



Prevent risk assessment for schools

Person completing:

A risk assessment is a core part of implementing the Prevent duty. All providers should read guidance from the department 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. The purpose of the risk assessment is to have an awareness and understanding of the risk of radicalisation in your area and 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

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

Risk 1 - national risks linked to extremist groups infiltrating community groups and young people	Risk 2- risk of entering extremism online
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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

Lancashire and in particular the area around our school is not considered high risk for radicalisation. Online will likely be the greater risk. However the prevent 'far right' concerns are evident in some local Lancashire areas and families	Risk 2 limited diversity in school could mean that children may have families with defined opinions and they will have no lived experience to the contrary
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Leadership and Partnership

Category	Risk
	<i>What is the risk here?</i>

Category	Risk
<p data-bbox="475 1122 635 1160">Leadership</p>	<p data-bbox="991 136 1469 443">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.</p>

Category	Risk
<p style="text-align: center;">Working in Partnership</p>	<p>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.</p>
Understanding Risk	
<p style="text-align: center;">Staff training</p>	<p>Staff do not recognise signs of abuse or vulnerabilities and the risk of harm is not reported properly and promptly by staff.</p>

Category	Risk
<p style="text-align: center;">Information Sharing</p>	<p>Staff do not share information with relevant partners in a timely manner.</p>
Reducing Permissive Environments	
	<p>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.</p>

Category	Risk
<p>Building children's resilience to radicalisation</p>	
<p>IT policies</p>	<p>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.</p>
	<p>External speakers or visitors being given a platform to radicalise children and young people or spread hateful or divisive narratives.</p>

Category	Risk
Visitors	



Date Implemented:

t on how to complete a risk assessment and on safeguarding students vulnerable to radicalisation. Schools should assess th

ken to mitigate any risks.

d your institution. The type and scale of activity that will address the risk will vary but should be proportionate to the level c

s, or following a serious incident. https://panlancashirescb.proceduresonline.com/chapters/p_radicalisation.html

ole, online radicalisation

Risk 3	Risk 4
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ocal extremist activity (groups active in the area)

Risk 3- some evidence that rural areas are seeing a rise in far right movement and as a rural school, we need to be vigilant to this	Risk 4
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Hazard	Risk management
<i>What are the hazards?</i>	<i>What has your institution put in place to ensure sufficient understanding and buy-in from Leadership?</i>

Hazard	Risk management
<p>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.</p>	<p>Prevent lead by HT and safeguarding Gov. Prevent is reported to full govs in Autumn annually and a report from HT to safeguarding Gov will update on changes annually. Safeguarding display in school, updated and referred to regularly for all staff to be regularly updated and ensure the process for identification and reporting to be clear. HT and DSL's are trained every 2 years and have an update annually. Prevent protocol and risk assessment is effective. Prevent action plan contained within this risk assessment to ensure actions completed. Governors will be trained specifically at Aut full governors as well as be involved in whole school safeguarding training which involves the Prevent process.</p>
<p>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.</p>	<p>Prevent lead takes responsibility for their own knowledge and that of the staff in the importance, relevance and protocol for Prevent. All safeguarding conversations and training include an element or recap of Prevent.</p>
<p>Leaders do not communicate and promote the importance of the duty.</p>	<p>BE has good leadership ownership – with completion of risk assessments, safeguarding policies including Prevent and this is shared with governors and all leadership staff then cascaded to staff. It is communicated through safeguarding training and updates and every 2 years explicitly for all and present on safeguarding notice board. Training is quality assured and evaluated for effectiveness on a regular basis as delivered through LCC safeguarding level 3 training and the Prevent team and online training they have written.</p>
<p>Leaders do not drive an effective safeguarding culture across the institution.</p>	<p>Leadership have clear understanding of reporting and referral mechanisms and this is following LCC guidance and shared with staff and govs</p>
<p>Leaders do not provide a safe environment in which children can learn.</p>	<p>BE ensures the sharing of safeguarding policies – staff sign to confirm the reading of such policies every year and are questioned through monitoring to ensure understanding - will be extended into role of safeguarding governor to monitor with staff conversations.</p>
<p>To ensure Prevent is included within safeguarding induction training</p>	<p>Promotion of a safeguarding culture through regular training, discussions, etc with senior staff visibly involved. Clear induction for new members of staff and trainee teachers and volunteers in their induction. Parents also advised through regular newsletter items and</p>

