

Prevent risk assessment for schools

Person completing: Karen Ball	Date Implemented: June 2024	Date for review: June 2027
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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

Risk 1 Threat of Terrorism	Risk 2 The extremist threat	Risk 3 Online Radicalisation				
The government's counter-terrorism (CONTEST) strategy 2023 says "the terrorist threat in the UK today is dominated by individuals or small groups acting outside of organised terrorist networks". The primary domestic threat to the UK comes from Islamist terrorism. The remainder of the UK domestic terrorist threat is driven almost exclusively by Extreme Right-Wing Terrorism. The risk is not knowing which individuals or groups exist, or could become established, in our area/school.	Schools should not only be alert to violent extremism but also non-violent extremism, including certain divisive or intolerant narratives which can reasonably be linked to terrorism. Some groups and organisations that promote extremist ideologies are not proscribed terrorist groups or organisations. These groups support divisive or hateful narratives towards others but may not promote extreme violence. For example, they may hold views that support the distrust or hatred of people with different faiths or undermine the principles of democracy. The risk is not knowing which individuals in our area/school could be susceptible to divisive / hateful narratives and in turn radicalisation. And where we are at risk of not being aware of the sources and signs.	Learners are at risk of accessing inappropriate and harmful extremist content online. There is a rapid proliferation of terrorist content online and the internet has become the preferred avenue for those searching for terrorist propaganda. This could include downloading or sharing terrorist material, which could be a criminal offence. The most recent data published shows the continued high numbers of under 18's being arrested for terrorism offences. The latest data indicates that 14% of those arrested year ending 31st March 2023 were 17 and under. The internet and social media make spreading divisive and hateful narratives to millions of people easy. The barriers that existed with in-person terrorist group activity in the past have been removed to be replaced with an online environment which is built for ease of access. The risk is not knowing which individuals in our area/school could be susceptible to online radicalisation. And where we are at risk of				

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	Risk 3	Risk 4			
Not having knowledge or appreciation of the local risk and threat picture (sometimes referred to as a counter terrorism local profile) which can be provided by the local authority or local policing. Not building partnerships and information sharing with local groups to understand the local risks.	Not acting on previous safeguarding incidents or issues relevant to Prevent	Not engaging with community reporting of extremist activity, such as marches, events, stickering, graffiti, which we might be aware of through local news, insights from staff who live locally or from attending DSL or head teacher	Not being aware of, or acting on, community tensions that could create an environment conducive to extremism. This could include the impact of UK or global terrorist acts on our communities.			

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 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.	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.	School leaders are aware of their duty to prevent pupils being drawn into terrorism, and make sure all staff know the same. *The DSL has additional training/guidance in Prevent as they sit on the CAPH Safeguarding panel and attend briefings School leaders stay up to date with local developments and risks. *The school is in communication with local police *DSL is part of a wider safeguarding network and information is shared					
	Leaders do not communicate and promote the importance of the duty.	Leaders do not drive an effective safeguarding culture across the institution.	Leaders do not provide a safe environment in which children can learn.	Headteacher (DSL & Prevent Lead) alongside the Chair of Governors (Safeguarding & Prevent Lead) hold appropriate seniority to ensure staff have sufficient understanding and ability to implement the duty effectively. Sufficient leadership ownership – risk assessments & safeguarding policies (signed off by the SLT and/or the Trust), updates by email and training/reminders through our weekly meetings etc. *Annual training in safeguarding, bi-annual in Prevent *Promotion of safeguarding culture 'it could happen here' *Induction for new members of staff, trainee teachers, volunteers *All staff aware of and trained in reporting/recording mechanisms *Internal/external training *Leadership have clear understanding of reporting and referral mechanisms (external) *Safeguarding peer reviews conducted across the Trust					
	Ensuring the sharing of safeguarding policies – staff sign to confirm the reading of such policies. *Active School Council and Student Leadership opportunities across the school *Trusted adults/worry monsters								
	The school values clearly set out our commitment to British values. *Values are displayed on our website *Values include a commitment to tolerance, diversity and mutual respect *Assemblies promote British Values – assembly plan in place								
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 school does not keep up to date with latest information.	Landulph School has strong partnerships with: • Local Safeguarding Children's Partnership • DSL / headteacher forums • LADO • Community Safety Partnerships • Police Prevent Team • Channel panel • Child and family Effective partnerships might include: *Regular attendance at Early Help hub meetings *Headteacher's attendance at the CAPH Safeguarding group *Being able to demonstrate effective partnerships by use of the referral process or involvement in Channel *Knowsley Trust safeguarding newsletters					Prevent duty guidance Outlines the requirements of the duty, including working in partnership with others. https://www.gov.uk/government/publications/prevent-duty-guidance/revise-prevent-duty-guidance-for-england-and-wales/a-risk-based-approach-to-the-prevent-duty Understanding channel An overview of channel support and the Prevent Multi-Agency Panels (PMAP). https://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance Sign-up for Educate Against Hate newsletter Latest news, blogs and resources to help teachers, school leaders and designated safeguarding leads protect students from radicalisation https://signup-ee-mail.co.uk/Signup/6459377ac9%9b84034330846484c	
	Staff do not feel comfortable or capable working with external agencies and sharing concerns about extremism externally	We work and communicate with local safeguarding partners and other relevant agencies regarding concerns about extremism. The DSL is aware of the process to contact other agencies and expedite concerns about extremism. Records of referrals are kept, and referrals are followed up appropriately – CROMS is used to confidentially log concerns (DSL/DDS can access these)							
Capabilities	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 broader than face to face or e-learning. Information is communicated to staff through weekly updates/scenario setting, emails and sharing of for example the Knowsley Trust monthly safeguarding email.					Prevent e-learning Home Office offer a free e-learning package on Prevent covering - Prevent awareness - Prevent referrals - understanding Channel	

