

PREVENT (radicalisation) risk assessment for schools

Completed by Adam Cave,
Designated Safeguarding Lead (DSL)
& Hannah Crosby
Deputy Designated Safeguarding Lead (DDSL)
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SAMWORTH
CHURCH
ACADEMY





- This risk assessment is informed in part by a briefing from Nottinghamshire Police Counter-Terrorism Team on 22nd February 2024.
- DSL means Designated Safeguarding Lead.
- DDSL means Deputy Designated Safeguard Lead.
- RAG means Red (not completed), Amber (on track), Green (completed).

National Risks – risk of radicalisation generally



Risk 1	Risk 2	Risk 3	Risk 4
Across all ideologies.	Extreme right-wing terrorist motivated.	The threat from Islamist motivated terror.	Prison releases.

Local Risks – risk of radicalisation in your area and institution



Risk 1	Risk 2	Risk 3	Risk 4
Online extremism.	Extreme right-wing terrorism.	Self-initiated terrorism.	AQ / IS inspired Islamist terrorism.

Leadership and Partnership



Category	Risk	Hazard	Risk management	RAG	Further action needed	Lead officer	Date for completion
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 do to address the identified risk(s)?		
	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 C13:C17 sufficiently senior level.	DSL is the Prevent Lead in the academy. Prevent duty refresher in annual child protection Hays training. Records of staff completion are held centrally. DSL and DDSL have completed Home Office Prevent training. In addition, the safeguarding team provide an update on this throughout the academic year.		N/A	ACA	Ongoing
		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.	DSL acts as Prevent Lead and is responsible for oversight of all safeguarding processes.		N/A	ACA	Ongoing

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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 do to address the identified risk(s)?		
	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 do not communicate and promote the importance of the duty.	<p>DSL and DDSL have created this risk assessment, which is reviewed annually. Prevent duty covered in Child Protection policy & associated Handbook.</p> <p>Discussion with Nottinghamshire Police counter-terrorism team to determine local context where possible.</p> <p>Staff updated via annual training and safeguarding update of duty & responsibilities.</p>		N/A	ACA	Ongoing
		Leaders do not drive an effective safeguarding culture across the institution.	<p>Culture of 'it could happen here' promoted regularly.</p> <p>Safeguarding is at the heart of all we do, and all staff are reminded via fortnightly updates, annual training & ad hoc briefings of their safeguarding responsibilities.</p> <p>Safer recruitment processes adhered to.</p>		N/A	CVA/ACA	Ongoing

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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 do to address the identified risk(s)?		
	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 do not provide a safe environment in which children can learn.	<p>Safeguarding is at the heart of TSCA via regular training, updates and a collection of staff and student voice.</p> <p>Relational approach adopted by pastoral team and wider staff team to provide pupils with opportunity to disclose concerns safely.</p>		N/A	CVA/ACA	Ongoing
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.	<p>Safeguarding team has strong working relationships with:</p> <ul style="list-style-type: none"> • Nottinghamshire Safeguarding Children's Partnership • LADO • Nottinghamshire Police • Tackling Emerging Threats Team <p>In addition, either DSL / DDSL attend termly local authority DSL forum to receive pertinent updates on local safeguarding concerns.</p>		N/A	ACA	Ongoing

Support available: Prevent e-learning



The Home Office offers a free e-learning package on Prevent covering:

- Prevent awareness
- Prevent referrals
- Understanding Channel

Users that complete this training will receive a certificate.

