



# THE HERMITAGE INFANT and JUNIOR SCHOOLS

## PREVENT DUTY RISK ASSESSMENT

### Radicalisation, Extremism and Terrorism

[Prevent duty guidance: England and Wales \(2023\)](#) under Section 26 of the Counter Terrorism and Security Act 2015 places a duty on education and other children's services to have due regard to the need to prevent people from becoming terrorists or supporting terrorism.

Extremism is defined as 'the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces'.

Radicalisation refers to '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 with 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.'

Some children are at risk of being radicalised; adopting beliefs and engaging in activities which are harmful, criminal or dangerous. This can happen both online and offline.

Our school is clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern and follows the DfE guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism.

It is possible to protect people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. 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 DSL making a [Prevent Referral](#) .

The DSL should report concerns that a child may be at risk of radicalisation or involvement in terrorism, use the [Prevent referral form](#) to refer cases by e-mail to [preventreferrals@surrey.pnn.police.uk](mailto:preventreferrals@surrey.pnn.police.uk) .

If the matter is urgent then Police must be contacted by dialling 999. In cases where further advice from the Police is sought dial 101

To speak to the Prevent Supervisor for Surrey call 07795043842

There is a dedicated telephone helpline 0800 0113764 for staff and Governors to raise concerns around Prevent .

School staff receive training to help identify early signs of radicalisation and extremism.

Opportunities are provided in the curriculum to enable children to discuss issues of religion, ethnicity and culture and the school follows the [Promoting fundamental British values through SMSC](#).



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Our school's Governors, the Headteacher and the DSL will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include, due diligence checks for external speakers and private hire of facilities, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

Although not a cause for concern on their own, possible indicators when taken into consideration alongside other factors or context may be a sign of being radicalised.

Further information and a list of such indicators can be found at [Managing Risk of Radicalisation in your Education School](#)

***Taken from The SWAN Trust Child Protection and Safeguarding Policy 2024/25***



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Hazard	Who is affected / at risk	Existing Precautions	Risk Rating Following Precautions (High/Med/Low)
<p>Children being drawn into terrorism and/or extremist views which could bring themselves or others to harm.</p> <p>Adults in the school community (including but not limited to parents and staff) being drawn into terrorism.</p>	<p>All children; specifically those children who:</p> <ul style="list-style-type: none"> <li>• Find it difficult to make friends</li> <li>• May have a SEND that means it is difficult to interact with other people</li> <li>• May be vulnerable due to family circumstances / cultural or religious heritage (See Radicalisation and Extremism section of Child Protection &amp; Safeguarding Policy for full range of risk indicators)</li> </ul>	<ul style="list-style-type: none"> <li>• DBS single point of entry</li> <li>• Preventing radicalisation guidance is part of school's 'Child Protection &amp; Safeguarding Policy', under 'Radicalisation, Extremism and Terrorism'</li> <li>• The school's Child Protection &amp; Safeguarding Policy – and its approach to applying the Prevent Duty - will be reviewed annually</li> <li>• The Child Protection &amp; Safeguarding Policy is on the school website</li> <li>• Information on the school's Prevent duty is on the school website</li> <li>• Safer Recruitment procedures are followed</li> <li>• Acceptable ICT use policy for adults and pupils (within the E-Safety Policy)</li> <li>• Members of SLT trained in safeguarding and child protection referrals</li> <li>• All members of staff have up to date Child Protection and Safeguarding training to enable the effective understanding and handling of referrals relating to radicalisation and extremism Low 1 Department for Education (June 2015). The Prevent duty: Departmental advice for schools and childcare providers. Available online at: <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf</a></li> <li>• All staff have done Prevent Awareness Training (Channel) and Certificates of training are kept securely in CPD file</li> <li>• School supports awareness for parents through signposting to the Educate Against Hate website (link on the school website)</li> <li>• Curriculum teaches children how to assess risk, including risk of being drawn into gangs (as part of PSHE (Life Skills Curriculum)</li> <li>• British Values highlighted throughout school, within assemblies and through the school values</li> </ul>	<p>Low</p>



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		<ul style="list-style-type: none"> <li>• Through the RE curriculum, including teaching about other religions and challenging prejudices</li> <li>• School's Internet is filtered so as to ensure children are not exposed to inappropriate materials - reporting system in place for staff to report any inappropriate websites which are accidentally accessed / not blocked</li> <li>• Newsletters to parents and other parent engagement opportunities are used to highlight the importance of online safety</li> <li>• Visitors to school to be members of recognised organisations, who sign in, sign out and wear a visitor badge for clear recognition by children. Any concerns around visitors are reported to senior member of staff</li> <li>• Senior members of staff to attend any local seminars/conferences as needed to ensure secure local knowledge</li> <li>• Ensure that within context of school equalities objectives there is support for anyone who might be identified by Prevent (i.e. proactive approach to avoiding stigma)</li> <li>• As appropriate, make use of local intelligence information to identify and manage any possible risks, if relevant</li> <li>• The school has a robust pastoral system underpinned by the SEND and behaviour policies, supported by the Executive Headteacher and SENCO to support children and families in an open, honest and supportive culture.</li> <li>• There is a clear system of pastoral care and referral to ensure no issues of vulnerability are missed, including ELSA support.</li> <li>• Home visits attended by Reception teachers before children start school to build relationships with parents/families</li> </ul>	
Potential friction in the wider school community	Families who feel isolated in the community	<ul style="list-style-type: none"> <li>• Inclusive school environment</li> <li>• Anti-bullying policy, behaviour policy, safeguarding policy</li> <li>• PSHE programme preparing children for life in modern Britain</li> <li>• HSLW to support families identified through teachers/CPOMS</li> </ul>	Low