Prevent Risk assessment

Person completing:	Marcella Dobson/Laura Jackson	Date Implemented:	30/4/25	Date Reviewed:	
National Risks:	The levels of overall crime has reduced in the last ten years but the scale and threat from serious and organised has increased and makes a higher level of crime overall. Growth of drug threat has increased crime nationally. County lines continues to threaten exploitation of children nationally and locally. The increased use of technology has gone up 2467% since 2013, leading to potential grooming and exploitation of children.				
Local Risks:	There is a high level of deprivation in Southampton which could lead to vulnerable individuals, susceptible to grooming, exploitation and radicalisation. In 2023 it was reported that in Southampton most referrals to Prevent had individuals who suffered with mental health problems or had diagnosed SEND.				

Risk		Hazard	Risk Management	RAG	Further Action needed	Lead	Date for completion
Leadership and Partnership							
Leadership	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 for staff and governors. Monthly bulletin may address key areas of prevent strategy.				
		Leaders do not have understanding and ultimate ownership of their internal safeguarding processes, nor ensuring that all staff have sufficient	Lead governor for safeguarding/prevent lead is at an appropriate seniority.				

		understanding and that staff implement the Duty effectively.					
		Leaders do not communicate and promote the importance of the Duty.	Risk assessments, safeguarding, safeguarding scenarios, policies shared and signed by all staff.				
		Leaders do not drive an effective safeguarding culture across the organisation.	Leadership has clear understanding of reporting and referral mechanisms.		Ensure the whole SLT and phase leaders have clear understanding of reporting and referring.	HT/DHT	July 2025
		Leaders do not provide a safe environment in which children can learn.	Ensuring the sharing of safeguarding policies and staff sign to confirm the reading of such policies. Monthly bulletin and safeguarding quiz completed.				
			Promotion of a safeguarding culture through regular training, discussions with senior staff visibly involved. Clear induction for new members of staff and trainee teachers.		Ensure a prevent leaflet is shared with trainee teachers which includes effective reporting and referring processes.	HT	Sept 2025
			Leaders use self-evaluation to identify key priorities for continuous improvement.				

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 practise advice, guidance or supportive peer networks.	The organisation does not establish effective partnership with organisations such as the local authority and the police prevent team.	The provider has strong partnership with: • Local safeguarding partnership • DSL/HT forums • LADO • Community safety partnerships • Police prevent team • Channel panel • Child and family				
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 be drawn into terrorism.	Training is broader than face to face learning or e-learning. Staff updates, notices and emails are regularly sent and shared with staff.		Ensure that a termly update with regards to radicalisation and extremism is shared with staff.	HT	July 2025
		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.	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 and share.		Ensure the focus of notice, check and share is high profile.	DSL	July 2025
			Ensure all governors attend prevent training.				
			Ensure SLT and DSL receive additional support from local partnerships and training on local processes for Prevent.		DSL to find out what additional support is available for Prevent processes.	DSL	Oct 2025
			Maintain records of all staff and governor training.				
			Refresher training to take place regularly.		SLT to complete SSS training as refresher training.	SLT	July 2025
			Training is quality assured and evaluated for effectiveness on a regular basis.				
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 are at risk of grooming, exploitation, neglect or abuse. 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.				
Reducing permissive environments							
Building children's resilience to radicalisation	Children and young people are exposed to intolerant or hateful narrative and lack understanding of the risks posed by terrorist organisation and extremist ideologies that underpin them.	The setting does not provide a safe space in which children 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 school has codes of conduct for all staff (teaching and non-teaching staff.)				
		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 school carries out safer recruitment checks on all staff.				
			Teaching is monitored by senior leaders through observations, book checks and is quality assured.				
			The school provides opportunities within the curriculum to discuss controversial issues and for children to develop critical thinking and digital literacy skills.				

			Discussions of controversial issues are carried out in a safe space.				
			The school embeds fundamental British Values into the curriculum, while also ensuring specific discussions can take place in a safe environment.				
IT policies	In effective IT policies increases the likelihood of pupils and staff being drawn into extremist material and narratives on line. In appropriate internet use by children is not identified or followed up.	Children can access terrorist and extremist material when accessing the internet at the organisation.	School should ensure appropriate internet filtering is in place.				
		Children may distribute extremist material using the organisations IT system.	School should ensure that there is a 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 harmful content.	The DSL should take lead responsibility for safeguarding and child protection (including online safety.)				
			School should equip children with the skills to stay safe online, both in school and outside.				
Visitors	External visitors or speakers being given a	Leaders do not provide a safe space for children to learn.	A process is in place to manage visitors, including sub-contractors.				

	platform to radicalise children or young people or spread hateful and divisive narratives.	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 organisation they represent and the materials that they promote or share.				
		The setting does not conduct any due diligence checks on visitors or the materials that they use.	The private/commercial use of the school's spaces is effectively managed and due diligence checks are carried out on those using/booking and organisations that they represent.				
			The setting seeks advise and support from partners where necessary to make an assessment of suitability.				