

*'Fulfilling potential and growing in God.'*



*Acceptance, Love, Wisdom, Accountability, Youthfulness, Service*

### **Our Vision**

*At St. Aidan's, not only do we want our children to become happy and well rounded individuals; we aim to nurture and equip children to be resilient, enthusiastic and effective communicators and learners who are able to use their experiences and technology skills to achieve their fullest potential allowing them to excel in the careers of the future and grow in God.*

***'I came that they may have life and live it to the full' John 10.10***

### **Prevent Policy**

**Date of Policy: September 2025**

**Review Date: September 2026**

## **Introduction**

This risk assessment is part of St. Aidan's ongoing safeguarding and child protection duties that include the government's *Prevent Strategy*.

From 1 July 2015, all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the *Prevent Duty for Schools*.

At St. Aidan's, we build pupils' resilience to radicalisation through our curriculum and by promoting British values and the teaching of protected characteristics. Our explicit teaching of oracy skills through 'Voice 21' also enables our pupils to challenge extremist views.

The statutory guidance refers to the importance of *Prevent* awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Our staff complete *Prevent* training yearly, understanding what *Prevent* is about and how to deal with any issues they may see inside or outside school. 7 minute briefings are also shared with staff fortnightly, with *prevent* content being shared when appropriate. All staff share the view of 'It could happen here'

## **Radicalisation**

Radicalisation is when someone starts to believe or support extreme views, and in some cases, then participates in extremist acts (including threats and intimidation, or violence). It can be motivated by a range of factors, including political beliefs and prejudices against particular groups of people, or religious beliefs or ideologies.

Anyone can be radicalised, but factors such as being easily influenced, vulnerable and impressionable make children and young people particularly vulnerable. Children who are more at risk of radicalisation will often have low self-esteem or be victims of bullying or discrimination.

Radicalisation of children and young people is child abuse and should be treated as a child protection issue. As Blackburn with Darwen is concerned a more at risk town, a specific prevent lead has been nominated within the borough. If staff or members of the schools community are concerned they are encouraged to speak with an on site DSL and contact will be made to: Blackburn with Darwen Prevent Education Officer: Leanne Romney - Community Safety Team [Leanne.romney@blackburn.gov.uk](mailto:Leanne.romney@blackburn.gov.uk) 01254 585270

This Prevent Risk Assessment is designed to help our Academy identify and mitigate the risk of children being drawn into terrorism. It is based on the Department for Education's (DfE) Prevent Duty Guidance and adheres to the requirements outlined in Keeping Children Safe in Education. The Headteacher will review this risk assessment annually.

### **Risk Factors**

- **Vulnerability:** Children in areas of high deprivation may be more susceptible to extremist ideologies due to factors such as social exclusion, lack of opportunities, and feelings of marginalisation.
- **Online radicalisation:** Increased internet access and social media use exposes children to extremist content and online grooming.
- **External influences:** Potential exposure to extremist narratives within the local community, local or national news or online content.
- **Lack of awareness:** Children may lack the understanding to recognise and challenge extremist ideologies or online manipulation.

### **Protective Factors**

- **Strong school ethos:** Promoting British Values, inclusivity, and respect for diversity including but not limited to protected characteristics.

- **Positive relationships:** Fostering trusting relationships between staff and pupils to enable early identification of concerns.
- **Curriculum opportunities:** Delivering a broad and balanced curriculum that challenges stereotypes, promotes critical thinking, and develops online safety awareness.
- **Parental engagement:** Building strong partnerships with parents to raise awareness of Prevent and encourage open communication.
- **Staff training:** Ensuring staff receive initial training, supported by refresher courses, the 7 minute briefings and updates to changes so they are trained to recognise and respond to signs of radicalisation. Here at St Aidans we adopt a 'it could happen here approach' ensuring staff are not complacent in identifying and recognising potential signs.

### Action Plan

- **Review and update:** This risk assessment will be reviewed and updated annually or more frequently if necessary.
- **Staff training:** All staff will receive regular Prevent training, including updates on current threats and vulnerabilities.
- **Curriculum development:** The school will continue to embed British Values, protected characteristics and online safety across the curriculum.
- **Parental engagement:** The school will provide information and resources to parents on Prevent and online safety.
- **Collaboration:** The school will maintain strong links with local authorities, police, and other relevant agencies.

**References:** Keeping Children Safe in Education 2024/ The Prevent Duty Guidance for England and Wales

No.	Prevent Vulnerability / Risk Area What is the risk?	Risk Management	RAG Red (R): not able to evidence any Amber (A): evidence of some but not all Green (G): evidence of all and more
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1	<b>Leadership</b>  Do the following people have a good understanding of their own and school responsibilities in relation to the "Prevent Duty"?  <ul style="list-style-type: none"> <li>• The Governing Body</li> <li>• SLT</li> <li>• Staff (Teaching and Support)</li> </ul>	The Governing Body	New governing body- information sent Jan 2025 Govs added to 7mb <b><u>Newly recruited governors to access relevant prevent and safeguarding training through Governor hub</u></b>
		SLT	
		Staff	
1a	<b>Communications</b> • Are the school's Prevent Lead and their role widely known across the school? <ul style="list-style-type: none"> <li>• Are staff and students made aware of the Prevent Duty, current risks and appropriate activities in this area?</li> <li>• Are there information sharing protocols in place to facilitate information sharing with Prevent partners?</li> </ul>	Identified Prevent Lead	
		Staff and Pupil awareness through training	

