



Prevent risk assessment for schools

Person completing: Tom Larkham

A risk assessment is a core part of implementing the Prevent duty. All providers should read guidance from the department on children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.

Providers may choose to have a specific separate risk assessment to better communicate to staff and document activities. The purpose of the risk assessment is to have an awareness and understanding of the risk of radicalisation in your area, type of provision, size and phase of education.

This is an internal document and should be reviewed annually, in line with Keeping Children Safe in Education requirements.

National Risks – risk of radicalisation generally

What national risks are you aware of that could impact to your area, setting, students or families? For each risk, describe the risk and how it could impact.

Risk 1: Islamist terrorism	Risk 2: Extreme right-wing / white nationalist terrorism
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Local Risks – risk of radicalisation in your area and institution

What specific local risks are you aware of that could impact to your area, setting, students or families? For each risk, describe the risk and how it could impact.

Risk 1: White nationalist / xenophobic behaviour	Risk 2: County lines based radicalisation
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Leadership and Partnership

Category	Risk
	<i>What is the risk here?</i>

Category	Risk
<p data-bbox="475 882 625 913" style="text-align: center;">Leadership</p>	<p data-bbox="948 147 1394 439">The setting does not place sufficient priority to Prevent and risk assessment/action plans (or does not have one) and therefore actions to mitigate risks and meet the requirements of the Duty are not effective.</p>

Category	Risk
<p style="text-align: center;">Working in Partnership</p>	<p>The setting is not fully appraised of national and local risks, does not work with partners to safeguard children vulnerable to radicalisation, and does not have access to good practice advice, guidance or supportive peer networks.</p>
Capabilities	
	<p>Staff do not recognise signs of abuse or vulnerabilities and the risk of harm is not reported properly and promptly by staff.</p>

Category	Risk
<p style="text-align: center;">Staff training</p>	
<p style="text-align: center;">Information Sharing</p>	<p>Staff do not share information with relevant partners in a timely manner.</p>
<p style="text-align: center;">Reducing Permissive Environments</p>	

Category	Risk
<p style="text-align: center;">Building children's resilience to radicalisation</p>	<p>Children and young people are exposed to intolerant or hateful narratives and lack understanding of the risks posed by terrorist organisations and extremist ideologies that underpin them.</p>
	<p>Ineffective IT policies increases the likelihood of students and staff being drawn into extremist material and narratives online. Inappropriate internet use by students is not identified or followed up.</p>

Category	Risk
<p style="text-align: center;">IT policies</p>	
<p style="text-align: center;">Visitors</p>	<p>External speakers or visitors being given a platform to radicalise children and young people or spread hateful or divisive narratives.</p>



	Date Implemented: 03.01.24	Date for review
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department on how to complete a risk assessment and on safeguarding students vulnerable to radicalisation. Schools should also

actions taken to mitigate any risks. Consider the needs of your area and your institution. The type and scale of activity that will address the risk will vary but should be proportionate to the

incidents, or following a serious incident.



example, online radicalisation

Risk 3: Extreme left-wing / anarchist threat	Risk 4 Incel Group Male supremacist views (online subculture in which a misogynistic worldview is promoted by individuals who blame women for their lack of sexual activity)	
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E.g. local extremist activity (groups active in the area)

Risk 3	Risk 4	
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Hazard	Risk management	Rating
What are the hazards?	What has your institution put in place to ensure sufficient understanding and buy-in from Leadership?	

