Prevent risk assessment for schools

Person completing: Emma Zeil			Date Implemented: Mar 26	Date for review: March 27			

National Risks – risk of radicalisation generally

Child Criminal Exploitation	Online Radicalistaion						

Local Risks – risk of radicalisation in your area and institution

Norfolk specific - Self online radicalisation	Extreme right wing ideologies	Youth on Youth Radicalisation	County Line - Child Criminal exploitation				

Leadership and Partnership

Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Date for completion
	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)?*		
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 all staff, DSLS - enhanced Prevent training,Trust level staff - Prevent training				
		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.	4 x DSLs across the staff, all have enhanced Home Office Prevent training.All aware of procedures that need to be followed				
		Leaders do not communicate and promote the importance of the duty.	All policies are signed by staff to say they have read and understood, all training is recorded centrally and electronically				
		Leaders do not drive an effective safeguarding culture across the institution.	Culture of SG established wihtin the school - all children are within a safe environment				
		Leaders do not provide a safe environment in which children can learn.	Smart Log - evidnces the courses/ training that the staf have had in order to ensure the children have a safe place to learn				
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 school has strong partnerships with: • Local Safeguarding Children's Partnership • DSL / headteacher forums • LADO • Community Safety Partnerships (if needed) • Police Prevent Team (if needed) • Channel panel (if needed) • Child and family Staff attend Local training for SG, and recieve local updates from the SG partnership and NSPCC,				

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	In house trainning is carried out face to face, and then followed up with e-learning. Enhanced with additional briefing emails where needed				
		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.	Full training given to all staff, and volunteers - in SG/CP in September, this is supported by elearning and briefings across the year.				
		Staff do not access Prevent training or refresher training.	All staf have Prevent 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 school 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				
		Staff are not aware of the Prevent referral process.	All staff are aware of the 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 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.	All staff receive a copy of the code of conduct, detailing the appropriateness of actions within school. All staff sign to say it has been read.				
		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.	Safer recruitment checks are carried out on all staff. Further checks are conducted when volunteers are within the setting. All checks carried out with LOA to visitors to the setting				
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.	School has appropriate, effective monitoring and filtering systems in place for when staff and pupils are using IT.This is monitored daily.				
		Students may distribute extremist material using the institution IT system.					
		Unclear linkages between IT policy and the Prevent duty. No consideration of filtering as a means of restricting access to harmful content.	Alll DSLs take lead responsibility for safeguarding and child protection (including online safety).				

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.				
		Settings do not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.	The school carries out due diligence checks on visitors, speakers, the organisations they represent and the materials they promote or share.				
		The setting does not conduct any due diligence checks on visitors or the materials they may use.	All checks are carried out according to safer recruitment and policies for visitors.				

Support availale

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 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

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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 deparment has published guidance on making a Prevent referral.

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

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 Isalmist 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

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