

Prevent risk assessment for schools

Person completing: Lindsay Fry

Date Implemented: December 2023

Date for review: December 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 your 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, or 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

The current threat from Terrorism and Extremism in the United Kingdom is real and severe and can involve the exploitation of vulnerable people, including children to involve them in extremist activity.	Vulnerable individuals may be groomed and at risk of being radicalised. Recently a suspected terrorist awaiting trial escaped from jail and presented a threat to members of the public (until recaptured by the police).	There are extremist groups operating online to recruit individuals and groups to join their organisations to spread hate messages against groups/ faiths/ women etc	Individuals who have been radicalised pose a threat to the public. They may be travelling on public transport, in public places at events, or try to gain access to public buildings and carry out an act of terrorism.				
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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)

Young people can be at risk of grooming by extreme groups and enticed to join extreme groups online or in-person.	Young vulnerable students who are undergoing difficulty in their homelife or school life can explore other options online and can be attracted by groups offering new friends, work for a 'good cause'.	Young people who have been radicalised can become distant from friends and family and at risk of forming stronger attachments to these organisations. They are at risk of Child Criminal Exploitation through County Lines Activities, which may link to extremism.	Young people are at risk of emotional harm from extremist operating online. They are at risk of adverse behaviour from peers who have been influenced negatively in their views.				
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Leadership and Partnership

Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Date for completion	Support available
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 further action to address the identified risk(s)?			<b>Prevent e-learning</b> 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.  <a href="https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/">https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/</a>
	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/briefing for all staff (including SLT) and governors takes place every two years and is recorded on the training SCR.					
		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.	Prevent training/briefing for all staff (including SLT) and governors takes place every two years and is recorded on the training SCR.					
		Leaders do not communicate and promote the importance of the duty.	Sufficient leadership ownership – risk assessments, safeguarding policies, etc. are created by DSLs, shared with governors and staff. They are published on the website.					
		Leaders do not drive an effective safeguarding culture across the institution.	DSLs have clear understanding of reporting and referral mechanisms for prevent and reminders are discussed regularly in Safeguarding segment of staff meeting (a standing agenda item each week).					
		Leaders do not provide a safe environment in which children can learn.	Key Safeguarding policies are updated in line with Statutory time scales and are shared with all stakeholders. They are cascaded through Safeguard/CPOMS and a running record shows who has read them. Promotion of a safeguarding culture through regular					

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<b>Working in Partnership</b>	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: <ul style="list-style-type: none"> <li>Local Safeguarding Children's Partnership</li> <li>DSL / headteacher forums</li> <li>LADO</li> <li>Community Safety Partnerships</li> <li>Police Prevent Team</li> <li>Channel panel</li> <li>Child and family</li> </ul>					<p><b>Prevent duty guidance</b></p> <p>Outlines the requirements of the duty, including working in partnership with others.</p> <p><a href="https://www.gov.uk/government/publications/prevent-duty-guidance/revise-prevent-duty-guidance-for-england-and-wales#c-a-risk-based-approach-to-the-prevent-duty">https://www.gov.uk/government/publications/prevent-duty-guidance/revise-prevent-duty-guidance-for-england-and-wales#c-a-risk-based-approach-to-the-prevent-duty</a></p> <p><b>Understanding channel</b></p> <p>An overview of channel support and the Prevent Multi-Agency Panels (PMAP).</p> <p><a href="https://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance">https://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance</a></p> <p><b>Sign-up for Educate Against Hate newsletter</b></p> <p>Latest news, blogs and resources to help teachers, school leaders and designated safeguarding leads protect students from radicalisation</p> <p><a href="https://signup.es-mail.co.uk/Signup/da659377ec9fa9e8d40363308d4a84ac">https://signup.es-mail.co.uk/Signup/da659377ec9fa9e8d40363308d4a84ac</a></p>
<b>Capabilities</b>								
<b>Staff training</b>	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	[Example] Training is broader than face to face or e-learning. You should consider how to communicate information to staff e.g. via staff updates, notices, emails					<p><b>Prevent e-learning</b></p> <p>Home Office offer a free e-learning package on Prevent covering:</p> <ul style="list-style-type: none"> <li>Prevent awareness</li> <li>Prevent referrals</li> <li>understanding Channel</li> </ul> <p>Users that complete this training will receive a certificate.</p> <p><a href="https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/">https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/</a></p> <p><b>Prevent resources, guidance and support</b></p> <p>The department's Educate Against Hate website provides a range of training and guidance materials.</p> <p><a href="http://www.educateagainsthate.com">www.educateagainsthate.com</a></p>
		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.	All staff attend safeguarding training and are familiar with key school safeguarding and statutory policies					
		Staff do not access Prevent training or refresher training.	All staff attend Prevent training with a focus on Notice, Check, Share. Governors attend Prevent training. Records are kept on the training SCR. DSLs receive additional support from local partnerships and training on local processes for Prevent as					
		[Insert additional hazards here]						
	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 highly effective culture of safeguarding that supports effective arrangements to: <ul style="list-style-type: none"> <li>identify children who may need early help or who are at risk of neglect, abuse, grooming or exploitation</li> <li>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</li> </ul>					<p><b>Resources to support information sharing</b></p> <p>The department has published guidance on making a Prevent referral.</p> <p><a href="https://www.gov.uk/guidance/making-a-referral-to-prevent">https://www.gov.uk/guidance/making-a-referral-to-prevent</a></p>

