Department for Education

Prevent risk assessment for schools

Person completing: Keith Rimmer | Date implemented: Sept 26 | Date for review: Sept 27

A risk assessment is a core part of implementing the Prevent duty. All providers should read guidance from the department onhow 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 tomitigate 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 The threat of terrorism **The Terrorism Act 2006 defines 'terrorism' as an action or threat designed to influence the government or intimidate the public. Its purpose is to advance a political, religious or ideological cause.** **In summary, terrorism is an action that:** **Endangers or causes serious violence to a person or people causes serious damage to property, or seriously interferes with or disrupts an electronic system** **is designed to influence the government or to intimidate the public**	**Risk 2 The extremism threat Settings 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.**	**Risk 3 Online radicalisation 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. Extremist and terrorist groups and**	**Risk 4 Concerns that a learner is being radicalised online** **Any learner who uses the internet can be at risk of online abuse.** **Education settings need to be aware of the risks and talk to learners about staying safe online.** **If you're concerned that a learner is susceptible to radicalisation online, you should follow your normal safeguarding procedures.** **Radicalisation is like grooming. Whether this happens online or offline, you should treat it in the same way.**				

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 extremis t activity (groups active in the area)

Risk 1 Online safety **Concerns that a learner is being radicalised online** **Any learner who uses the internet can be at risk of online abuse.** **Education settings need to be aware of the risks and talk to learners about staying safe online.** **If you're concerned that a learner is susceptible to radicalisation online, you should follow your normal safeguarding procedures.** **Radicalisation is like grooming. Whether this happens online or offline, you should treat it in the same way.**	**Risk 2 Online Radicalisation** **Concerns that a learner is being radicalised online** **Any learner who uses the internet can be at risk of online abuse.** **Education settings need to be aware of the risks and talk to learners about staying safe online.** **If you're concerned that a learner is susceptible to radicalisation online, you should follow your normal safeguarding procedures.** **Radicalisation is like grooming. Whether**	**Risk 3 Extremism** **Local Prevent Referrals (Oct 45-Mar 25) suggest 'Islamist Inspired Terrorism', 'Extreme Right-Wing Terrorism' and 'Self-Initiated Terrorism' are the main threats to the region.**	**Risk 4 Terrorist threat** **UK Threat Level is 'Substantial' meaning that attacks are likely**				

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: - 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/
Leadership and Partnership	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) 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.	**Senior Leadership Team are aware of the PREVENT Strategy and its objectives as it relates to both the national and local context and take steps to ensure that the overall values and ethos of the school reflect strategies to support the PREVENT duty.Clear awareness of roles and responsibilities regarding PREVENT exist across the school. Recruitment, selection and induction programmes exist which include a commitment to the ethos and values of the school. Further training is available for staff on PREVENTand local aspects of extremism and radicalisation. Eg National College Prevent training/briefing for staff (including SLT) and governors.**		**Ensure that staff access regular refresher training on PREVENT. Ensure there are regular safeguarding training sessions and information share with staff by the lead DSL**	DSL	Jul-27	
		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 at appropriate seniority. Safeguatrding Audits completed each term. All staff have had training on safeguarding and are aware of the National and local risks.**					
		Leaders do not communicate and promote the importance of the duty.	**Sufficient leadership ownership – risk assessments, safeguarding policies, etc all signed off by Governors and shared with staff.**					
		Leaders do not drive an effective safeguarding culture across the institution.	**Safeguarding is at the heart of everything we do and a postive culture around professional curiosity and reporting is established. Staff and Leadership have clear understanding of reporting and referral mechanisms. Safeguarding features regularly in PD days and staff meetings to ensure that all staff are aware of the risks and their duties to safeguard all pupils and each other.**					
		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. This takes place on INSET days and regularly as a new policty is issued. The PHSE/RSE and Online Safety curriculums teach the children about respect and acceptance, how to stay safe online and how to report any concerns. The whole school postive behaviour policy promotes postive values of respect and acceptance.**					
		All staff are not aware of local and national issues.	**Promotion of a safeguarding culture through regular training, discussions, etc with senior staff visibly involved. Clear induction for new members of staff. Regular updates provided to all staff.**					
		Safeguarding is a whole school priority	**Leaders use self-evaluation to identify key priorities for continuous improvement. Safeguarding audits are completed each term and safeguarding is a rolling item on the agenda for the Governing Body meetings.**					
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.	**Fairfield and Colneis has strong partnerships with:** **• Local Safeguarding Children's Partnership** **• DSL / headteacher forums** **• LADO** **• Community Safety Partnerships** **• Police Prevent Team and Regional Prevent Coordinator** **• Channel panel**					**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
		The organisation does not establish effective partnerships with other organisations	**Effective partnerships includes:** **• 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**					

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. Regular communication of information to staff e.g. via staff updates, notices, 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 and Governors have regular safeguarding training and are familiar with key school safeguarding and statutory policies.**					
		Staff do not access Prevent training or refresher training.	**All staff have specific Prevent training on induction with a focus on Notice, Check, Share and regular safeguarding training and updates also cover key issues with Prevent.**					
		SLT and DSLs are not regularly trained.	**SLT and DSL receive additional support from local partnerships and training on local processes for Prevent throughout the year.**					
		Poor records of staff training.	**All training records for staff and governors are accurate and up to date.**					
		No refresher training offered or training out of date.	**Refresher training takes place regularly and all new staff take Prevent training on induction.**					
		Training is poor quality.	**Training is quality assured and evaluated for effectiveness on a regular basis.**					

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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.	**Fairfield and Colneis 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, exploitation and extremism** **• 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 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.	**Fairfield and Colneis has clear processes for raising concerns. DSLs have accessed specific Prevent Referral training.**					
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.	**Fairfield and Colneis has codes of conduct for all staff (teaching and non-teaching staff) and staff receive regular training and refresher sessions. The RSE/PHSE and RE curriculums teach children about understanding of a range of faiths and provide a forum for discussion of sensitive topics and how to challenge extremist ideas.**					**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.	**The curriculum is broad and balanced and promotes all of these areas. It is regularly reviewed to ensure it remains up to date and relevant with both local and national issues. Teaching is monitored by senior leaders through observations, book checks and is quality assured.**					
		Children are not aware of controversial issues.	**Fairfield and Colneis provides opportunities within the curriculum to discuss controversial issues and for students to develop critical thinking and digital literacy skills.**					
		Discussions of contraversial issues/concerns are not facilitated.	**Fairfield and Colneis ensures that discussions of controversial issues are carried out in a safe space with trained staff.**					
		Fundamental British Values are not explicitly taught.	**Fairfield and Colneis embeds fundamental British values into the curriculum, while also ensuring specific discussions can take place in a safe environment.**					
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.	**Fairfield and Colneis ensures appropriate internet filtering is in place, using 'School Protect' provided by Lgfl.**					**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.
		Students may distribute extremist material using the institution IT system.	**Student email is disabled. Fairfield and Colneis ensures that there are appropriate monitoring systems in place to flag any safeguarding or Prevent- related concerns. The schools use a combination of both physical monitoring and supervision and a technology solution called SENSO.**					
		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). This is a member of SLT.**					
		Children do not have the opportunity to learn how to stay safe online and in and out of school.	**The curriculum is carefully planned and monitored in order to equip 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.	**There is a clear process 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#the-law
		Settings do not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.	**Fairfield and Colneis has robust risk management in place 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 on those using/booking and organisations that they represent. Any agreement is signed off by a member of SLT.**					