

								
Prevent risk assessment for schools								
Person completing Jackie Oldfield Headteacher		Date Implemented: 1st Sept 2024			Date for review: 1st Sept 2025			
<p>A risk assessment is a core part of implementing the Prevent duty. All providers should read guidance from the department on how to complete a risk assessment and on safeguarding students vulnerable to radicalisation. Schools should assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.</p> <p>Providers may choose to have a specific separate risk assessment to better communicate to staff and document actions taken to mitigate any risks. The purpose of the risk assessment is to have an awareness and understanding of the risk of radicalisation in your area and your institution. The type and scale of activity that will address the risk will vary but should be proportionate to the level of risk, type of provision, size and phase of education.</p> <p>This is an internal document and should be reviewed annually, in line with Keeping Children Safe in Education requirements, or following a serious incident.</p>								
National Risks – risk of radicalisation generally								
What national risks are you aware of that could impact to your area, setting, students or families? For example, online radicalisation								
Risk 1- Extremism threat. Violent and non-violent. Some groups that promote extremist ideologies which can support hateful narratives towards others.	Risk 2 - Online radicalisation. Learners are at risk of accessing inappropriate and harmful extremist content online.	Risk 3- Grooming. Either vulnerable adults or young people can be groomed for a number of reasons. (e.g. Finances, Sexual gratification, trafficking).	Risk 4					
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? E.g. local extremist activity (groups active in the area)								
Risk 1 White supremacists.	Risk 2 Islamic extremism.	Risk 3 Online Grooming	Risk 4 Gangs					
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 risks/s?			Prevent e-learning
	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.	G	Ensure training is kept up to date.	Jackie Oldfield	Yearly	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/
		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.	G	Ensure training is kept up to date.	Jackie Oldfield and Joanne Murray	Yearly	
		Leaders do not communicate and promote the importance of the duty.	Sufficient leadership ownership – risk assessments, safeguarding policies, etc. being signed off by SLT.	G	Keep updating policies inline with current changes in safeguarding and prevent.	Jackie Oldfield	Yearly	
		Leaders do not drive an effective safeguarding culture across the institution.	Leadership have clear understanding of reporting and referral mechanisms.	G	Keep up to date with referral and reporting arrangements.	Jackie Oldfield	As needed	
		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 and answer quiz to show understanding of safeguarding training.	G	Continue to do this yearly.	Jackie Oldfield	Yearly	
		Leaders do not keep staff training up to date.	Promotion of a safeguarding culture through regular training, discussions, etc with senior staff visibly involved. Clear induction for new members of staff and trainee teachers	G	Keep training plan updated.	Jackie Oldfield	Termly	
		Leaders do not know where the schools weaknesses in safeguarding are.	Leaders use self-evaluation to identify key priorities for continuous improvement	G	Find new ways to assess areas for development.	Jackie Oldfield	Yearly	
Working in Partnership	The setting is not fully apprised 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: • Local Safeguarding Children's Partnership • DSL / headteacher forums • LADO • Community Safety Partnerships • Police Prevent Team • Channel panel • TETC • Child and family	G	Keep attending meetings and networking with other agencies.	Jackie Oldfield	As needed	Prevent duty guidance Outlines the requirements of the duty, including working in partnership with others. https://www.gov.uk/government/publications/prevent-duty-guidance/wised-prevent-duty-guidance-for-england-and-wales/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
		The organisation doesn't work with other agencies successfully.	Effective partnerships might include: • Regular attendance at meetings, boards or forums • In receipt of newsletters e.g. Educate Against Hate • Being able to demonstrate effective partnerships by use of the referral process or involvement in Channel	G	Keep attending meetings and networking with other agencies.	Jackie Oldfield	As needed	
Understanding Risk								
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. Staff receive updates via staff updates, notices, emails	G	Keep up to date with new information and share it with staff.	Jackie Oldfield	As needed	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/ Prevent resources, guidance and support The department's Educate Against Hate website provides a range of training and guidance materials. www.educateagainsthate.com
		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	G	Keep training up to date for all stakeholders.	Jackie Oldfield	at least yearly.	
