



Prevent risk assessment for schools

Person completing: Mark Paine Date: 04/10/2023 Review date: 04/10/2024

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

International terrorism (Substantial October 2023)	Northern Ireland related terrorism (Severe October 2023)	Racial violence/far-right extremism	Gang activity/county lines'				
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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)

Gang activity in the local area. Young people are at risk of being recruited for 'county lines' and similar activities. Location near a major urban centre, an established gang culture and local socio-economic indicators make this a serious potential risk of radicalisation.	Racially motivated violence and far-right terrorism. The local area contains substantial minority populations, including those who are recently arrived. History of far-right activity in this area. Possibility of online radicalisation.	Large Indian sub-continent diaspora population in Sandwell, particularly Sikhs. Potential for issues such as the status of Kashmir and the Punjab to involve local people in activities either here or abroad. Possibility of online radicalisation.					
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Leadership and Partnership

Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Due 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 risks?			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/
	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. Online safety education built into the curriculum.		School needs to build stronger links with local Police and other organisations to ensure that we take the latest local context into account in our planning.	MP	12/23	
		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.	Acting LGB Chair is Safeguarding Link Governor. Vice Chair is an experienced DSL and former head teacher.		Raise awareness of Prevent as part of the school's wider culture of safeguarding amongst SLT and LGB. Regular updated training and information sharing at SLT and LGB meetings.	MP	11/23	
		Leaders do not communicate and promote the importance of the duty.	Sufficient leadership ownership – risk assessments, safeguarding policies, etc. being signed off by SLT. LGB link governors hold SLT to account. Policies regularly reviewed at school and MAC level.		Staff training - professional development meetings to include Prevent as part of the annual cycle.	MP	11/23	
		Leaders do not drive an effective safeguarding culture across the institution.	Leadership have clear understanding of reporting and referral mechanisms. Safeguarding Team meets weekly. Safeguarding is first standing item for all meetings.		Ensure all staff, including support staff, are using 'Safeguard' recording and monitoring system.	MP	10/23	
	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. Safeguarding Audit July 2023. Review of response to safeguarding incidents by Ette Health and Safety, September 2023.		Continue to implement recommendations of Safeguarding Audit.	MP	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.	The providers has strong partnerships with: • Local Safeguarding Children's Partnership • DSL / headteacher forums • LADO		Develop stronger partnerships with relevant organisations e.g. Police, Sandwell Prevent Team, Channel, local community groups.	MP	11/23	Prevent duty guidance Outlines the requirements of the duty, including working in partnership with others. https://www.gov.uk/government/publications/prevent-duty-guidance/revisted-prevent-duty-guidance-for-england-and-wales-a-risk-based-approach-to-the-prevent-duty

Understanding Risk

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	[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		Regular updates in Professional Development Meetings and whole staff briefings.	MP	11/23	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/
		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.	[Example] Ensure all staff attend safeguarding training and are familiar with key school safeguarding and statutory policies		All staff have completed statutory training in KCSIE September 2023 and online safety.	MP	9/23	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: • 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		Ensure that all staff see Prevent as an intrinsic part of the school's safeguarding culture. Regular refresher training and updates.	MP	Ongoing	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.	School has clear processes for raising radicalisation concerns and making a Prevent referral.		Ensure that all staff are aware of the school's policies and procedures relating to Prevent.	MP	10/23	

Reducing Permissive Environments

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 and the wider MAC have codes of conduct for all staff (teaching and non-teaching staff) which are reviewed annually and are signed by all staff at the beginning of the academic year.		Monitor staff conduct and deal with any breaches of the MAC's Staff Conduct Policy using the Discipline Policy.	MP	Ongoing	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 Islamism. www.educateagainsthate.com www.educateagainsthate.com/category/teachers/classroom-resources
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Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Date for completion	Support available
Building children's resilience to radicalisation		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.	School carries out safer recruitment checks on all staff. Two members of SLT have recent safer recruitment training, as do two governors. All interview panels have at least one member of staff with up to date safer recruitment training. The Single Central Record is regularly checked and reviewed.		Ensure that at least two SLT members and two members of the LGB have safer recruitment training every year. Request external review of the Single Central Register.	MP	Ongoing	www.educateagainshate.com/category/teachers/classroom-resources/filter-leads-discuss
		An unbalanced curriculum that does not incorporate fundamental British values.	Fundamental British values form an intrinsic part of the St Gregory's Curriculum. Teaching is monitored by senior leaders through observations, book checks and is quality assured		Review the curriculum annually as part of the SDP. Seek quality assurance for the curriculum from external partners. Continue to	SLT	Ongoing	
		Online radicalisation	School provides opportunities within the curriculum to discuss controversial issues (e.g. in RSE) and for students to develop critical thinking and digital literacy skills (Computing curriculum and online safety lessons).		Online Safety Week	NL/AW/MP	Ongoing	
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.	Smoothwall Monitoring System in place to filter inappropriate sites and identify misuse. All captures investigated by MP. Principal reports to LGB at every meeting.		Check effectiveness of monitoring with 'dummy' incidents.	MP/MAC/IT	Ongoing	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 is available at https://www.internet.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.
		Students may distribute extremist material using the institution IT system.	Smoothwall Monitoring System in place to filter inappropriate sites and identify misuse. All captures investigated by MP. Principal reports to LGB at every meeting.		Check effectiveness of monitoring with 'dummy' incidents.	MP/MAC/IT	Ongoing	
		Unclear linkages between IT policy and the Prevent duty. No consideration of filtering as a means of restricting access to harmful content.	The Principal, who is the designated safeguarding lead, has lead responsibility for safeguarding and child protection (including online safety).		Explicitly refer to Prevent Duty in Online Safety Policy and in online safety training for staff.	MP/MAC/IT	Ongoing	
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. These are regularly checked and reviewed. MAC policies in place.		Continue to check and review policies and procedures.	MP/SLT/LGB	Ongoing	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.	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.		Continue to check and review policies and procedures.	MP/SLT/LGB	Ongoing	