 **Holy Cross Catholic 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** |
| Children being exposed to materials/contact with individuals which could draw them into criminal activity related to terrorist or extremist action.  | Potentially all children, though the following groups could be more vulnerable; ∙ Children who find it difficult to make friends or sustain relationships ∙ Those who have an SEND need which affects their ability to interact with others ∙ Individuals/siblings with a vulnerability related to difficult  | ∙ All staff alert to risks, all staff have carried out Prevent training – new staff receive at appropriate point/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 across age groups | Low Low Low Low | 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). Opportunities to explore morality of actions of others to be incorporated into worship cycle (in age-appropriate manner) to  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | or challenging family circumstances ∙ Children with mental health difficulties (diagnosed or undiagnosed) | ∙ 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 ∙ Robust firewalls in place giving protected access to internet; restricting access to negative sources Catholic foundation used as central to teaching with respectful exploration of faith. ∙ RE curriculum planned and daily lessons delivered in order to enable children to engage meaningfully with the beliefs of others and become interested in their practices.  | Low  | touch on issues such as peaceful protest v. criminal action.  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | ∙ 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.∙ 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.  |  |  |

**Completed by** Beth Dyer (Head Teacher/DSL), Kerrie Margetts (School Business Manager/DDSL)