Department for Education

Prevent risk assessment for schools

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A risk assessment is a core part of implementing the Prevent duty. All providers should read guidance from the dep[...] 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 act[...] The purpose of the risk assessment is to have an awareness and understanding of the risk of radicalisation in your a[...] 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 requi[...]
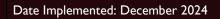
National Risks – risk of radicalisation generally

What national risks are you aware of that could impact to your area, setting, students or families? For [...]

Risk 1	Risk 2
•The use of online platforms continues to be a considerable risk to both being radicalised or self radicalisation, with the viewing of online material having the potential to encourage self-initiated terrorism/attacks (S-IT). In addition, a notable threat is the online sharing of propaganda and extremist material (potential Terrorism Act offences), and recruitment into extremist and/or terrorist organisations.	•S-IT are the UK's most likely threat [...] due to the difficulty to predict and detect potential attacks and the use of low sophistication easily accessible weapons such as vehicles and bladed weapons. Often influenced by online material and extreme content, we have seen many young people aged 20years and under involved.

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?

Risk 1	Risk 2
•Terrorist use and Acquisition of weapons – the use of the online space to motivate is evident particularly self-initiated terrorists (S-IT), with aspirations to obtain weapons.	•Terrorist Ideological Propaganda – the use of encrypted platforms such as Telegram to share and access propaganda continues to pose a threat due to identification problems, with possibility that posters, graffiti and stickers could be shared and accessed. Continued vigilance and reporting of any relevant propaganda to [...]

Leadership and Partnership

Category	Risk
	What is the risk here?
	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

Category	Risk
Leadership	effective.
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.

Category	Risk
Working in Partnership	
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.
Information Sharing	Staff do not share information with relevant partners in a timely manner.

Category	Risk
Information Sharing	
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.
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.

Category	Risk
Visitors	External speakers or visitors being given a platform to radicalise children and young people or spread hateful or divisive narratives.

artment on how to complete a risk assessment and on safeguarding students vulnerable to radicalisation. Scho

ions taken to mitigate any risks.

rea and your institution. The type and scale of activity that will address the risk will vary but should be proporti

rements, or following a serious incident.

example, online radicalisation	
Risk 3 •Extreme Right Wing Terrorism, classified by three ideologies; White Supremacy, White Nationalism and Cultural Nationalism remains a threat mainly due to the online sharing of material, memes and discussion. Proscribed terrorist groups such as Feuerkrieg Division, Sonnenkreig Division and Atomwaffen Division continues to influence	**Risk 4** •International terrorism, we're most likely to be impacted by Islamist Terrorist groups and ideologies which arise from extremist interpretations of Islam, and the establishment of Islamic states and revenge against the West for perceived wrongs against Muslim people. The terrorist groups originate from countries such as Syria, Iraq, Middle East, West Africa and Afghanistan and include groups such as Al Qaeda (AQ) and Islamic State of Iraq and the Levant (ISIL)

E.g. local extremist activity (groups active in the area)	
Risk 3 •Grievance Narrative – these include anti-government, anti- western in Islamist Extremist space, and anti semitic, racist, anti-immigration and anti LGBTQ+ in the Extreme Right Wing space	**Risk 4** •Membership and support of Terrorist groups – including fundraising, support and affiliation to online groups, and the downloading and sharing of extremist material linked to Islamist and ERW proscribed groups. Highlighting the importance of good online policies including filtering.

Hazard	Risk management
What are the hazards?	*What has your institution put in place to ensure sufficient understanding and buy-in from Leadership?*
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.	All staff complete annual mandatory Trust training. Trust training comprises of online training modules as well as mandatory face to face training. All staff to be aware of their safeguarding responsibilities through sharing of relevant policies.

Hazard	Risk management
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.	All Heads of Year, as well as designated senior leaders, are Safeguarding Level 3 trained. Key adults have completed additional Prevent training to support referral process. Trust audits with external reviewers ensure leaders have a rigorous assessment of current practice. Leaders use annual trust audits and self-evaluation to identify key priorities for continuous improvement.
Leaders do not communicate and promote the importance of the duty.	Sufficient leadership ownership – risk assessments, safeguarding policies, etc. being signed off by SLT.
Leaders do not drive an effective safeguarding culture across the institution.	Leadership have clear understanding of reporting and referral mechanisms. DSL and DDSL completed additional online training (Channel online training). Promotion of a safeguarding culture through weekly all staff bulletin, displays, training etc with senior staff. Clear induction for new members of staff and trainee teachers.
Leaders do not provide a safe environment in which children can learn.	Safeguarding policies and training shared via myconcern – staff sign to confirm the reading of such policies. Students learn in disruption free environments. Behaviour policy is followed by all staff. Students are able to access pastoral support to raise a concern or seek support. Teaching of British values in lessons and raising awareness through explicit reference in assembly programmes promotes respect, tolerance, and responsibility, fostering a safe environment that prevents extremism and supports safeguarding practices.
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 (SSCT) • Police Prevent Team • Channel panel • Child and family