[Click here for Home Office Prevent e-learning](#)



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Capabilities	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 do to address the identified risk(s)?		
	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	Prevent training covered in annual Hays training but further detail and local context shared in staff update throughout the year. Safeguarding team analyse concerns and share topical issues that staff need to be alert to.		Ensure training continues to be relevant and key local intelligence / concerns shared with wider staff team.	ACA	Ongoing
		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.	Prevent training covered annually and local procedures shared in staff update. Staff aware of safeguarding procedures and the importance of reporting all concerns.		Ensure training continues to be relevant and key local intelligence / concerns shared with wider staff team.	ACA	Ongoing

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Capabilities	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 do to address the identified risk(s)?		
	Staff do not share information with relevant partners in a timely manner.	Staff do not feel confident sharing information with partners regarding radicalisation concerns.	<p>Culture of safeguarding, and vigorous oversight from safeguarding team ensures safeguarding concerns are monitored, reviewed and early, appropriate referrals completed.</p> <p>Safeguarding team aware of local procedures and can utilise support of SEIO if necessary.</p> <p>Records of concerns secured on CPOMS and audit trail maintained.</p> <p>Use of CPOMS categories allows safeguarding team to monitor patterns of concerning behaviour.</p>		N/A	ACA	Ongoing
Staff Training		Staff are not aware of the Prevent referral process.	TSCA follows Nottinghamshire Police Prevent referral procedure. This is shared with staff in an update each academic year and safeguarding team conversent in this procedure.		Continue to share local procedure with wider staff body	ACA	Ongoing

How to make a Prevent referral



The Home Office has published guidance on making a Prevent referral.

[Click here to make a Prevent referral](#)

Reducing Permissive Environments



Category	Risk	Hazard	Risk management	RAG	Further action needed	Lead officer	Date for completion
Building children's resilience to radicalisation	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 do to address the identified risk(s)?		
	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 academy explores topics involving prejudice, online safety, radicalisation and terrorism through RSE, PSHE and Online Safety lessons. All pupils are taught about British Values and our academy values reflect our expectations of respect. Staff are aware of local context that might have an influence on pupil views.		N/A	ACA	Ongoing
		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.	As above. This is monitored by senior leaders through curriculum oversight and classroom observations. Pupils are encouraged to discuss controversial and challenging subjects in a respectful, safe and constructive way. Pastoral / safeguarding team respond rapidly to incidents where intolerance or prejudice occur and in the first instance endeavour to educate students.			ACA	Ongoing

Support available: Educate Against Hate



The **Educate Against Hate website** provides a range of training, guidance materials and classroom resources.

[Click here for Educate Against Hate](#)

The **Educate Against Hate e-newsletter** brings you the latest news, blogs and resources to help teachers, school leaders and designated safeguarding leads protect students from radicalisation.

[Click here for the Educate Against Hate newsletter](#)

Category	Risk	Hazard	Risk management	RAG	Further action needed	Lead officer	Date for completion
IT policies	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 do to address the identified risk(s)?		
	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.	<p>Smoothwall filtering system in place. ICT team complete checks of the filtering regularly. These checks are completed by DSL and DDSL to ensure Smoothwall recognises new and developing ideologies.</p> <p>SENSO alerts the safeguarding team to any attempts by students to search or type about terrorist and extremist views. These are reviewed daily by the safeguarding team and if further investigation is required, they are added as a CPOMS concern.</p>		N/A	ACA	Ongoing
		Unclear linkages between IT policy and the Prevent duty. No consideration of filtering as a means of restricting access to harmful content.	<p>DSL has oversight of the filtering and monitoring systems in the academy.</p> <p>Acceptable use procedures in place for both staff and pupils.</p>		N/A	ACA	Ongoing

Support available: 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 from Safer Internet: <https://saferinternet.org.uk/guide-and-resource/teachers-and-school-staff/appropriate-%20filtering-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 with 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/>

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Visitors	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 do to address the identified risk(s)?		
	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.	Materials / content to be delivered by external speakers or visitors are discussed prior to delivery. Visiting speakers are not left alone with pupils.		N/A	ACA	Ongoing
		Settings do not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.	All visitors are issued lanyards and where appropriate DBS checks / letters of assurance obtained. Staff will raise concerns with safeguarding team before materials are used or discussion if they are unsure of suitability.		N/A	ACA	Ongoing

Support available: 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.

[Click here for political impartiality guidance](#)

Thank you

Please contact us if you require any further information about safeguarding at The Samworth Church Academy:

Email: enquiries@tscacademy.org.uk

Phone: [01623 663450](tel:01623663450)

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