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Staff training		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 governors have read our child protection policy and Keeping Children Safe in Education. Governors complete Level 2 safeguarding training annually, which includes Prevent training. Safeguarding Governor holds termly meetings with the DSL, focussing on safeguarding arrangements.					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
		Staff do not access Prevent training or refresher training.	All staff have read our child protection policy and at least part 1 of Keeping Children Safe in Education. All staff have Prevent training through The National College, HAYS or Gov.UK training (every two years) Updates are shared by email or at staff briefings Staff members are aware that they can go to the DSL for advice, support, and to escalate concerns.					
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.	Landlugh 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					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. Staff know if unsure to seek advice from DSL or DDSL and record concerns on CPOMS.					
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)					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
		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.	Here are some of the steps you take to promote British values around the school, for example: "Pupils participate in democracy through school council and house captain elections "Assemblies promoting diversity, human rights, and respect "The Rights Respecting School Award – Bronze "Celebrations from multiple religions and cultures are celebrated around the school					www.educateagainsthate.com/category/teachers/classroom-resources/let-s-discuss
		The curriculum teaches damaging material or fails to challenge extremist ideologies and promote British values	Opportunities to promote British values are clearly identified within all curriculum areas Use of PSHE, RSE and Computing lessons for sensitive and supportive discussions on radical issues and extreme					
		A culture of inequality or abuse is allowed to grow, enabling extremist ideology and hate to develop	Our behaviour policy clearly sets out that hateful behaviour is not tolerated. Staff know how to respond to witnessing harassment and abusive behaviour. Pupils are encouraged to challenge harassment or abusive behaviour across their time					
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.	Our child protection policy makes reference to the risks of online extremist material. Pupils are encouraged to report any material they come across online which makes them worried or uncomfortable. SMART IT safety and monitoring systems, for example: "The school IT network has appropriate filters to block sites deemed inappropriate or unsafe "School email accounts are monitored by IT staff "Any student entering inappropriate words online, flags to our IT Support team instantly (this includes staff who use the VPN at home). These flags are then sent to members of the safeguarding team/leadership team for follow up.					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://safesinternet.org.uk/guide-and-resources/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.	There is a clear reporting process in place should filtering systems flag any safeguarding or Prevent-related concerns. The SMART IT department contacts a senior member of staff if any searches trigger a red flag.					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/
		Pupils access extremist material on their own devices or on social media, or are specifically targeted for online radicalisation	The ICT curriculum includes teaching pupils how to stay safe online. Parents are provided with support on how to help their children access the internet safely and spot the signs of online radicalisation.					
		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). The Computing curriculum includes teaching pupils how to stay safe online. Parents are provided with support on how to help their children access the internet safely and spot the signs of online					
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.	[Example] A process is in place to manage site visitors, including sub-contractors.					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.	Details of your procedures for visiting speakers, for example: "The materials that visiting speakers deliver are discussed and approved prior to their visit "Research the person/organisation to establish whether they have demonstrated extreme views/actions Details of your visitor procedures, for example: "All visitors to the school must be signed in at reception and wear ID badges "Visitors are to be accompanied around the school site by a member of staff at all times if they are not an approved visitor "Access to the main building is via a secure door from reception. Other external building doors are locked (excluding fire doors) "School site gates are locked at start of school day and re-					
		The setting does not conduct any due diligence checks on visitors or the materials they may use.	Details of your procedures for visiting speakers, for example: "The materials that visiting speakers deliver are discussed and approved prior to their visit "Non-approved visitors are never left alone with pupils"					
		The school site is used to host events which support extremist ideologies or promote hatred.	All hiring and lettings agreements state that the school site will not be hired to groups who support extremist ideologies or promote hatred.					