Department for Education

Prevent risk assessment for schools

Person completing: David Baugh			Date Implemented: 30.06.2024	Date for review: 30.06.2024

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.

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 y our 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.

This is an internal document and should be reviewed annually, in line with Keeping Children Safe in Education requirements, o r following a serious incident.

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 Right wing extremist gangs.	Risk 2 Islamic Extremism online.	Single Issue Extremism. Such as Just Stop Oil and animal rights groups. Anti vaxination groups and conspirocy theorists.	Incels such as Andrew Tate.			

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 Right wing Extremist Gangs.	Risk 2 Islamic Extremism online.	Single Issue Extremism. Such as Just Stop Oil and animal rights groups. Anti vaxination groups and conspiracy theorists.	Incels, Terfs, homophobia and general racist behaviour			

Leadership and Partnership

Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Date for completion	Support availale
	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)?*			**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/
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.	Leaders of safeguarding have completed prevent training and this has been offered to school staff. Governors have completed prevent briefing from the local authority. 4/12/23 Governors have met with the Head Teacher to discuss the prevent issues both national and local. There are lines of communication via cpoms which help leaders gather information about prevent issues.	Low	*Ensure that the prevent agenda fetaures at govenors meetings and in staff meeting where appropriate.*			
		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.	Leaders have completed training and receive inofmation from the local authority. The intimate/small nature of the school ensures that communication is efficient and regular.	Low	*Staff meeting agenda item to make colleagues aware of current issues and systems.*			
		Leaders do not communicate and promote the importance of the duty.	Sufficient leadership ownership – risk assessments, safeguarding policies, etc. being signed off by SLT. N.O.S materials.	Low	*Staff meeting and Govs agenda items*			
		Leaders do not drive an effective safeguarding culture across the institution.	Leadership have clear understanding of reporting and referral mechanisms. There are policies which are effective in their implementation. Leaders have a culture of 'it could happen here.'	Low	*Agenda items in staff and governors meetings.*			
		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. Smoothwall technology blocks pupils from accessing inapproprite materials. The computing curriculum educates pupils about the issues on the Prevent duty.	Low	*Constant vigilance*			
			The institution carries out safer recruitment checks on all staff before appointment.					
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 providers has strong partnerships with: • Local Safeguarding Children's Partnership Maria Needham • DSL / headteacher forums • LADO • Community Safety Partnerships • Police Prevent Team, PCSO visits • Channel panel • Child and family	Low				**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** Latest news, blogs and resources to help teachers, school leaders and designated safeguarding leads protect students from radicalisation
		School may not attend meetings due to work load issues.	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 Halton mailshots	Low				

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	Training is broader than face to face or e-learning. School communicates via staff updates, notices, emails.	Low	*Source further training materials, NOS?*			**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	Low	*Ensure it s all staff eg MDAs who can often hear more 'casual' conversations*			
		Staff do not access Prevent training or refresher training.	Ensure all staff attend Prevent training with a focus on Notice, Check, Share. The school provides opportunities for staff to catch up on training and has systems to ensure that training is recorded eeffectively.	Low				
		The governoring board find training difficult to access. Governors	Ensure governors attend Prevent training	Low				
		Leadership updates are not effective	Ensure SLT and DSL receive additional support from local partnerships and training on local processes for Prevent	Low				
		Records are not effectively kept.	Maintain records of all staff and governor training	Low				
		School does not provide timely training or when the statutory guidence changes.	Refresher training to take place regularly	Low				
		Training materials are of poor quality.	Training is quality assured and evaluated for effectiveness on a regular basis	Low				

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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.	Our 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	Low				**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
		Staff are not aware of the Prevent referral process.	The provider has clear processes for raising radicalisation concerns and making a Prevent referral.	Low				
				Low				
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 school has codes of conduct for all staff (teaching and non-teaching staff). The issues are tackled by teaching staff when they arise in schoo through ELSA or circle time	Low				**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
		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.	British values are a regular feature in assemblies and on display around school. Assemblies follow a 'values' theme such as Respect, Empathy and Tolerance.	Low	Source materials for direct teaching of specific Prevent issues with children.			
		Lessons and teaching are not quality assured.	Teaching is monitored by senior leaders through observations, book checks and is quality assured.	Low				
		Pupils may not get the right support for helping them to make the right choices on controversial issues.	The school provides opportunities within the curriculum to discuss controversial issues and for students to develop critical thinking and digital literacy skills. This features in PSCHE and P4C lessons.	Low				
		The school may not have an agreed shared commitment to confidential support for pupils to share their views.	Settings should ensure that discussions of controversial issues are carried out in a safe space.	Low				
		The School may not have a British Values Statement that is shared as a vidion by all stakeholders.	The institution embeds fundamental British values into the curriculum, while also ensuring specific discussions can take place in a safe environment.	Low				
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.	The school ensures appropriate internet filtering is in place. This is supported by Smoothwall filitering which is provided by the local authority.	Low				**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
		Students may distribute extremist material using the institution IT system.	The school ensures that there is a clear reporting process in place should filtering systems flag any safeguarding or Prevent- related concerns. This is flagged up when the school does training on Prevent. There is a clear pathway.	Low				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.
		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 as well as online safety.	Low				
		Pupils may not get extensive support for digital literacy.	Settings should equip children and young people with the skills to stay safe online, both in school and outside.	Low				**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/
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.	Low				**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
		Settings do not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.	The school 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.	Low				
		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.	Low				
		[Insert additional hazards here]	The school seeks advice and support from partners where necessary to make an assessment of suitability.	Low				