the school's Prevent Policy and procedures and remedy any deficiencies and weakness found without delay.

ALL SAFEGAURDING POLICIES SHOULD BE CONSIDERED IN RELATION TO EACH OTHER AT ALL TIMES.
(Safeguarding, Child Protection, Prevent, Internet Safety, Acceptable Usage, Anti-Bullying, Behaviour, Physical Intervention, First Aid, Intimate Care, Health & Safety, Fire Safety, Safer Recruitment, Off-Site Visits, Whistle Blowing, Complaints Policies)

Date of next review: Autumn 2026

Priestley Primary School

Prevent Risk Assessment

(Sept 2023)

Purpose: the purpose of this risk assessment is to have an awareness, understanding and appropriate mitigation of the safeguarding and radicalisation risks at Priestley Primary School, as a core part of the Prevent duty. As per Prevent Duty Guidance for Further Education Institutions 2015, compliance with this duty "will reflect existing best practice" and "not add significant new burdens on institutions. It is to be implemented in a proportionate and risk-based way."

Risk Scoring

Likelihood		Severity	
Almost Certain	5	Catastrophic	5
Very Likely	4	Major	4
Likely	3	Moderate	3
Unlikely	2	Minor	2
Improbable	1	None or Trivial	1

Risk RAG

Combined Score (Likelihood x Severity)	
15 – 25	High
8 – 14	Medium
1 – 7	Low

Terrorism Threat Levels

UK National Threat Level	Definition
CRITICAL	An attack is highly likely in the near future
SEVERE	An attack is highly likely
SUBSTANTIAL	An attack is likely
MODERATE	An attack is possible, but not likely
LOW	An attack is highly unlikely

No	Risk Title	Risk Summary	Risk Mitigation	Likelihood	Severity	Score / RAG	Action Plan	Owner	Date for completion	Status
1	Leadership	There is a risk that Leaders (i.e Headteacher, SLT & Governing Body) do not have a good understanding of company responsibilities in relation to the Prevent Duty. There is a risk that: Prevent is not managed at a sufficiently senior level. Leaders do not undertake appropriate levels of training. Safeguarding processes lack governance. The duty is not implemented or promoted effectively. An effective safeguarding culture is not embedded. A safe environment is not provided for learners.	**Safeguarding & Prevent Leads**: Our Designated Safeguarding Lead is the Headteacher. The DSL role is supported by 3 Deputy Designated Safeguarding Leads (DDSL's) and a nominated School Governor. Prevent is incorporated within the Safeguarding responsibilities across the school. In light of this the Policy & Risk Assessment are reviewed annually alongside all other school safeguarding policies and procedures. The designated Safeguarding team undertake refresher training annually to ensure they have a current understanding of responsibilities (completions tracked).	2	4	6	Ensure update training has been undertaken by the designated safeguarding lead team and completion is logged in the safeguarding training log. Share completed reviewed RA with Governing Body.	AM-B AM-B	Nov 2023 Nov 2023	Open Open
2	Staff	There is a risk that staff do not have sufficient knowledge and understanding of responsibilities in relation to the Prevent Duty to: Understand and recognise the factors that make people vulnerable to being drawn into terrorism. Challenge extremist ideas which are used by terrorist groups. Prevent learners / staff from being drawn into terrorism. Provide timely support and/or referral for learners / staff being radicalised, including into Channel.	**School Staff:** Teachers & teaching assistants undertake PREVENT update training annually as part of the school's annual training programme. The school has a monitoring & filtering policy and procedure it follows in line with the KCSiE recommendations September 2023. The school uses the South West Grid for Learning (SWGfL) and RM Education to filter internet traffic at school. Whilst monitoring procedures are undertaken by the School's Business Manager, supported by the school's IT Technician. The school also employs an acceptable usage policy that all staff annually agree to abide by.	2	4	6	Ensure all teachers and teaching assistants complete the Educare PREVENT training. Log completion of training in the safeguarding training log. Reminder of referral process shared on staffroom safeguarding notice board.	AM-B AM-B AM-B	Jan 2024 Jan 2024 Sept 2023	Open Open Closed
3	Volunteers & visiting external agencies	There is a risk that volunteers and visiting external agencies are not considered as staff and are therefore omitted from the Training Plan. This could contribute to insufficient	**Volunteers:** All volunteers who come into school are generally in receipt of a recent (within 3 years) DBS check. Any volunteers that might work with a child out of sight/earshot of a				**Open**:			