		Staff do not access Prevent training or refresher training.	Ensure all staff attend Prevent training with a focus on Notice, Check, Share	G	Keep staff training up to date.	Jackie Oldfield	Yearly	
		Governors do not access prevent training or refresher training.	Ensure governors attend Prevent training	G	Keep Governor training up to date.	Jackie Oldfield	yearly	
		SLT do not access relevant updates for Prevent.	Ensure SLT and DSL receive additional support from local partnerships and training on local processes for Prevent	G	Keep SLT training up to date.	Jackie Oldfield	yearly	
		It is unclear who has received training.	Maintain records of all staff and governor training	G	Keep records up to date	Jackie Oldfield	as training is completed	
		Training is out of date.	Refresher training to take place regularly	G	Keep training up to date.	Jackie Oldfield	Yearly	

Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Date for completion	Support available
		Training is not provided by an accredited body so is not accurate.	Training is quality assured and evaluated for effectiveness on a regular basis	G	Use regulated training providers.	Jackie Oldfield	When booking training	
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: • 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	G	Keep training around sharing concerns up to date.	Jackie Oldfield	Yearly	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
		Staff are not aware of the Prevent referral process.	There is a clear processes for raising radicalisation concerns and making a Prevent referral.	G	Make sure staff are reminded about this yearly.	Jackie Oldfield	Yearly	
		Information isn't shared for fear of GDPR rules	Staff are aware that safeguarding needs outweigh GDPR rules.	G	Remind staff yearly.	Jackie Oldfield	Yearly	
	Reducing Permissive Environments							
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)	G	Up date year and share with staff and visitors.	Jackie Oldfield	Yearly	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
		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 embeds fundamental British values into the curriculum, while also ensuring specific discussions can take place in a safe environment.	G	Continue to follow a recommended scheme for PSHE to enable teachers to teach quality lessons.	All staff	weekly	
		The quality of lessons is poor and don't cover the topics children need to be taught.	Teaching is monitored by senior leaders through observations, book checks and is quality assured.	G	SLT continue to monitor lessons regularly and subject coordinators carry out deep dives in their subjects weekly.	SLT/ subject leads	see monitoring cycle	
		Children aren't given time to talk about issues they need to.	The institution provides opportunities within the curriculum to discuss controversial issues and for students to develop critical thinking and digital literacy skills	G	Continue to offer quality weekly PSHE lessons, with additional sessions support the children's learning and offer time to talk.	All staff	weekly	
		Children aren't given age appropriate lessons or guidance when they have concerns.	Discussions around controversial issues are carried out in a safe space in an age appropriate way.	G	Keep offering children time to talk when needed on top of quality PSHE lessons.	All staff	weekly	
		Safer recruitment checks aren't carried out putting children at risk of harm.	The institution carries out safer recruitment checks on all staff	G	Maintain our SCR and carry out checks carefully.	Jackie Oldfield	As needed	
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.	We ensure appropriate internet filtering is in place alongside ATOM IT out IT providers.	G	Work closely with Atom IT to make sure filters are working well.	IT co-ordinators and Jackie Oldfield	As needed	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 Further guidance is available at https://iaferinternet.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/
		Students may distribute extremist material using the institution IT system.	We ensure that there is a clear reporting process in place, should filtering systems flag any safeguarding or Prevent-related concerns.	G	Continue to check filtering system kept up to date, alters are given and any issues are reported quickly.	IT co-ordinators and Jackie Oldfield	At Least Termly.	
		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).	G	Keep policies and practice up to date with the latest changes.	IT co-ordinators and Jackie Oldfield	Yearly	
		Lessons do not prepare children for working online safely.	Settings should equip children and young people with the skills to stay safe online, both in school and outside using well planned lessons.	G	Ensure we teach using the quality IT resources and digital literacy resources the IT coordinators have sourced.	IT co-ordinators and Jackie Oldfield	Termly	
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. Sign in, provide DBS where needed, or supervise whilst in school.	G	Maintain careful checks when visitors arrive.	Office staff	As needed	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-at-the-law
		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.	G	Use guidance from EVOLVE to prevent unwanted risks.	Staff	As needed	
		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.	G	Continue to check and risk assess visitors before they come into school.	Staff	As needed	
		The setting allows random people into school opening the school up to risks.	The setting seeks advice and support from partners where necessary to make an assessment of suitability for new visitors.	G	Keep following guidance on best practice when opening the school to visitors.	Staff checked by office and SLT	As needed	