



**St Mary's
C of E School**



**Madron
Daniel
C of E School**

Our Schools' Vision

'Rise up, take courage and do it!'

Ezra 10:4

Our Schools' Values

Hope, Courage and Perseverance

Prevent Policy ad Risk Assessment September 2025

Our Schools are fully committed to safeguarding and promoting the welfare of all its pupils. As a school we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability.

All staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

On 1 July 2015 the Prevent duty (section 26) of The Counter-Terrorism and Security Act 2015 came into force. This duty places the responsibility on local authorities to have due regard to the need to prevent people from being drawn into terrorism.

As part of St Mary's and Madron Daniel's commitment to safeguarding and child protection we fully support the government's *Prevent Strategy*.

Preventing radicalisation

Children may be susceptible to radicalisation into terrorism. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is part of our schools safeguarding approach.

- ✚ Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- ✚ Radicalisation is the process of a person legitimising support for, or use of, terrorist violence.
- ✚ Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Although there is no single way of identifying whether a child is likely to be susceptible to radicalisation into terrorism, there are factors that may indicate concern. It is possible to protect people from extremist ideology and intervene to prevent those at risk of radicalisation being drawn to terrorism. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or a deputy) making a Prevent referral.

The Prevent duty

All schools and colleges 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 becoming terrorists or supporting terrorism". This duty is known as the Prevent duty.

The Prevent duty is considered within our schools' wider safeguarding obligations. All staff are familiar with the revised Prevent duty guidance: for England and Wales, especially paragraphs 141-210, which are specifically concerned with education (and also covers childcare). The guidance is set out in terms of three general themes: leadership and partnership, capabilities and reducing permissive environments.

The school or college's designated safeguarding lead (and any deputies) make Prevent referrals if necessary and the procedures are shared on the staff noticeboard.

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. Prevent referrals are assessed and may be passed to a multiagency Channel panel, which will discuss the individual referred to determine whether they are at risk of being drawn into terrorism and consider the appropriate support required. A representative from the school, usually the DSL, may be asked to attend the Channel panel to help with this assessment. An individual will be required to provide their consent before any support delivered through the programme is provided.

The designated safeguarding lead (or a deputy) should consider if it would be appropriate to share any information with the new school in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse or those who are currently receiving support through the 'Channel' programme and have that support in place for when the child arrives.

RISK ASSESSMENT – EXTREMISM AND RADICALISATION

Location:	St Mary's C of E Primary School Madron Daniel C of E Primary School	Risk Assessment No:	1.	Assessor:	Lead DSL: Helen Kershaw / SPOC: Helen Kershaw
Signed:		Date of Assessment:	August 2025	Distribution:	All
Activity:	Prevention of Extremism and Radicalisation	Date of Review:		Next Review Date:	August 2027

Risk Area	Hazard	Individuals at risk	<u>Risk</u> Low Medium High	Control Measures	Notes/Additional Controls	<u>Residual Risk</u> Low Medium High
Welfare and Safeguarding	Staff or other contracted providers (e.g. regular supply or agency staff) are not aware of the school procedures for handling concerns and or do not feel comfortable sharing issues internally	Pupils	High	All staff have undertaken Prevent Training Preventing young people from being exposed to radicalisation or extremism is part of safeguarding policies and procedures i.e. Child Protection & online-safety DSL has been allocated the role of Single Point of Contact (SPOC) Staff have received appropriate training and are familiar with our Child Protection Policy and procedures Concerns are reported to the DSL/SPOC Records are held of any referrals with an audit trail being maintained on CPOMS.		Low

Risk Area	Hazard	Individuals at risk	Risk Low Medium High	Control Measures	Notes/Additional Controls	Residual Risk Low Medium High
				regular monitoring by the DSL/SPOC takes place		
	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 emotional needs of young people aimed at protecting them from radical and extremist influences Staff deliver training 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' Staff are aware of local factors for example Animal Defence League, Britain First, English Defence league, BNP political views etc. which might have an influence on young people Staff undertaking home visits are briefed on the signs to look out for around the home environment		Low
	School does not work with statutory partners and agencies and/or does not feel comfortable sharing extremism related concerns externally	Pupils	High	We communicate regularly with statutory partners and agencies regarding a range of concerns. All staff are aware that concerns are reported to the DSL/SPOC We have an appropriate internal referral process in place for all child protection matters including extremism and DSL/SPOC is aware of how to expedite concerns to other agencies: • Anti-Terrorist Hotline: 0800 789 321 (confidential) • Cornwall Prevent Team: Prevent@cornwall.gov.uk • Devon & Cornwall Police Prevent Team: 01392 225130		Low
Curriculum and Learning	Young people are exposed by school staff or contracted providers to messages supportive of extremism. Terrorism or which contradicts 'British values'	Pupils	High	We have appropriate whistleblowing procedures and a range of 'safeguarding' policies which are known and understood by staff, volunteers and regular 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 all 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.		Low

Risk Area	Hazard	Individuals at risk	Risk Low Medium High	Control Measures	Notes/Additional Controls	Residual Risk Low Medium High
	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 Inclusion policy 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 Opportunities are created both within the environment and the curriculum to promote the setting's ethos and values Displays and other literature available in school reflects and encourages diversity and community cohesion Whole School Behaviour Policy includes information on anti-bullying strategies and preventative measures for dealing with bullying Inappropriate behaviour, language and attitudes are challenged by staff and, where staff or other adults are involved, by senior leaders Children are exposed to different cultures, religions, views and beliefs through a broad RE curriculum. The schools active participation in the SWOT cluster exposes children to the diversity of the local town through school exchanges. Children interact and "buddy up" with children from different backgrounds and beliefs.	Assemblies	Low
Organisational Culture	Staff or contracted providers are not aware of/do not subscribe to the ethos and values of the school	Pupils and staff		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 'lessons learned' identified either by us or by other organisations/advisers		Low
	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/SPOC for consideration and, where appropriate, are referred on to the appropriate agency		Low
Visiting	Young people/staff are exposed by visiting	Pupils and staff	High	Visitors policy in place Materials to be delivered by external speakers are discussed with the speaker prior to delivery	Assemblies and class speakers	

speakers/ environment	speakers to messages supportive of extreme ideologies or which contradict 'British values'			Visiting speakers are not left alone with young people		Low
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