No	Risk Title	Risk Summary	Risk Mitigation	Likelihood	Severity	Score / RAG	Action Plan	Owner	Date for completion	Status
		knowledge and understanding of responsibilities in relation to the Prevent Duty, or potential radicalisation of Staff and Learners by volunteers and visiting external agencies.	school member of staff will certainly be in receipt of a receipt DBS check and will be working in an open shared space for short periods of time. As visitors they will wear the school visitor lanyard that not only denote to the children that they are a visitor to school but contains the names & pictures of the designated safeguarding team. **Visiting external agencies:** The school only works with recognised external agencies such as the local authority. As above, the expectation that any individual visiting the school, working out of sight/earshot of a school member of staff will be in receipt of a recent (within 3 years) DBS certificate and where possible be working in open public spaces for short periods of time.	2	4	6				
4	Risk assessment and accompanying actions	There is a risk that an absent, ineffective, or out of date Prevent risk assessment does not adequately assess current risks of being drawn into terrorism. There is a risk that an absent, ineffective, or out of date action plan does not adequately mitigate risks identified in the risk assessment.	This RA is reviewed annually as part of the school's annual safeguarding policy & procedure review cycle. The Risks and RAG status of each risk are discussed between the Designated Safeguarding Lead Team as required. The Designated Safeguarding Lead team receive an annual online update as part of the Educare package.	2	4	6	Ensure the Risk Assessment and accompanying policy are discussed and reviewed in line with the school's Safeguarding policy & Procedure Review programme.	AM-B	Sept 2023	Open
5	Safeguarding	There is a risk that: Prevent is not embedded within safeguarding policy, safeguarding culture, or referral processes. Safeguarding / Prevent leads are unaware of the links between vulnerabilities and radicalisation, or the Channel referral process. Safeguarding / Prevent leads and their role are not widely known across the school. Vulnerabilities, links to radicalisation and referral processes are not referenced in safeguarding training. Staff and learners are not aware of the Prevent Duty or current risks. As a result, vulnerabilities are not appropriately identified or addressed, leading to potential radicalisation.	**Prevent and Safeguarding**: The school has a Safeguarding, Child Protection and Prevent Duty policy which highlights the risk of radicalisation and extremism. Prevent is a core component of the school's Safeguarding and is embedded within Safeguarding training. **Visibility**: Annual training ensures all staff remain current and also having Prevent information on view in the staffroom also ensures Prevent remains a focus. **Referral**: A Referral Process is in place for referral to Channel, based on 'Notice, Check, Share' and Channel guidance. Information regarding concerns is gathered using the schools 'My Concern' system. Any concerns will be discussed with the Designated Safeguarding Team Leads to determine the threshold for referral.	2	4	6	Ensure the Risk Assessment and accompanying policy are discussed and reviewed in line with the school's Safeguarding policy & Procedure Review programme. Ensure the referral process shared on staffroom safeguarding notice board.	AM-B AM-B	Sept 2023 Sept 2023	Open Closed