		Information sharing protocols	
		SLT lead training and ensure policies are followed. DSL attends regular drop-in sessions with the LA group dates.	
		Staff are trained at least every two years, DSLs annually .	
		The HT is the prevent lead and would liaise with the regional prevent officer as and when necessary.	
		Engagement with Regional Prevent Education Officer	
1c	<b>Recruitment &amp; Vetting</b> <ul style="list-style-type: none"> <li>• How are governors/ staff vetted/recruited</li> <li>• Is there a code of conduct that governors/staff are expected to adhere to?</li> </ul>	There is a code of conduct for staff and governors. Staff and Governors are trained in Prevent every two years. National Governance guidelines are followed.	

	<ul style="list-style-type: none"> <li>• Are training policies around Prevent in place</li> <li>• Are National Governance Guidelines followed</li> </ul>		
<p><b>2</b></p>	<p><b>Staff (CPD) and communications</b></p> <p>Do all staff have sufficient knowledge and confidence to:</p> <ul style="list-style-type: none"> <li>• exemplify British Values in their leadership, teaching and through general behaviours in the school</li> <li>• understand the factors that make students vulnerable to being drawn into terrorism and to challenge extremist ideas which are used by terrorist groups and can purport to legitimise terrorism</li> <li>• Do staff understand Channel, what it is and how to make a referral?</li> <li>• Are staff aware of communication policies with DSL/ Prevent SPOC for advice &amp; consideration prior to making a referral?</li> </ul>	<p>Exemplify British Values. These are taught and tracked throughout the curriculum and staff are given training.</p>	
		<p>Understand vulnerability factors. Specific training equips staff with this knowledge.</p>	
		<p>Sufficient Training. Every two years at least.</p>	
<p><b>3</b></p>	<p><b>Curriculum and online safety</b></p> <p>Does the school have a policy relating to the use of IT and does it contain a specific reference and inclusion of the Prevent Duty?(Applicable to Staff/Students and Visitors</p> <ul style="list-style-type: none"> <li>• Does the school employ filtering/firewall systems to prevent staff/students/visitors from accessing extremist websites and material?</li> <li>• Does this also include the use of using their own devices via Wi-Fi?</li> <li>• Can the system be used to search for serious and/or repeated breaches or attempted breaches of the policy?</li> <li>• How are systems monitored and concerns flagged to relevant DSL</li> </ul>	<p>IT Policy. In place and compliant.</p>	
		<p>Firewall/Filter. Yes, daily filtering reports.</p>	
		<p>Personal device usage is covered in the online safety policy.</p>	
		<p>Tracking of breaches - daily reports.</p>	

		Parental Engagement - Regular online safety workshops are offered, filmed and added onto class dojo where appropriate.	
4	<b>School Security</b> Are there effective arrangements to manage access to the school by visitors and non- students/staff? <ul style="list-style-type: none"> <li>• Is there a policy regarding carrying ID on school grounds? Is it enforced?</li> <li>• Is there a policy covering the distribution (including electronic) of leaflets or other publicising material?</li> <li>• Does the school intervene where off site activities are identified or are likely to impact upon staff and/or students i.e. leafleting, protest etc.?</li> </ul>	School access control measures. Gates are locked. Signing in and out systems.	
		ID policy. All staff and visitors wear ID.	
		Leafleting/publicising material. Appropriate intervention.	
		Off-site activity identification and intervention Appropriate intervention.	
5	<b>Safeguarding</b> <ul style="list-style-type: none"> <li>• Is protection against the risk of radicalisation and extremism included within Safeguarding and other relevant policies?</li> <li>• Do Safeguarding and welfare staff receive additional and ongoing training to enable the effective understanding and handling of referrals relating to radicalisation and extremism?</li> <li>• Does the school utilise Channel as a support mechanism in cases of radicalisation and extremism?</li> <li>• School has Channel as part of their safeguarding referral processes, engages with the Channel Team and DSL attends Channel Panel as required</li> </ul>	Inclusion within Safeguarding policy	
		Additional training for safeguarding staff	
		Utilisation of Channel	
		Policy regarding referral to Channel	
6	<b>Parental/ Wider Community Engagement</b> <ul style="list-style-type: none"> <li>• How is information shared with parents and the wider community, in line with school policy?</li> <li>• How does the school enhance awareness of prevent and related</li> </ul>	Information Sharing protocols - website, dojo, face to face workshops, newsletters Website page set up 2025	

	material i.e. online safety with parents and carers through workshops / newsletters etc.		
7	<b>Staff and Volunteers</b> <ul style="list-style-type: none"> <li>Does awareness training extend to sub- contracted staff and volunteers?</li> </ul>	Contract staff and volunteers awareness	
		Monitoring subcontracted staff and volunteers	
8	<b>Extremist Groups in the Community</b> <ul style="list-style-type: none"> <li>Is the school aware of the existence of extremist groups in the community and their potential impact on its staff and students?</li> </ul>	Awareness of extremist groups within the community. Relevant briefings attended by DSL.	
		Regular briefing from local Police/prevent leads	