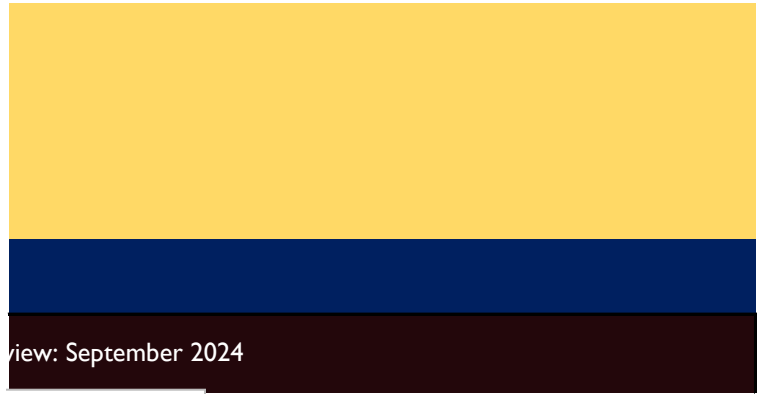
Hazard	Risk management	Rag
Leaders (including governors and trustees) within the organisation do not understand the requirements of the Prevent Statutory Duty or the risks faced by the organisation. The Duty is not managed or enabled at a sufficiently senior level.	Prevent training/briefing for staff (including SLT) and governors and Channel training for all DSLs.	
Leaders do not have understanding and ultimate ownership of their internal safeguarding processes, nor ensuring that all staff have sufficient understanding and that staff implement the duty effectively.	Lead governor for safeguarding/Prevent lead is at appropriate seniority.	
Leaders do not communicate and promote the importance of the duty.	Sufficient leadership ownership – risk assessments, safeguarding policies, external safeguarding audit.	
Leaders do not drive an effective safeguarding culture across the institution.	Leadership have clear understanding of reporting and referral mechanisms.	
Leaders do not provide a safe environment in which children can learn.	Ensuring the sharing of safeguarding policies – staff sign to confirm the reading of such policies.	
	Promotion of a safeguarding culture through regular training, discussions, etc with senior staff visibly involved. Thorough induction for new members of staff and all volunteers.	
	Leaders use self-evaluation to identify key priorities for continuous improvement	

Hazard	Risk management	Rag
<p>The organisation does not establish effective partnerships with organisations such as the Local Authority and Police Prevent Team.</p>	<p>The providers has strong partnerships with:</p> <ul style="list-style-type: none"> • Local Safeguarding Children's Partnership • DSL / headteacher forums • LADO • Community Safety Partnerships • Police Prevent Team • Channel panel • Child and family <p>Safeguarding Training is delivered by the LA and NOT an online provider so that the local context and risks are covered.</p>	
	<p>Effective partnerships might include:</p> <ul style="list-style-type: none"> • Regular attendance at meetings, boards or forums • Reading the Educate Against Hate blog • Being able to demonstrate effective partnerships by use of the referral process or involvement in Channel 	
<p>Frontline staff including governors, do not understand what radicalisation means and why people may be vulnerable to being drawn into terrorism</p>	<p>Training goes beyond stadnrad updates, eg: weekly safeguarding update to all staff.</p>	

Hazard	Risk management	Rag
Frontline staff including governors, do not know what measures are available to prevent people from being drawn into terrorism and do not know how to obtain support for people who may be exploited by radicalising influences. Staff do not access Prevent training or refresher training.	Ensure all staff attend safeguarding training and are familiar with key school safeguarding and statutory policies	
Staff do not access Prevent training or refresher training.	Ensure all staff attend Prevent training with a focus on Notice, Check, Share	
Staff fail to act on concerns they may have	Ensure governors attend Prevent training	
Staff are unaware of the responsibilities for safeguarding in school.	Ensure SLT and DSL receive additional support from local partnerships and training on local processes for Prevent	
	Maintain records of all staff and governor training	
	Refresher training to take place regularly (each term)	
Staff do not feel confident sharing information with partners regarding radicalisation concerns.	<p>The provider has a culture of safeguarding that supports effective arrangements to:</p> <ul style="list-style-type: none"> • identify children who may need early help or who are at risk of neglect, abuse, grooming or exploitation • help children reduce their risk of harm by securing the support they need, or referring in a timely way to those who have the expertise to help 	
Staff are not aware of the Prevent referral process.	The provider has clear processes for raising radicalisation concerns and making a Prevent referral and staff know who to go to in order to seek advice if needed.	

Hazard	Risk management	Rag
<p>The setting does not provide a safe space in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.</p>	<p>The institution has codes of conduct for all staff (teaching and non-teaching staff)</p>	
<p>The setting does not teach a broad and balanced curriculum which promotes spiritual, moral, cultural mental and physical development of students and fundamental British values and community cohesion.</p>	<p>The institution carries out safer recruitment checks on all staff, including social media checks (from November 2023)</p>	
	<p>Teaching is monitored by senior leaders through observations, book checks and is quality assured</p>	
	<p>The institution provides opportunities within the curriculum to discuss controversial issues and for students to develop critical thinking and digital literacy skills</p>	
	<p>Discussions of controversial issues are carried out in a safe space.</p>	
	<p>The institution embeds fundamental British values into the curriculum, while also ensuring specific discussions can take place in a safe environment.</p>	
<p>Students can access terrorist and extremist material when accessing the internet at the institution.</p>	<p>Filtering and monitoring systems are in place at Trust level for the school.</p>	

