**Prevent Statement**

**Lowton West Primary** **School** is fully committed to safeguarding and promoting the welfare of all its pupils. Every member of staff recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today’s society.

At **Lowton West Primary School** we promote the Spiritual, Moral, Social and Cultural (SMSC) development of all our pupils. Our curriculum promotes the fundamental British values of democracy, the rule of law, individual liberty and the mutual respect and tolerance of those with different faith and beliefs.

Pupils are regularly taught about how to stay safe when using the internet both in school and outside of school and are encouraged to recognise that people may not always be who they say they are when online. Pupils are taught to seek adult help if they are upset or concerned about anything they read, hear or see on the internet. Through assemblies, themed days and the wider curriculum we prepare pupils for potential risk. As with other online risks of harm, teachers need to be aware of the risks posed by the online activity of extremist and terrorist groups and ensure that pupils are aware and safe from this, when accessing the internet in school and outside of school.

Our curriculum is creative, broad and balanced; it promotes respect, tolerance and diversity. Pupils are encouraged to share their views and recognise that they are entitled to have their own beliefs which may differ from others and should not be used to influence others. Our PSHE and Citizenship provision is embedded across the curriculum and underpins the ethos of our school.

Our school is committed to prevention and strategies and procedures that protect vulnerable individuals from being radicalised or exposed to extremist views. If we identify a pupil who is, or may be at risk, advice will be sought following the LA guidance (April 2019). The aims of our good practice Prevent Statement is to ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will happen here and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.

The Designated Safeguarding Lead in this school is Mrs Westhead.

All staff/governors in Lowton West Primary School have undertaken: The Prevent Duty Training [Prevent duty training: Learn how to support people susceptible to radicalisation | Prevent duty training (support-people-susceptible-to-radicalisation.service.gov.uk)](https://www.support-people-susceptible-to-radicalisation.service.gov.uk/)

Links to other policies: This Prevent statement and leaflet links to the following policies in Lowton West Primary School and DfE guidance:

* Anti-bullying Policy
* Positive Behaviour policy
* Equality Policy
* Online Safety Policy
* Lettings Policy
* Safeguarding and Child Protection Policy
* Working together to safeguard children, updated December 2023
* Keeping children safe in education (KCSiE) 2023
* Statutory guidance: Revised Prevent duty guidance: for England and Wales, Published 7 September 2023

The Prevent duty: safeguarding learners vulnerable to radicalisation

[The Prevent duty: safeguarding learners vulnerable to radicalisation - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation)

* The Prevent Duty: an introduction for those with safeguarding responsibilities, updated 7th September 2023

[The Prevent duty: an introduction for those with safeguarding responsibilities - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation/the-prevent-duty-an-introduction-for-those-with-safeguarding-responsibilities)

* Understanding and identifying radicalisation risk in your education setting, updated 7th September 2023

[Understanding and identifying radicalisation risk in your education setting - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation/understanding-and-identifying-radicalisation-risk-in-your-education-setting)

* Managing risk of radicalisation in your education setting, updated 7th September 2023
* [Managing risk of radicalisation in your education setting - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation/managing-risk-of-radicalisation-in-your-education-setting)
* DfE guidance: Making a referral to Prevent, published October 2022, last updated 7th September 2023
* Local Authority’s ‘Guidance for working with adults and children/ young people who are vulnerable to the messages of violent extremism’
* <https://www.educateagainsthate.com/>
* <https://actearly.uk/>
* <https://www.gov.uk/report-terrorism>
* <https://report-extremism.education.gov.uk/>

**Lowton West Primary School**

**Prevent Duty Risk Assessment/Action Plan January 2024**

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| **Radicalisati**on is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist groups.  **“Extremism”** 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.  Since the publication of the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been attempts to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.  Keeping children safe from these risks is a safeguarding matter and is approached in the same way as safeguarding children from other risks. Prevent, in the context of counter-terrorism is intervention before any criminal offence has been committed with the aim of preventing individuals or groups from committing crimes. |