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Information Sharing		Staff are not aware of the Prevent referral process.	The School has clear processes for raising radicalisation concerns and making a Prevent referral.					
<b>Reducing Permissive Environments</b>								
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) via the staff behaviour policy and Trust wide Staff Professional Standards Policy					<b>Resources for having difficult classroom conversations</b> 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 Islamism extremism.  <a href="http://www.educateagainsthate.com">www.educateagainsthate.com</a>  <a href="http://www.educateagainsthate.com/category/teachers/classroom-resources">www.educateagainsthate.com/category/teachers/classroom-resources</a>  <a href="http://www.educateagainsthate.com/category/teachers/classroom-resources/?filter=lets-discuss">www.educateagainsthate.com/category/teachers/classroom-resources/?filter=lets-discuss</a>
		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					
		[Insert additional hazards here]	[Example] The institution provides opportunities within the curriculum to discuss controversial issues and for students to develop critical thinking and digital literacy skills					
			The School ensures that we create a safe space for discussions about controversial issues, such as Through Jigsaw PHSE, circle times, or in assemblies about British Values.					
			The school embeds fundamental British values into the curriculum, while also ensuring specific discussions can take place in a safe environment.					
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 and monitoring is in place.					<b>Web filtering and online safety</b>  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.  <a href="https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges">https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges</a>  Further guidance is available at <a href="https://saferinternet.org.uk/guide-and-resource/teachers-and-school-staff/appropriate-filtering-and-monitoring/appropriate-monitoring">https://saferinternet.org.uk/guide-and-resource/teachers-and-school-staff/appropriate-filtering-and-monitoring/appropriate-monitoring</a>  You can test whether your internet service provider removes terrorist content at <a href="http://testfiltering.com/">http://testfiltering.com/</a>  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.  <b>Teach about online extremism</b>  The 'Going Too Far?' resource from Educate Against Hate and the London Grid for Learning to help teach students about staying safe online  <a href="https://www.educateagainsthate.com/resources/going-too-far/">https://www.educateagainsthate.com/resources/going-too-far/</a>
		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.					
		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 leads Lindsay Fry and Kerry Parker, at each site have the lead responsibility for safeguarding and child protection (including online safety).					
		[Insert additional hazards here]	The school equips children with the skills to stay safe online, both in school and outside, through our computing curriculum, annual (or more frequent) online safety workshops, assemblies.					

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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 clear process is in place to manage site visitors, including sub-contractors.					<b>Political Impartiality Guidance</b> 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.  <a href="https://www.gov.uk/government/publications/political-impartiality-in-schools/political-impartiality-in-schools#the-law">https://www.gov.uk/government/publications/political-impartiality-in-schools/political-impartiality-in-schools#the-law</a>
		Settings do not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.	The school carries out robust risk assessments as needed and 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.	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.					