

Appendix 1: Alverton Primary School Prevent Duty Risk Assessment 2018 - 2019

Hazard	Risk Rating	Who is at risk?	List of existing strategies	Identified additional precautions needed and date for completion
Students being drawn into terrorism.	Low	All students are potentially at risk but Alverton Primary School know how to identify specific students who might be at risk. These include those students with:	All staff, including temporary and volunteers are subject to an Enhanced DBS check and are recorded on the Single Central Record.	Ensure that the school continues to provide Online Safety workshops for parents and additional resources through the school website to highlight potential dangers online, including those from extremist ideologies.
Students being exposed to extremist content online.	Low in school but medium at home.	Identity crisis – the student is distanced from their cultural / religious heritage and experiences discomfort about their place in society;	Safer Recruitment procedures followed. Every interview panel contains a person trained in Safer Recruitment.	
Students being drawn into far-right ideologies.	Low	Personal crisis – the student may be experiencing family tensions; a sense of isolation; low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging. Personal circumstances – migration; local community tensions; events affecting the	Staff have completed a workshop to raise awareness of Prevent (WRAP). All staff must wear a photo ID badge at all times on the school site. All visitors must sign in at reception and wear a Visitor (or Supply or Governor as appropriate) badge. All visitors must be met by a member of staff, unless sanctioned by the Headteacher / Deputy Head. A member of staff accompanies all visitors to the school, particularly those leading assemblies or small group sessions. Preventing radicalisation and extremist views guidance is covered in the Preventing Radicalisation and Extremism Policy. The school's policy for vetting / screening speaker requests is well-known by staff.	

		<p>student's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of government policy.</p> <p>Unmet aspirations – the student may have perceptions of injustice; a feeling of failure; rejection of civic life.</p> <p>Experiences of Criminality – this may include involvement with criminal groups or imprisonment.</p> <p>Special Educational Need – students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.</p>	<p>Warning signs and procedures for dealing with suspected incidents are covered in the above policy and the Child Protection / Safeguarding Policy.</p> <p>All staff undergo safeguarding training that covers radicalisation and extremism and receive regular updates.</p> <p>Alverton Primary School has nine Level 3 qualified Safeguarding Officers (including a DSL and Deputy DSL) who are fully trained in safeguarding procedures and working together with external agencies. We also have a designated Safeguarding governor who is also trained to Level 3.</p> <p>Core British Values are actively promoted throughout the school through our broad and balanced curriculum, our PSHE / SMSC programme and our assemblies.</p> <p>Our Behaviour policy (including Anti-Bullying) clearly outlines the actions taken to deal with discriminatory, racist, homophobic and faith-based incidents.</p> <p>The PSHE programme supports children to adopt strategies to keep themselves safe.</p> <p>The Acceptable Use policy for all adults and children in the school has been updated.</p> <p>Alverton Primary School's computer network is filtered by NCI and Netsweeper so as to ensure children are not exposed to inappropriate materials (in this case access to extremist ideas).</p>	
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Appendix 2: “Key Ingredients” for successful teaching in the context of “push” and “pull” factors.

Push Factors	Key Ingredients	Pull Factors
<p>Factors that push an individual / make an individual vulnerable to extremist messages.</p> <ul style="list-style-type: none"> ▪ Lack of excitement; frustration. ▪ Lack of sense of achievement – seen as a significant “lack of purpose” / confidence in the future or life goals. ▪ Lack of an outlet for views. ▪ Gaps in knowledge or understanding of Islam (both young people and their parents). ▪ Sense of injustice. ▪ Actual or perceived humiliating experiences (including bullying or racial discrimination) as well as perceived humiliating experiences. May be closely linked to a sense of injustice. ▪ Exclusion – lack of belonging to peer or community networks, associations etc. ▪ Below the line factors that are out of the scope of this study. 	<p>Teacher confidence</p> <p>In many cases, it will be the use of existing teaching skills and methods which may well be the most effective approach. It has been found that staff who are more confident in their abilities tend to perform much better even though they have not received specialist training.</p> <p>Teaching attitudes and behaviours</p> <ul style="list-style-type: none"> ▪ Willingness to admit you don’t know. ▪ Acknowledging controversial issues exist. ▪ Awareness that you have a role to play. ▪ Willingness to turn to others for help when you don’t know about something. <p>Specific Knowledge</p> <ul style="list-style-type: none"> ▪ Understanding other cultures and religions as well as alternative values and beliefs (whilst being careful to avoid “othering”). ▪ Knowledge of an alternative values framework. <p>Teaching practice / pedagogy</p> <ul style="list-style-type: none"> ▪ Boosting critical thinking (seeing through propaganda, singular messages etc). ▪ Helping to see multiple perspectives. ▪ Using multiple resources / methods. ▪ Embedding or sustaining dialogue following specialist interventions. ▪ Enabling students to tackle different issues. ▪ Linking school work to the wider community. ▪ Drawing evidence from across the curriculum. ▪ Developing in young people a sense of multiple identities. Help young people become aware of, and comfortable with, multiple identity. 	<p>Factors that draw young people into extremist messages.</p> <ul style="list-style-type: none"> ▪ Charismatic / confident individuals (recruiters). ▪ Network / sense of belonging. ▪ Broader community views that enable or do not oppose extremism. ▪ Persuasive, clear messages. ▪ Exploiting knowledge gaps.
<p>Disaffection with wider societal issues. Disruptive home life.</p>	<p>Other factors. Support from senior leaders. Pupil support processes.</p>	<p>Sense of dignity and importance and loyalty. Exciting (non-teaching) activities. Sense of purpose in life.</p>