Hazard	Risk management	Rag
Students may distribute extremist material using the institution IT system.	Clear reporting process in place should filtering systems flag any safeguarding or Prevent- related concerns.	
Unclear linkages between IT policy and the Prevent duty. No consideration of filtering as a means of restricting access to harmful content.	[The designated safeguarding lead takes lead responsibility for safeguarding and child protection (including online safety).	
	Regular e-safety sessions are taught through the PSHE/Computing curriculum and as appropriate in response to any arising concerns.	
Leaders do not provide a safe space for children to learn.	All visitors and sub-contractors have DBS Declarations or chaperoned on-site. All visitors / sub-contractors visiting more than 3 times in a 30 day period are placed on the SCR. SCR is checked half-termly by the HT.	
Settings do not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.	The setting has a robust system for carrying out due diligence checks on visitors, speakers, the organisations they represent and the materials they promote or share. They all agree to a Visitor Protocol when signing in. Any concerns are reported immediately regarding content.	
The setting does not conduct any due diligence checks on visitors or the materials they may use.	The setting seeks advice and support from partners or recommendations where necessary to make an assessment of suitability.	



Review: September 2024

Assess the risk of

level of risk,

Further action needed			Lead officer	Date for completion
<i>What does your institution need to further action to address the identified risk(s)?</i>				

Further action needed	Lead officer	Date for completion
<i>Continually update training and understanding of the duty.</i>	Tom Larkham	Termly

Further action needed	Lead officer	Date for completion
<p><i>Develop a weekly update of all safeguarding issues across the school for staff.</i></p>	<p>Tom Larkham</p>	<p>Feb halfterm</p>

Further action needed	Lead officer	Date for completion

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Support available

Prevent e-learning

Home Office offer a free e-learning package on Prevent covering:

Support available

- Prevent awareness
- Prevent referrals
- understanding Channel

Users that complete this training will receive a certificate.

<https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/>

Support available

Prevent duty guidance

Outlines the requirements of the duty, including working in partnership with others.

<https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales#c-a-risk-based-approach-to-the-prevent-duty>

Understanding channel

An overview of channel support and the Prevent Multi-Agency Panels (PMAP).

<https://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance>

Sign-up for Educate Against Hate newsletter

Latest news, blogs and resources to help teachers, school leaders and designated safeguarding leads protect students from radicalisation

<https://signup.es-mail.co.uk/Signup/da659377ec9fa9e8d40363308d4a84ac>

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Prevent resources, guidance and support

The department's Educate Against Hate website provides a range of training and guidance materials.

www.educateagainsthate.com

Resources to support information sharing

The department has published guidance on making a Prevent referral.

<https://www.gov.uk/guidance/making-a-referral-to-prevent>

Support available

Resources for having difficult classroom conversations

Educate Against Hate has a range of resources to help teachers conduct difficult conversations with students. The 'Let's Discuss' teaching packs have been developed to help facilitate conversations about topics such as fundamental British values, extreme right-wing terrorism and Islamist extremism.

www.educateagainsthate.com

www.educateagainsthate.com/category/teachers/classroom-resources

www.educateagainsthate.com/category/teachers/classroom-resources/?filter=lets-discuss

Web filtering and online safety

The Department for Education have issued comprehensive guidance on how schools and colleges should be using filtering and monitoring standards, including specific measures to comply with the Prevent duty.

<https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges>

Support available

Further guidance is available at <https://saferinternet.org.uk/guide-and-resource/teachers-and-school-staff/appropriate-filtering-and-monitoring/appropriate-monitoring>

You can test whether your internet service provider removes terrorist content at <http://testfiltering.com/>

The Joint Information Systems Committee (JISC) can provide specialist advice and support to the further and higher education sectors to help providers ensure students are safe online and appropriate safeguards are in place.

Teach about online extremism

The 'Going Too Far?' resource from Educate Against Hate and the London Grid for Learning to help teach students about staying safe online

<https://www.educateagainsthate.com/resources/going-too-far/>

Political Impartiality Guidance

When using external agencies, schools in England must be mindful of their existing duties regarding political impartiality and to ensure the balanced presentation of political issues. Guidance on this is available on GOV.UK.

<https://www.gov.uk/government/publications/political-impartiality-in-schools/political-impartiality-in-schools#the-law>