Department for Education

Prevent risk assessment for schools

Person completing: C Holloway			Date Implemented: 24.10.24	Date for review: Autumn 25

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 y our 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, o r following a serious incident.

generally

What national risks are you aware of that could impact to your area, setting, students or families? For example, online radicalisation

Risk 1	Risk 2	Risk 3				
The threat of extremism	The threat of terrorism	The threat of online radicalisation				

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 Extreme Right Wing Terrorism. Extreme Right Wing (ERWT) is an ongoing issue in the Wakefield area. It often involves young people inspired by conspiracies and racist stereotypes about ethnic minorities, who believe that violent action to protect white people is justified. The West Yorkshire Police are seeing a large number of stickers and grafitti associated	Risk 2 AQ/IS inspired terrorism	Risk 3 Learners are at risk of accessing inappropriate and harmful extremist content online. CYP can be groomed using online platforms such as social media and social networking groups. The internet and social media make spreading divisive and hateful narratives to millions of people easy. Young children could access this through older siblings/parents.	Risk 4			

Leadership and Partnership

Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Date for completion	Support availale
	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:
Leadership	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.	Face to face Prevent Channel training for all DSL's in the school All staff undergo online prevent training yearly using Flick training. All staff have annual updated safeguarding training which contains staff's responsibilities under the Prevent Duty 2023.		*SLT and Prevent Lead to complete the first 2 DfE Prevent Training modules following the attached link: https://www.support-peoplesusceptible-toradicalisation.service.gov.uk/p ortal*	CH/DL	Oct-24	- 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/
		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.	Lead governor for safeguarding/Prevent lead is Angela Eggleston Chair of governors.		*All governors to be provided with the link in order to complete online Prevent training: https://www.elearning.prev ent.homeoffice.gov.uk*	AE	Oct-24	
		Leaders do not communicate and promote the importance of the duty.	Sufficient leadership ownership, risk assessments, safeguarding policies are signed off by the Trust and school SLT. Staff have to sign to say they have read and understood safeguarding policies.					
		Leaders do not drive an effective safeguarding culture across the institution.	The SLT have clear understanding of reporting and referral mechanisms. All staff have read and signed to say they have understood the Safeguarding Policy and how to report concerns. All staff have received training to record concerns using CPOMS. New staff members have a clear induction					

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		Leaders do not provide a safe environment in which children can learn.	Ensuring the sharing of safeguarding policies – staff sign to confirm the reading and understanding of such policies.					
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 has strong partnerships with: • Local Safeguarding Children's Partnership • DSL / headteacher forums • LADO • Community Safety Partnerships • Police Prevent Team • Channel panel • Child and family					**Prevent duty guidance** Outlines the requirements of the duty, including working in partnership with others. https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales#c-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
			Effective partnerships include: • Regular attendance at meetings, boards or forums • In receipt of newsletters e.g. Educate Against Hate /WSCP/Leeds Prevent newsletter • Being able to demonstrate effective partnerships by use of the referral process or involvement in Channel					
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 online learning. All staff un dergo prevent training as part of our safeguarding CPD program each September. Staff are kept up to date via staff meetings, updates and emails.					**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 include governors whio have governor specific safeguarding training annually. Training records are maintained by a DSL. Staff have regular quizzes ensure effectiveness of training.					
		Staff do not access Prevent training or refresher training.	All staff have annual updated safeguarding training which contains staff's responsibilities under the Prevent Duty as well as online module on the Flick platform					
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 The DSL/Prevent lead is aware of the process to contact other agencies and expedite concerns about extremism. Records of referrals are kept on cpoms, and referrals are followed up appropriately.					**Resources to support information sharing** The deparment 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. All referrals will be recorded on cpoms.					
Reducing Permissive Environments								

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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 Trust/school has codes of conduct for all staff (teaching and non-teaching staff) Through the PSHE/RE curriculum (SCARF/One Life/Wakefield agreed syllabus) and other curriculum activities, pupils are able to explore political, religious and social issues in an age appropriate way. Pupils are taught about the diverse national, regional and ethnic identities in the Uk and the need for mutual respect.					**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 Isalmist 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.	Opportunities to promote British values are clearly identified within allcurriculum areas. Weekly assemblies reference British values. Celbrations from multiple religions and cultures are celebrated around the school. The schools personal development curriculum promotesd spiritual, moral, cultural and physical development. Teaching is monitored by SLT and subject leaders to ensure quality firast teaching (classroom visits, book looks, pupil voice). The school provides a sfae place in classrooms to discuss issues for					
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.	The Trust ensures appropriate internet filtering is in place.					**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.	There is 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), supported by DDSLs.					
		Pupils may access unsafe websites at home	The school has a robust online safety curriculum to equip children with the skills to stay safe online, both in school and outside (for example, engagement with parents/carers). Online safety assemblies take place half termly. The school takes part in NSPCC keep safe, stay safe and safer internet day. The computing lead underatkes regular online safety CPD and attends the computing networks					
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.	All visitors in to school are DBS checked and no visitor is left alone with pupils. The school applies its policy for volunteers and visitors to the school to ensure appropriate checks are in place before entering the 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.	[Example] 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.					