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| **Risk Area** | **Hazard** | **Who is at risk?** | **Risk**  **Low**  **Medium**  **High** | **Control Measures Notes/Additional Controls** | **Notes/Additional Controls**  **Actions** | **Residual**  **Risk**  **Low**  **Medium**  **High** |
| Welfare and Safeguarding | Staff or other contracted providers (e.g. regular supply or agency staff) are not aware of the school procedure for handling concerns and or do not feel comfortable sharing issues internally | Pupils | High | Designated Safeguarding Lead (DSL) and alternate Safeguarding Leads have received Prevent Duty training  Staff have undertaken the Prevent e-learning training module  Safeguarding Governor has attended the LA governor training  School procedures for handling concerns are | Induction  Regular updates for staff  Staff training  Policy to be given to all staff | Low |

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|  |  |  |  | contained within the ‘Safeguarding and Child Protection’ policy  The DSL (Mrs Westhead) has disseminated key safeguarding points to all staff, Governors and other regular contracted staff in the setting  Contracted staff are made aware of the person to whom concerns are to be reported. (DSL)  Preventing young people from being exposed to radicalisation or extremism is part of safeguarding policies and procedures i.e. ‘Safeguarding and Child Protection’ policy; ‘Online safety’ policy.  Staff have received appropriate training and are familiar with our ‘Safeguarding and Child Protection’ Policy and procedures  Concerns are reported to the DSL (Mrs Westhead)  Records are held of any referrals with an audit trail being maintained. |  |  |
| Welfare and Safeguarding | Do the Staff, Governing Body and Safeguarding Governor have a good understanding of their own and institutional responsibilities in relation to the "Prevent Duty"? | High | Pupils | The Prevent Lead is familiar with both Local Authority and Police Prevent Leads. (Further information can be found on the Wigan Safeguarding Children’s site: Policies and Protocols)  Staff have undertaken the Prevent e-learning training module  Safeguarding Governor has attended the LA governor training  School procedures for handling concerns are contained within the ‘Safeguarding and Child Protection’ policy  The DSL (Mrs Westhead) has disseminated the salient points to all staff, Governors and other regular contracted staff in the setting  All staff and governors have received a copy of the ‘Safeguarding and Child’ Protection policy and the ‘On-line-safety’ policy  Staff training should ensure that staff have sufficient knowledge and confidence to:  1) Exemplify British Values in their management, teaching and through general behaviours in the institution  2) Understand the factors that make people vulnerable to being drawn into terrorism and to challenge extremist ideas which are used by terrorist groups and can purport to legitimise terrorism  3) Have sufficient training to be able to recognise this vulnerability and be aware of what action to take in response | Policy to be given to all staff  Training to be completed during staff induction and refresher training scheduled in-line with school policies and procedures. | Low |

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| Welfare and safeguarding | Awareness of the Prevent strategy and school procedures does not extend to sub-contracted staff and volunteers | Pupils and  staff | High | Safeguarding guidance is shared with all subcontracted staff and volunteer helpers/ visitors working directly with pupils | Policy to be given to all subcontracted staff/ all staff/ all governors/ all volunteer helpers/ all visitors to school | Low |
| Welfare and safeguarding | Young people are radicalised by factors internal or external to the school | Pupils | High | We have a range of activities to promote the spiritual, moral, social and cultural development of young people aimed at protecting them from radical and extremist influences  Staff deliver specific lessons to help young people develop critical thinking around influence, social media and other on-line safety  Staff and other adults working with young people are challenged if opinions or language expressed are contrary to community cohesion or ‘British values’  Staff are able to challenge pupils, parents or governors if opinions expressed are contrary to community cohesion or ‘British values’ | British Values underpin the PSHE and SMSC curriculum, including the development of the Collective Worship Planner.  Jigsaw PSCHE scheme is delivered consistently across school  Additional sessions/ visitors are planned by the PSHCE lead throughout the academic year which promote British Values.. | Low |

