

Prevent risk assessment for schools

Person completing: Mr Glenn Duggan Seville

Date Implemented: October 2024

Date for review: October 2025

Everyone who comes into contact with children and their families has a role to play in safeguarding children. Schools have a duty of care to their pupils and staff which includes safeguarding them from the risk of being drawn into terrorism - this includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of the terrorist ideology and learn how to challenge these ideas. School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance Working Together to Safeguard Children (2018) and Keeping Children Safe in Education (2024). Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. Radicalisation is listed as a specific safeguarding issue within this statutory guidance and is addressed within the Government Prevent Strategy. The Counter-Terrorism and Security Act 2015 places a duty on Schools to "have "due regard to the need to prevent people from being drawn into terrorism".

The Prevent Strategy has three main objectives:

- Respond to the ideological challenge of terrorism & the threat we face from those who promote it;
- Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support;
- Work with sectors and institutions where there are risks of radicalisation which we need to address.

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

There has been an increased risk nationally over the Summer Holidays in 2024. This means that there has been much news coverage that children may have been exposed to and would want an explanation for.	The current global conflicts will have increased the traffic on the internet around extremism	The change of Government in July 2024 will have some impact of the current policies and procedures					
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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)

Due to the demographics of the area and the national troubles could raise an issue within communities	The local demographics could also mean a more limited view of all groups that make up Britain.						
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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)?			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/ Staff completed National College Training on new Regulations January 2024
	That leadership are not being proactive to put in measures and support for children who maybe drawn into extremism or radicalisation.	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.		Ensure that all new staff complete the training on Channel to support induction	GDS	As required	
		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 is Effective (external review carried out by Brightcore Ltd in September 2024. All staff have received up to date training to ensure that they can carry out their duties effectively. All certificates from traing have been collected and placed on file.					

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		Leaders do not communicate and promote the importance of the duty.	PREVENT forms a part of all ongoing training. There is a school and parent PREVENT leaflet to support parents and staff. This is also available on the school website. There is a named lead (DSL) who can provide advice and support					
		Leaders do not drive an effective safeguarding culture across the institution.	There is a clear whole school approach to safeguarding. This is visible across school and supported by external auditor and conversations with staff and children.					
		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. These are kept on file annually, including Code of Conduct					
		That Senior Teachers do not place enough emphasis on safeguarding and the harm posed to children	Promotion of a safeguarding culture through regular training, discussions, etc with senior staff visibly involved. Clear induction for new members of staff and trainee teachers. There is also a monthly meeting of the DSL team to discuss					
		Senior Leaders not not place enough rigour in self evaluation to support the next steps to protect children from harm	Leaders use self-evaluation to identify key priorities for continuous improvement					
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.	[Example] The providers has strong partnerships with: <ul style="list-style-type: none"> Local Safeguarding Children's Partnership DSL / headteacher forums LADO Community Safety Partnerships Police Prevent Team Channel panel Child and family 					
	Staff are confident and capable of working with external agencies and sharing concerns about extremism externally	The Prevent Lead makes appropriate referrals to other agencies including the Multi-Agency Safeguarding Hub (MASH) and Channel Panel.	Records of referrals are kept on CPOMS <ul style="list-style-type: none"> Referrals are followed up appropriately (and challenged if necessary). DSL knows the process to contact other agencies and expedite concerns about extremism. All concerns regarding extremism are reported to the Head of Safeguarding. Records of referrals are kept, and referrals are followed up appropriately. 					
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 provided when needed to support staff in understanding the need to awareness and referral. DSL and DDSLs available to support where needed. This includes both face-to-face and online materials.					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.	All staff attend safeguarding training and are familiar with key school safeguarding and statutory policies					
		Staff do not access Prevent training or refresher training.		Ensure all staff attend Prevent training with a focus on Notice, Check, Share				

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		Governors are not aware of the current legislation and guidance for PREVENT 2024	Ensure governors attend Prevent training					
		That Leaders in school do not know how to access the wider support for pupils drawn in to terrorism.	Ensure SLT and DSL receive additional support from local partnerships and training on local processes for Prevent. This has not been needed at present.					
		Staff not keeping records up to date to capture a wider picture	Maintain records of all staff and governor training					
		Training is not regular enough or does not meet the requirements	Refresher training to take place regularly, including new staff upon induction					
		School not using appropriate training bodies that are CPD certified	Training is quality assured and evaluated for effectiveness on a regular basis					
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.	Inkberrow Primary 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 provider has clear processes for raising radicalisation concerns and making a Prevent referral. Support also given by Safeguarding Team if needed					
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 institution has codes of conduct for all staff (teaching and non-teaching staff) which is signed by 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 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.	The curriculum is broad and covers the required elements					
		The setting lacks rigour in its provision and monitoring of work	Teaching is monitored by senior leaders through observations, book checks and is quality assured					

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		There are not opportunities for children to talk openly about issues that worry or concern them in PSHE lessons	[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 is not able to provide a safe space for children to discuss their concerns	Inkberrow Primary School ensure that discussions of controversial issues are carried out in a safe space - Inky's Den					
		The school does not place enough emphasis on the teaching on fundamental British Values	The institution embeds fundamental British values into the curriculum, while also ensuring specific discussions can take place in a safe environment. There are also posters in each classroom and posters displayed in school.					
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.	Settings should ensure appropriate internet filtering is in place. (see school's annual report of filtering and monitoring					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://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. 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.	The school 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).					
		There is not enough depth or teaching of online safety	The school equips children and young people with the skills to stay safe online, both in school and outside.					
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. The school also has a visitors protocol that must be agreed before coming into school					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 setting 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 private/commercial use of the institution's spaces is effectively managed & due diligence checks are carried out through the visitor protocol on those using/booking and organisations that they represent.					
		The school does not triangulate all information needed when working with external agencies	The setting seeks advice and support from partners where necessary to make an assessment of suitability.					

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