

Prevent risk assessment for schools

Person completing: Chris Smith - Deputy Headteacher Pastoral Date Implemented: May 2024 Date for review:

Chris Smith - Deputy Headteacher Pastoral

National Risks – risk of radicalisation generally

Right wing Radicalisation	Online Radicalisation						
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Local Risks – risk of radicalisation in your area and institution

We are close to military bases	Students learning online and accessing materials.	Risk 3	Risk 4				
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Leadership and Partnership

Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Date for completion	Support available
Leadership	What is the risk here?	What are the hazards?	What has your institution put in place to ensure sufficient understanding and buy-in from Leadership?		What does your institution need to further action to address the identified risk(s)?			Support available Prevent e-learning Home Office offer a free e-learning package on Prevent covering: - 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/
	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.	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.		Ensure all new staff are prevent trained during their induction	CS & Gov	24/05/2024	
	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.			DSL and Prevent lead is DHT. All staff and Governors are Prevent trained	CS & Gov	24/05/2024	
	Leaders do not communicate and promote the importance of the duty.	Sufficient leadership ownership – risk assessments, safeguarding policies, etc. being signed off by SLT.			All policies and procedures are updated annually	CS & Gov	24/05/2024	
	Leaders do not drive an effective safeguarding culture across the institution.	Leadership have clear understanding of reporting and referral mechanisms.			Safeguarding audit.	CS & HT	24/05/2024	
	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.			This happens annually and on induction for new staff	CS & HT	24/05/2024	
Leaders do not drive an effective safeguarding culture across the institution.	Leadership have clear understanding of reporting and referral mechanisms.				CS/ACR/JT	24/05/2024		

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		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. Clear induction for new		<i>This happens annually and on induction for new staff</i>	CS/ACR/JT	24/05/2024	
Working in Partnership	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.	The organisation does not establish effective partnerships with organisations such as the Local Authority and Police Prevent Team.	The providers has strong partnerships with: <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 			All staff and Govs	24/05/2024	<p>Prevent duty guidance</p> <p>Outlines the requirements of the duty, including working in partnership with others.</p> <p>https://www.gov.uk/government/publications/prevent-duty-guidance/revise-prevent-duty-guidance-for-england-and-wales#c-a-risk-based-approach-to-the-prevent-duty</p> <p>Understanding channel</p>
Capabilities								
Staff training	Staff do not recognise signs of abuse or vulnerabilities and the risk of harm is not reported properly and promptly by staff.	Frontline staff including governors, do not understand what radicalisation means and why people may be vulnerable to being drawn into terrorism	Training is broader than face to face or e-learning. You should consider how to communicate information to staff e.g. via staff updates, notices, emails		<i>More frequent updates in addition to current practice</i>	CS	24/05/2024	<p>Prevent e-learning</p> <p>Home Office offer a free e-learning package on Prevent covering:</p> <ul style="list-style-type: none"> Prevent awareness Prevent referrals understanding Channel
		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			CS	24/05/2024	<p>Users that complete this training will receive a certificate.</p> <p>https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/</p> <p>Prevent resources, guidance and support</p> <p>The department's Educate Against Hate website provides a range of training and guidance materials.</p> <p>www.educateagainsthate.com</p>
		Staff do not access Prevent training or refresher training.	Ensure all staff attend Prevent training with a focus on Notice, Check, Share			<i>This takes place annually. Last completed September 2023</i>	CS	24/05/2024
Information Sharing	Staff do not share information with relevant partners in a timely manner.	Staff do not feel confident sharing information with partners regarding radicalisation concerns.	The provider has a culture of safeguarding that supports effective arrangements to: <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 			All Staff	24/05/2024	<p>Resources to support information sharing</p> <p>The department has published guidance on making a Prevent referral.</p> <p>https://www.gov.uk/guidance/making-a-referral-to-prevent</p>
		Staff are not aware of the Prevent referral process.	The provider has clear processes for raising radicalisation concerns and making a Prevent referral.		<i>One referral made</i>	CS	24/05/2024	
Reducing Permissive Environments								

Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Date for completion	Support available
Building children's resilience to radicalisation	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.	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.	The institution has codes of conduct for all staff (teaching and non-teaching staff)			All staff	24/05/2024	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
		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.	The institution carries out safer recruitment checks on all staff. The school is a very safe place for all young people. Teaching and practices are monitored by senior leaders regularly. Our school embeds fundamental British Values into the curriculum while ensuring specific discussions and student/stakeholder voice is conducted to ensure a safe environment.			SLT	24/05/2024	www.educateagainsthate.com/category/teachers/classroom-resources/filter=lets-discuss
IT policies	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.	Students can access terrorist and extremist material when accessing the internet at the institution.	All appropriate internet filtering is in place.		IT Manager. Continue regular CP team checks on monitoring and filtering to ensure system is capable.	CS & CC	24/05/2024	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
		Students may distribute extremist material using the institution IT system.	Our School ensures that there is a clear reporting process in place should filtering systems flag any safeguarding or Prevent-related concerns.			CS & CC	24/05/2024	Further guidance is available at https://saferinternet.org.uk/guide-and-resource/teachers-and-school-staff/appropriate-filtering-and-monitoring/appropriate-monitoring
		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 should take lead responsibility for safeguarding and child protection (including online safety).			CS	20/05/2024	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.
Visitors	External speakers or visitors being given a platform to radicalise children and young people or spread hateful or divisive narratives.	Leaders do not provide a safe space for children to learn.	A process is in place to manage site visitors, including sub-contractors.				24/05/2024	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.
		Settings do not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.	The setting has a robust risk assessment and carries out due diligence checks on visitors, speakers, the organisations they represent and the materials they promote or share.		Visiting speaker protocol in place where materials are checked by school staff prior to date.	All staff	24/05/2024	https://www.gov.uk/government/publications/political-impartiality-in-schools/political-impartiality-in-schools#the-law
		The setting does not conduct any due diligence checks on visitors or the materials they may use.	The private/commercial use of the institution's spaces is effectively managed & due diligence checks are carried out on those using/booking and organisations that they represent.				24/05/2024	