



**Prevent risk assessment for schools**

Person completing: Becca Ross

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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.

**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

<b>Risk 1</b> Online radicalisation	<b>Risk 2</b> Gaming chat rooms	<b>Risk 3</b> Misogyny - Growth of influencers such as Andrew Tate	<b>Risk 4</b> Incel culture				
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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)

<b>Risk 1</b> Extreme right wing groups both physically and online.	<b>Risk 2</b>	<b>Risk 3</b>	<b>Risk 4</b>				
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**Leadership and Partnership**

Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Date for completion	Support available
Leadership	<i>What is the risk here?</i>	<i>What are the hazards?</i>	<i>What has your institution put in place to ensure sufficient understanding and buy-in from Leadership?</i>		<i>What does your institution need to further action to address the identified risk(s)?</i>			<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 staff (including SLT) and governors. Prevent questions from DSL to staff in weekly briefing to ensure profile of Prevent remains a priority. Prevent lead is a member of SLT who works closely with the safeguarding governor.					
		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.	Safeguarding policies are scrutinised by the Senior Leadership Team, Governors and the Wessex Academy Trust and personalised according to the school's changing context. All staff are updated in the school's processes for protecting individuals at risk.					
		Leaders do not communicate and promote the importance of the duty.	Leaders, including governors, sign off safeguarding policies and risk assessments.					

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		Leaders do not drive an effective safeguarding culture across the institution.	Safeguarding at St Mary's is at the core of all key decisions and policy changes. The DSL has instilled a positive and open safeguarding culture over recent years, recognised by Ofsted.					
		Leaders do not provide a safe environment in which children can learn.	Behaviour in and out of class is monitored and the behaviour policy is regularly reviewed. Pupil surveys and a hotspot mapping exercise are carried out to assess perceptions of safety. Safeguarding policies are shared effectively and staff					
		Leaders do not provide sufficient safeguarding training to staff	Leaders promote a positive safeguarding culture through regular training, discussions, etc with senior staff visibly involved. Clear induction for new members of staff and trainee teachers					
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.	St Mary's 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 (SSCT)</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#fc-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#fc-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>
			<ul style="list-style-type: none"> <li>Regular attendance at meetings, boards or forums</li> <li>In receipt of associated newsletters e.g. Educate Against Hate</li> <li>Being able to demonstrate effective partnerships by use of the referral process or involvement in Channel</li> </ul>					
<b>Capabilities</b>								
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	All staff receive compulsory annual training in Prevent through online training and INSET training delivered by the DSL. Prevent training is also in place for governors. Updated information is provided to staff in weekly briefings and via the staff safeguarding noticeboard. New staff receive Prevent training as part of their induction.					<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 that contains Prevent and an overview of the radicalisation process and are familiar with key school safeguarding and statutory policies					
		Staff do not access Prevent training or refresher training.	Records of all staff and governor training are maintained. Any gap in attendance is addressed. Training focuses on the key message of 'Notice, Check, Share'					

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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.	St Mary's has a 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 through the use of MyConcern.</li> </ul> The DSL attends annual training to ensure confidence when making a Prevent referral.					<b>Resources to support information sharing</b>  The department has published guidance on making a Prevent referral.  <a href="https://www.gov.uk/guidance/making-a-referral-to-prevent">https://www.gov.uk/guidance/making-a-referral-to-prevent</a>
		Staff are not aware of the Prevent referral process.	St Mary's has clear processes for raising radicalisation concerns and making a Prevent referral through MyConcern and the DSL. The safeguarding team are aware that radicalisation concerns should be discussed with the LA Prevent officer before making a 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.	St Mary's has codes of conduct for all staff (teaching and non-teaching staff). Opportunities are planned to discuss sensitive topics across the curriculum and especially within PSHCE. Rules for respectful discussion are taught with reference to British values. Pupils are supported to develop critical thinking.					<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 Islamist 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.	St Mary's carries out safer recruitment checks on all staff. The curriculum shows breadth and balance including across PSHCE, RE and assemblies.					

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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 filtering and monitoring is in place. Any inappropriate use is alerted to the DSL who addresses this immediately. IT and PSHCE lessons focus on equipping children with the skills to stay safe online both in school and at home. This is embedded across the curriculum through themed assemblies and Internet Safety days. Internet safety is also promoted with parents/carers via newsletters. We share a weekly update to parents from National Online College					<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.	A filtering system is in place to prevent this. St Mary's has 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 lead takes lead responsibility for safeguarding and child protection (including online safety).					
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.					<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.	St Mary's 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. All visitors are issued with a coloured lanyard which represents whether or not they are DBS checked. Any visitors wearing a red lanyard need to be supervised by a member of staff at all times.					
		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.					

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