Hazard	Risk management
Staff in the setting may lack the skills to identify risks and signs, potentially failing to take appropriate action to protect children.	Effective partnerships include: • Regular attendance at meetings, boards and DSL forums • DSL is in receipt of local and national newsletters e.g. Educate Against Hate, Pan Dorset newsletter, NSPCC, Andrew Hall. • Being able to demonstrate effective partnerships by use of the referral process or involvement in Channel
Frontline staff including governors, do not understand what radicalisation means and why people may be vulnerable to being drawn into terrorism	Staff training and governor is broader than face to face or e-learning. Weekly bulletins maintain a strong culture of safeguarding, supporting regular bitesize CPD as well as mandatory training. Governor updates ensure awareness of school, local and national challenges.
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. Log of safeguarding training is recorded on electronic platform, MyConcern. Policies are avaliable on the school website and key safeguarding policies are also distributed through MyConcern to ensure robust records of staff engagement. Key safeguarding leads complete Channel training modules alongside school training.
Staff do not access Prevent training or refresher training.	All staff have watched and recorded engagement with Prevent training with a focus on Notice, Check, Share. Trust training is quality assured and evaluated by the Director of Safeguarding and Inclusion.
DSLs and SLT are unable to to fulfil their role.	Level 3 safeguarding training SLT and DDSLs receive additional support from local partnerships and training on local processes for Prevent
Staff do not feel confident sharing information with partners regarding radicalisation concerns.	Poole High 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

Hazard	Risk management
Staff are not aware of the Prevent referral process.	Poole High school has clear processes for raising radicalisation concerns and making a Prevent referral. Key staff have completed the Channel training and are therefore aware of how and when to make a referral. Safer Schools Team offer professional support, advice and guidance where neccessary.
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.	Poole High School has codes of conduct for all staff (teaching and non-teaching staff). The main elements of the staff code of conduct have been shared in mandaroty training. The code of conduct has been shared with all staff. Staff read and agree to work in accordance with the policy. This engagment is recorded in MyConcern.
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.	Poole High School carries out safer recruitment checks on all staff. Teaching is monitored by senior leaders through observations, book checks and is quality assured. Poole High School provides opportunities within the curriculum to discuss controversial issues and for students to develop critical thinking and digital literacy skills, for example in PSHE lessons. All teachers ensure that discussions of controversial issues are carried out in a safe space. This is supported by our behaivour policy. Poole High School embeds fundamental British values into the curriculum, while also ensuring specific discussions can take place in a safe environment. Curriuculum coverage of British values is audited annually to ensure key strands are explicity
Students can access terrorist and extremist material when accessing the internet at the institution.	Poole High School ensures appropriate internet filtering is in place. Poole High School uses filtering and monitoring of all staff and students using Smoothwall. The DSL records concerns and outcomes of checks on MyConcern. Appropriate action is taken as required.
Students may distribute extremist material using the institution IT system.	Poole High School has a clear reporting process in place should filtering systems flag any safeguarding or Prevent-related concerns. The filtering and monitoriing log is monitored by the DSL so appropriate actions can be taken.
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). Online safety is embedded in the PSHE curriculum and in our Digital Use Agreement for students. Poole High School equips children and young people with the skills to stay safe online, both in school and outside. This is taught in the PSHE curriculum.

Hazard	Risk management
Leaders do not provide a safe space for children to learn.	A process is in place to manage site visitors, including sub-contractors. All visitors to our school will be highlighted with a red lanyard and will be escorted by a member of school staff at all times.
Settings do not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.	Poole High School has a robust risk assessment and carries out due diligence checks on visitors, speakers, the organisations they represent and the materials they promote
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. The setting seeks advice and support from partners where necessary to make an assessment of suitability.

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ionate to the level of risk,

Risk 5 • Left-Wing and Single Issue Terrorism (LASIT) – including ideologies such as extreme environmental and animal rights terrorism, mainly evident through low level protest and activism			

Risk 5 Human factors – in the SW large numbers of cases involve individuals suffering with mental health and neurodiversity requiring a deeper understanding on the risk of radicalisation to support intervention.			

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

Rag	Further action needed	Lead officer	Date for completion

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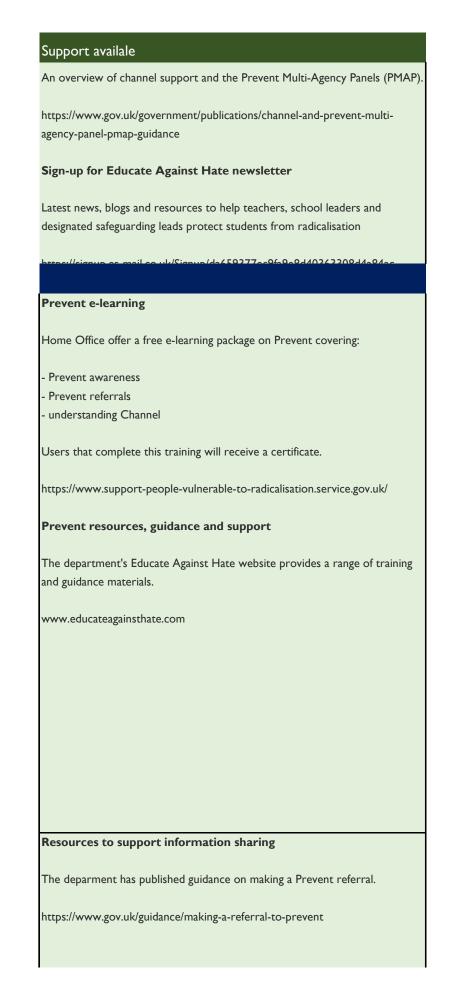
https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/

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

Support availale

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.co.mail.co.uk/Signup/da659277ac9fa9a8d40363308d4a84ac

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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

Support availale

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.

Support availale

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