

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 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.

What national risks are you aware of that could impact to your area, setting, students or families? For example, online radicalisation

Risk 1	Risk 2	Risk 3
Learners are at risk of accessing inappropriate and harmful extremist content online. CYP can be groomed using online platforms such as social media and social networking groups. The internet and social media make spreading divisive and hateful narratives to millions of people easy. Young children could access this through older	Public displays of hate and division. Radicalisation can draw on all forms of extremism. For example, racially antagonistic graffiti might represent the actions of someone who has taken on board an ideology.	Vulnerable people, including children, young people and vulnerable adults, can be exploited by people who seek to involve them in terrorism or activity in support of terrorism.

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	Risk 2
In respect of terrorism, Shropshire is assessed to be a low risk area, but there is a particular concern that vulnerable people may be at risk of radicalisation through the influence of others or via the internet, including ideas and issues around their identity.	Approximately 80% (2020) of referrals to Channel in Telford & Wrekin are for Extreme Right Wing groups. Far Right groups such as the English Defence League have been active recently in Shropshire and Telford & Wrekin.

Leadership and Partnership

Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Due for completion	Support available
Leadership	The setting does not place sufficient priority to Prevent and risk assessment/ action plans (or does not have one) and therefore the 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/briefings for all staff and trustees (DSLs have completed) Level 2 training DSL has completed WRAP CPD All governors have read our child protection policy and Keeping Children Safe in Education. The Designated Safeguarding Leads and Deputy Safeguarding Officers (DSL/DSLs) act as Prevent Leads and are identified on Safeguarding information posters and in the MAT Child Protection and Safeguarding Policy and Procedures					Prevent e-learning Home Office offer a free e-learning package on Prevent covering
		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.	We have a dedicated link governor that oversees our compliance with the Prevent duty. Prevent reminders are shared with staff through regular briefing updates.					
		Leaders do not communicate and promote the importance of the duty.	Leadership/Managers have clear understanding of reporting and referral mechanisms. All staff, including governors, have read at least Part 1 of Keeping Children Safe in Education, 2023, with DSLs and governors having read all KCISIE 2023. All staff and governors have read the MAT's Child Protection and Safeguarding Policy and Procedures, and have signed to confirm the completion of these actions					
		Leaders do not drive an effective safeguarding culture across the institution.	Leadership/Managers have clear understanding of reporting and referral mechanisms. All staff, including governors, have read at least Part 1 of Keeping Children Safe in Education, 2023, with DSLs and governors having read all KCISIE 2023. All staff and governors have read the MAT's Child Protection and Safeguarding Policy and Procedures, and have signed to confirm the completion of these actions					
Working in Partnership	The setting is not fully apprised 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: <ul style="list-style-type: none"> Shropshire early years' service Shropshire Safeguarding Children's Partnership LAOD Shropshire Community Safety Partnerships Shropshire Police Prevent Team Channel panel Child and family Receipt of Educate Against Hate Newsletters					Latest news, blogs and resources to help teachers, school leaders and designated safeguarding leads protect students from radicalisation https://gripup.as-mat.co.uk/?group=6459377c79c9b6d40263208b4d48c
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	The school ensures all staff must attend Prevent training with a focus on Notice, Check, Share					Prevent e-learning Home Office offer a free e-learning package on Prevent covering: <ul style="list-style-type: none"> 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/
		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.	The trust and school ensures trustees/governors attend Prevent training every 2 years.					Prevent resources, guidance and support The department's Educate Against Hate website provides a range of training and guidance materials. www.educateagainsthate.com
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: <ul style="list-style-type: none"> 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 					Resources to support information sharing The department 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 school has clear processes for raising radicalisation concerns and making a Prevent referral as set out in the relevant policies.					
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 delivers the a rich curriculum and builds resilience by ensuring opportunities for children to learn right from wrong, mix and share with other children and value other's views, know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes etc. The school carries out safe recruitment checks on all staff.					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 Islamist extremism. www.educateagainsthate.com
		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.	Teaching is monitored by the headteacher through observations, learning journal checks and is quality assured.					www.educateagainsthate.com/category/teachers/classroom-resources
			The school implements the Safer Visiting Policy to ensure that all visitors adhere to the views and values of the school. The school promotes fundamental British Values, which are embedded in the EYF5. The institution embeds fundamental British values into the curriculum, while also ensuring specific discussions can take place in a safe environment.					www.educateagainsthate.com/category/teachers/classroom-resources/letter-letters-discuss
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.	Appropriate internet monitoring and filtering is in place. School has a robust e-safety curriculum which educates children in how to keep themselves safe online. This has included visits from the police to talk about e-safety. NSPCC keep safe, stay safe assemblies. The curriculum equips children and young people with the skills to stay safe online, both in school and outside. School provides information for parents/carers.					Web filtering and online safety The Department for Education has 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/learning-and-monitoring-standards-for-schools-and-colleges Further guidance is available at https://www.enm.gov.uk/guidance-and-resource/teachers-and-school-staff/appropriate-filtering-and-monitoring/appropriate-monitoring You can test whether your internet service provider removes terrorist content at https://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/
		Students may distribute extremist material using the institution IT system.	School has a clear reporting process in place should filtering systems flag any safeguarding or Prevent-related concerns.					
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. Leaders apply the MAT Safer Visiting Policy to ensure that all visitors adhere to the safeguarding policy and expectations both in their behaviour and the information shared, if interacting with pupils.					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-2016
		Settings do not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.	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.					
		The setting does not conduct any due diligence checks on visitors or the materials they may use.	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. The school is not currently used for any private bookings – however, the private/commercial use of the school's spaces is effectively managed and due diligence checks are carried out on those using/booked and the organisations that they represent. The setting seeks advice and support from partners where necessary to make an assessment of suitability.					