

Prevent risk assessment for schools

Person completing:	Date implemented:	Date for review:
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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 Economic Instability, job losses, financial crisis on families may impact children	Risk 2 Single issue extremism	Risk 3 Extreme views related to Islamic Terrorism or far right ideology	Risk 4
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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)

RISK 1: Social Unrest or Civil Disturbances: Political or social unrest, protests, or community tensions could indirectly affect schools and families, impacting students' mental health or causing disruptions in the community (Knowsley issue re: Refugees and Suite Hotel)	Risk 2 Radicalisation into Crime (CCE)	Risk 3 Far Right Extreme views related to anti-Islam and/or anti-refugee/migrant	Risk 4 Self Initiated Terrorism: gun crime/ gang-related
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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/	
	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 high 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.	Prevent training for staff and Governors is part of safeguarding training annually, any new information is cascaded to staff via the Headteacher Annual online Prevent training with certification Annual e-safety CPD courses		continue to follow policies and procedures and undertake any new training that becomes available throughout the year	Mr Landrum		
		Leaders do not communicate and promote the importance of the duty.	Sufficient leadership ownership – risk assessments, safeguarding policies, etc. being signed off by SLT and Governors.	Chair of Governors is the lead for safeguarding, child protection and prevent training, this is discussed at Termly Governors meetings. Standing item on staff meetings Any relevant information is cascaded to parents/carers throughout the year			Mr Landrum Mrs Farrell Mr Chambers		
		Leaders do not drive an effective safeguarding culture across the institution.	Leadership have clear understanding of reporting and referral mechanisms. Standing policies in place are effective in their implementation. SLT and Governors have a culture 'it could happen here'	Sufficient leadership ownership – risk assessments, safeguarding policies, etc. being signed off by SLT and Governors.			Mr Landrum Mr Chambers Mrs Farrell Mr McCabe		
		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. Filtering and monitoring has been put into place and a policy has been written, this has also been added to the Safeguarding Policy. IT lessons in school teach the children how to use the internet appropriately	Leadership have clear understanding of reporting and referral mechanisms. Standing policies in place are effective in their implementation. SLT and Governors have a culture 'it could happen here'			Mr Landrum and teaching staff		
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 • Community Safety Partnerships • Police Prevent Team • Channel panel			Mr Landrum		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	
		The school may not be able to attend meeting due to work commitments	Effective partnerships might include: • Regular attendance at meetings, boards or forums • In receipt of newsletters e.g. Educate Against Hate • Being able to demonstrate effective partnerships by use of the referral process or involvement in Channel			Mr Landrum		Understanding channel An overview of channel support and the Prevent Multi-Agency Referral Process (PMARF)	

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 broader than face to face or e-learning. You should consider how to communicate information to staff e.g. via staff updates, notices, emails Ensure all staff attend Safeguarding Training and are familiar with key school safeguarding and statutory policies, training is quality assured and evaluated			Mr Landrum		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.	Ensure all staff and Governors attend safeguarding training and are familiar with key school safeguarding and statutory policies, training is quality assured and evaluated.			Mr Landrum and Mr Chambers		
		Staff do not access Prevent training or refresher training.	Ensure all staff attend Prevent training with a focus on Notice, Check, Share. The school provides all staff with the opportunity to catch up on training throughout the year. This will include National College information alongside Haltons Prevent				Mr Landrum	Prevent resources, guidance and support The department's Educate Against Hate website provides a range of training and guidance materials. www.educateagainsthate.com
		School does not maintain records of staff training	School maintains records of all staff and governor training				Mr Landrum	
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			Mr Landrum and teaching staff		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.					

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 has codes of conduct for all staff (teaching and non-teaching staff)			Mr Landrum		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.	Teaching is monitored by SLT through learning walks, observations, book scrutiny and is quality assured.			Mr Landrum Mrs Farrell Mr McCabe		
		Teaching and learning is not quality assured and is not monitored for impact.	The school provides opportunities within the curriculum to discuss controversial issues and for students to develop critical thinking and digital literacy skills				Mr Landrum and Teaching Staff	
		Pupils may not get the right support for helping them to make the right choices on controversial issues.	The school provides opportunities within the curriculum to discuss controversial issues and for students to develop critical thinking and digital literacy skills. This features in PSHE and RSHE lessons				Mr Landrum and Teaching Staff	
IT policies	The school may not have an agreed shared commitment to confidential support for pupils to share their views.	The school promotes fundamental British values which are embedded in the curriculum. School mission statement				Mr Landrum and Teaching Staff		
	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.	School ensure appropriate internet filtering and monitoring is in place. Measures for children taken when accessing the internet in school and at home for example engagement and information sent to parents/carers, online safety week			Mr Landrum Halton Borough Council Hi-impact		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
		Students may distribute extremist material using the institution IT system.	School ensures that there is a clear reporting process in place should filtering systems flag any safeguarding or Prevent-related concerns.				Mr Landrum Halton Borough Council Hi-impact	Further guidance is available at https://officerinternet.org.uk/guide-and-resource/teachers-and-school-staff/appropriate-filtering-and-monitoring/appropriate-monitoring
	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 and IT lead have responsibility for safeguarding and child protection (including online safety). This is embedded in the safeguarding policies and procedures in school.				Mr Landrum Mrs Roberts Lord		

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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 this includes a leaflet. The school carries out safeguarding checks on individuals who come into school.			Mr Londrum Office Staff		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.			Mr Londrum Miss Gilbert		
		The setting does not conduct any due diligence checks on visitors or the materials they may use.						
		Visitors are not given 'free rein' when presenting to pupils/staff and staff are able to halt any sessions as they see fit.	School seeks recommendation, advice and support from partners such as HAFH, LA and Archdiocese where necessary to make an assessment of suitability.			Mr Londrum and teaching staff		