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| Curriculum and Learning | Young people are exposed by school staff or contracted providers to messages supportive of extremism, terrorism or which contradict ‘British Values’ | High | Pupils | We have appropriate whistleblowing procedures and a range of ‘safeguarding’ policies which are known and understood by staff, volunteers and regularly contracted staff  Staff and other adults working with young people are challenged if opinions or language expressed are contrary to community cohesion or ‘British values’  Opportunities to promote ‘British values’ are clearly identified within curriculum areas  Areas of the curriculum e.g. PSHE are used for controlled and safe debate and discussion on radical or extreme issues and ideologies  We have appropriate filters in place which reduce the risk of pupils being able to access inappropriate information via the school IT system. | Whistleblowing Policy, Safeguarding Policy shared with all staff and accessible on the school website.  School IT filter systems: Senso | Low |
| Curriculum and Learning | Behaviours which harm the ability of different groups and individuals to learn and work together are left unchallenged | Pupils and  staff | High | We have a Single Equality Policy and Plan in place which is understood by staff and others who regularly work in the setting.  Pupils are taught about respect for other cultures and gain an understanding of community cohesion.  A Religious Festivals and Cultural Events planner is in place and this informs the assembly themes each week.  Opportunities are created both within the environment and the curriculum to promote the setting’s ethos and values.  Whole School Positive Behaviour Policy includes information on anti-bullying strategies and preventative measures for dealing with bullying.  Displays and other literature available in school reflects and encourages diversity and community cohesion.  Inappropriate behaviour, language and attitudes are challenged by staff. | Policies reviewed annually, shared with all staff and are accessible on the school website.  Equality Plan reviewed annually | Low |

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| Organisational Culture | Staff or contracted providers are not aware of/do not subscribe to the ethos and values of the school | Pupils and  staff | High | Senior Leadership Team are aware of the ‘Prevent’ Strategy and its objectives as it relates to both the national and local context and take steps to ensure that the overall values and ethos of the school reflect strategies to support the ‘Prevent’ duty  Clear awareness of roles and responsibilities regarding ‘Prevent’ exist across the setting  Recruitment, selection and induction programmes exist which include reference to the ethos and values of the setting  Staff development programmes include reference to ‘British values’ and to the promotion of community cohesion  Guidance and literature is available for staff on the ‘Prevent duty’ and local aspects of extremism and radicalisation  A process is in place to identify and develop |  | Low |

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|  |  |  |  | ‘lessons learned’ identified either by us or by other organisations/advisers |  |  |
| Organisational Culture | Staff are unable to raise extremism related organisational concerns due to the lack of an appropriate whistleblowing  procedure | Pupils and  staff | High | Appropriate whistleblowing procedures are in place and adults working with young people are made aware of them  Records are kept of incidents which are reported to the DSL for consideration and, where appropriate, are referred on to the appropriate agency |  | Low |
| Visiting speakers/ environment | Young people/staff are exposed by visiting speakers to messages supportive of extreme ideologies or which contradict ‘British values’ | Pupils/ staff/ others | High | Materials to be delivered by external speakers are discussed with the speaker prior to delivery  Visiting speakers are not left alone with young people | Assemblies and class  speakers/ class trips and visits | Low |
| Visiting speakers/ environment | Extremist or terrorist related material is displayed within the setting | Pupils and  staff | High | The appropriateness and relevance of all materials or literature are considered prior to display  Staff concerns are discussed with the  DSL before materials are used Requests for externally provided materials to be displayed are considered and, where appropriate, authorised by the Head teacher |  | Low |
| Visiting speakers/ environment | School premises are used to host events supportive of extremism or which popularise hatred or intolerance of those with particular protected | All  premis es users | High | Hire and lettings agreements include the fact that the premises will not be hired out to extremist groups or those who popularise hatred or intolerance of those with protected characteristics  Hire or lettings agreements include a notice period for hire i.e. short notice hires will not be authorised. |  | Low |
| ICT and online study | Young people access extremist or terrorist material whilst using school networks | Pupils | High | The ICT network has appropriate filters which block sites which are deemed to be inappropriate  School has robust acceptable use procedures for both pupils and staff.  On-line activity of both pupils and staff are monitored for content on a regular basis.  Pupils are encouraged to report to an adult any material which leaves them feeling worried or uncomfortable  The ‘on-line safety’ policy relating to the use of IT contains a specific reference and inclusion of the Prevent Duty.    The school employs filtering/firewall systems to prevent staff/students/visitors from accessing extremist websites and material. | Continue to work closely with Benchmark.  The ‘Senso’ software is used regularly by Senior Leaders to monitor online usage of pupils and staff within school.  . | Low |
| ICT and online study | Young people access extremist or terrorist materials out of the school setting | Pupils | High | Parents are provided with advice on where they can access information and support in relation to on-line extremism and radicalisation and how to help keep their children safe on-line  Information sharing sessions are provided to pupils, staff and parents on staying safe online | Update website  Safeguarding Policy | Low |