



Department for Education

Prevent risk assessment for schools

Person completing:

Date Implemented:

Date for review:

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

Online

Interaction with radicalisers

TV and media

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)

Demography

Isolation in the community

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 senior level.	GT is the identified lead as well as the Academy DSL. She is part of a wider Safeguarding DSL network and also attends regular CLF safeguarding network meetings. DDSL's have advanced level of PREVENT training Annual self-evaluation re PREVENT duty.					
		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.	SLT has a weekly safeguarding meeting to discuss current issues. Safeguarding also forms part of fortnightly SLT meeting. Annual Safeguarding audits (north Somerset and CLF). All staff/Academy Councilors complete annual Home Office Prevent Awareness online course.					
		Leaders do not communicate and promote the importance of the duty.	HMA has a robust Safeguarding policy which is a CLF template reviewed and agreed at board level annually and then endorsed by Academy Council. HMA website has section dedicated to PREVENT duty Newsletters to parents and other parent engagement opportunities are used to highlight the importance of online safety					
		Leaders do not drive an effective safeguarding culture across the institution.	All members of SLT have advanced safeguarding training and an enhanced level of Home Office PREVENT training. The school has a robust pastoral system underpinned by the SEND and Behaviour policies, supported by SLT to help children and families in an open, honest, and supportive culture					
		Leaders do not provide a safe environment in which children can learn.	Safeguarding policy is shared with staff annually. Annual NIMBLE safeguarding training and additional CLF Powerpoint slide presentation which all staff must sign to say they have viewed. Staff must sign to say they have read an updated version of KCSE annually. Promotion of a safeguarding culture through regular training, discussions, etc with senior staff weekly involved eg weekly staff meeting safeguarding question). Clear induction for new members of staff and trainee teachers					
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.	HMA has strong partnerships with: • Local Safeguarding Children's Partnership • North Somerset DSL network • LADO • Community Safety Partnerships • Police • Child and family		Wider Safeguarding team to play more active role in partnership work	GT		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/a-risk-based-approach-to-the-prevent-duty Understanding channel

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. Safeguarding forms part of agenda of weekly staff meeting.

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

Staff training

Staff do not access Prevent training or refresher 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.

Annual NIMBLE safeguarding training (produced and quality assured by CLF)

Relevant policies shared with staff and available of website and staff sharepoint.

Reminders to staff to be more frequent as the risk is currently low and a frequent refresh of knowledge will ensure measures are at the forefront of people's minds.

GT/SH

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.

HMA 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

Wider safeguarding team to receive training in the process of making a referral.

GT

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>

Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Due for completion	Support available
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.	HMA follows the CLF codes of conduct for all staff (teaching and non-teaching staff) The institution carries out safer recruitment checks on all staff HMA provides opportunities within the curriculum to discuss controversial issues and for students to develop critical thinking and digital literacy skills HMA ensures that discussions of controversial issues are carried out in a safe space.					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.	HMA follows the CLF curriculum which is based on National Curriculum CLF Citizenship curriculum and HMA Values curriculum Teaching is monitored by senior leaders through observations, book checks and is quality assured HMA embeds fundamental British values into the curriculum, while also ensuring specific discussions can take place in a safe environment.					
IT policies	Ineffective IT policies increase 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.	HMA (through the CLF IT team) has appropriate internet filtering in place. HMA equips children and young people with the skills to stay safe online, both in school and outside.					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.	There is a clear reporting process in place should filtering systems flag any safeguarding or Prevent-related concerns.					Further guidance is available at https://safesinternet.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/
		Unclear linkages between IT policy and the Prevent duty. No consideration of filtering as a means of restricting access to harmful content.	The DSL takes the lead responsibility for safeguarding and child protection (including online safety).					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.
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.					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.	A robust visitor procedure is in place and HMA carries out due diligence checks on visitors, speakers, the organisations they represent, and the materials they promote or share.		More robust process to check materials/content of visiting speakers		GT	
		The setting does not conduct any due diligence checks on visitors or the materials they may use.	Private/commercial use of the institution's spaces is managed by North Somerset Council due to the nature of HMA being part of a shared site.		This likely to be a constant amber has HMA has no control over this.		SH	
			HMA seeks letters of assurance from partners to make an assessment of suitability of regular visitors to the site (contactors/agency etc).					