No	Risk Title	Risk Summary	Risk Mitigation	Likelihood	Severity	Score / RAG	Action Plan	Owner	Date for completion	Status
6	Safety Online	There is a risk that: The acceptable usage and monitoring & filtering policy is sub-standard, non-existent. Staff, Learners and Visitors are not prevented from accessing or distributing extremist materials through their school or personal devices via the school Wi-Fi. The system does not alert serious, repeated or attempted breaches of policy. As a result, ineffective or absent policies increase the likelihood of Staff and Learners being exposed to online extremist propaganda, and inappropriate online behaviours remaining unidentified and unaddressed.	**Policy**: The school operates internal policies which comply with education employment law. Documents such as the Staff Code of Conduct and Staff Acceptable Usage Policy are circulated to all staff annually, breaches of these guidelines can lead to disciplinary action and dismissal. In addition to the above-mentioned documents the school does employment a filtering and monitoring process. **Restricting access**: The school has technology (such as the South West Grid for Learning) in place to filter all DNS traffic to block certain websites related to hate and discrimination on the internal network (as well as pornography, gambling). The technology also blocks certain email links from being opened. Although not permitted, any employees using their own device for on the internal network are included in this blocking. The school has visibility of all devices' network traffic and therefore sites visited / attempted to visit. Where investigation is required, this is handed over to the School Business Manager, IT Technician and Headteacher.	2	4	6	Ensure the Staff Handbook & Staff Acceptable Usage documents remain current and fit for purpose. Ensure Filtering & Monitoring procedures have been reviewed and remain fit for purpose.	AM-B AM-B	Sept 2023 Sept 2023	Open Open
7	Security	There is risk that: Access to the school site by visitors, learners and staff is not monitored or managed. There is no policy, or enforcement of policy, regarding the wearing of ID on the school site. Dangerous substances are not stored or handled correctly, and learners have unsupervised access to these. Rooms for hire could be used for meetings of an extremist nature due to a lack of due diligence. As a result, access could be gained to the school's premises to cause harm or promote extremist ideologies. Dangerous substances could be used in an act of harm.	**Visitors**: Access to the school site during the school day is via the front entrance only. The children are behind a six-foot fence and the building is controlled by 'mag lock' doors, ensuring they remain locked unless the fire alarm has been sounded. **Identification**: All staff, contractors and visitors are issued with a badge and are obliged to wear it. Visitors have a visible red colour badge and unless a recent (within 3 years) DBS Certificate is present must be escorted. As part of induction for all staff, the necessity of wearing a badge is reinforced. **Dangerous substances**: No dangerous substances are kept and stored on the school site. All substances, i.e for cleaning, maintenance & Art are registered on the school's COSHH Register and are accompanied by the most up to date IDNS sheet in line with the school's Health & Safety requirements.	2	5	7	School perimeter fences checked regularly as part of the regular Health & Safety site inspections. COSHH Register regularly reviewed and updated as per school Health & Safety regulations. Lettings Policy reviewed regularly with all safeguarding procedures upheld & evidenced.	DR DR AM-B & DR	Ongoing Sept 2023 & March 2024 Ongoing	Open Open Open

No	Risk Title	Risk Summary	Risk Mitigation	Likelihood	Severity	Score / RAG	Action Plan	Owner	Date for completion	Status
			Room hire: The school Hall can be let for local organisations – however, the school's Letting Policy will be required to followed and the relevant safeguarding information such as Child Protection Policies & DBS information gathered prior.							
8	Incident Management	There is a risk that: An ineffective or absent incident management plan is not capable of dealing with terrorist related issues. Staff members with responsibility for communications & media do not understand the nature of such an incident and the response that may be required. Ineffective or a lack of arrangements to identify, communicate and respond to tensions on / off site may impact staff, learners and/or public safety. As a result, incidents are dealt with sub-optimally, increasing the risk of harm to others.	**Critical incident management plan:** The Critical Incident Plan is reviewed and remains fit for purpose. Key named members of staff are aware of their responsibilities in the event of an incident. **Communications**: Members of staff with the responsibility for communication are aware of circumstances and would therefore communicate appropriate responses with regards to incidents appropriately.	2	5	7	Ensure the school's Critical Major Incident Plan remains current and fit for purpose. Ensure the school's Critical Major Incident Plan has been shared with key named members of staff.	**AM-B & DR** **AM-B**	**April 2024** **Sept 2023**	**Open** **Open**
9	Promotion of British Values	There is a risk that: British Values are not exemplified by staff, with learners unaware of the values and how they relate to the school's vision & values. As a result, British Values are not well exemplified, embedded or understood, leading to a lack of awareness of the risks posed by terrorist organisations / extremist ideologies, and a risk that learners hold intolerant views left unchallenged.	Learners receive through the school's PSHE curriculum and assembly programme regular re enforcement of British values and how they link with the school's own vision & values.	2	3	5	Through curriculum monitoring and pupil voice ensure the school's PSHE curriculum is being delivered and children can understand how they link to the school's Vision & Values.	**SLT & LF**	**Ongoing**	**Open**