Hazard	Risk management
The perception that ' it couldn't happen here' with staff and families	Ensure regular conversations and training to show how risks are seen in communities and what to look for. To ensure staff listen and be alert to children and/or parent conversations and weave through assemblies, PHSE and RE so natural conversations and explicit education can happen in school.
The organisation does not establish effective partnerships with organisations such as the Local Authority and Police Prevent Team.	<p>The providers has strong partnerships with:</p> <ul style="list-style-type: none"> • Local Safeguarding Children's Partnership • DSL / headteacher forums • LADO • Community Safety Partnerships • Police Prevent Team • Channel panel • Child and family wellbeing services <p>Ensure SLT and DSL receive additional support from local</p>
Frontline staff including governors, do not understand what radicalisation means and why people may be vulnerable to being drawn into terrorism	Training is face to face and e learning mix and staff are communicated information via noticeboard, newsletter and updates in staff meeting
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.	BE ensures all staff attend safeguarding training and are familiar with key school safeguarding and statutory policies

Hazard	Risk management
Staff do not access Prevent training or refresher training.	All staff attend Prevent training with a focus on Notice, Check, Share
Governors may not be as up to date as staff and understand the risks and requirements of Prevent	To ensure all governors attend Prevent training as part of our child protection and safeguarding training annually and it is referred to as part of our strategy meeting annually as a governor strategic responsibility. Maintain records of all staff and governor training
Staff do not feel confident sharing information with partners regarding radicalisation concerns.	<p>BE has a culture of safeguarding that supports effective arrangements to:</p> <ul style="list-style-type: none"> • 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
Staff are not aware of the Prevent referral process.	The provider has clear processes for raising radicalisation concerns and making a Prevent referral. Risk is that because it may not be a high risk at BE, staff may not keep up to date.
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.	BE has codes of conduct for all staff (teaching and non-teaching staff). PHSE, circle time and class discussions allow for age appropriate conversations. Staff would be challenged if views are expressed in public or private eg staff room that are contrary to values of tolerance and compassion to all. The institution carries out safer recruitment checks on all staff through safer recruitment and new recruitments include a social media review.

Hazard	Risk management
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.	Curriculum is well planned and sequenced to teach BV and community cohesion through PHSE. Teaching is monitored by SLT through observations, book review and is quality assured. BE provides opportunities within the curriculum to discuss controversial issues and for students to develop critical thinking and digital literacy skills at an age appropriate way.
	BE embeds fundamental British values into the curriculum, while also ensuring specific discussions can take place in a safe environment.
Students can access terrorist and extremist material when accessing the internet at the institution.	BE has a corporate LCC internet filtering is in place.
Students may distribute extremist material using the institution IT system.	BE has 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) along with deputy DSL who is computing and online safety lead
	BE equips children and young people with the skills to stay safe online, both in school and outside through effective online safety education through PHSE and computing curriculum. Members of National Online Safety platform which provides good CPD and parent updates and lessons. it is clearly and explicitly mapped
Leaders do not provide a safe space for children to learn.	Be has a visitor policy and links to safeguarding policy outlines a process is in place to manage site visitors, including sub-contractors.

Hazard	Risk management
Settings do not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.	BE carries out due diligence checks on visitors, speakers, the organisations they represent and the materials they promote or share. Any visitors linked to world faiths are sourced from Blackburn Diocese and no visitors would be invited in for a political or extreme right talks.
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. Our Lettings agreement and policy include information that we would not accept anyone who has radical views. BE always seeks advice and support from partners where necessary to make an assessment of suitability.



Date for review:

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Rag	Further action needed	Lead officer	Date for completion
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	<i>What does your institution need to further action to address the identified risk(s)?</i>		
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Rag	Further action needed	Lead officer	Date for completion
	<i>continue CPD plan and ensure continue to see as important part of safeguarding training for all staff and governors</i>	AM	Sept policy and May CPD
	<i>Continue with annual updates and CPD for leaders and staff</i>	AM	completed
	<i>ensure governors get the strategic overview through specific governor safeguarding training</i>	AM/PA	completed sept 19 2023
	<i>staff trained face to face every 2 years and online mid year.</i>	AM	annually
	<i>extend into safeguarding governor monitoring remit</i>	AM	aut 23
	<i>continue to use planned induction and adapt as new advice provided</i>	n/a	n/a

Rag	Further action needed	Lead officer	Date for completion
	Lead to update staff with any local updates. Monitor impact of PHSE curriculum	AM	ongoing
	n/a		
	Lead to 'read around' the subject matter	AM	
	continue with existing CPD plan	AM	ongoing

Rag	Further action needed	Lead officer	Date for completion
	<i>n/a</i>		
	<i>The extra governor strategic responsibility training to be completed</i>	AM	Sept 19/9
	<i>To monitor and check on a termly basis through slt and governor checks</i>	AM/PA	termly
	<i>We combat the 'it doesn't happen here' through regular training</i>		
	<i>regularly remind staff of expectations</i>	AM	safeguarding training and through policies

Rag	Further action needed	Lead officer	Date for completion
	<i>n/a</i>		
	<i>continue to update filtering and monitoring with any future knowledge</i>	<i>n/a</i>	
		<i>n/a</i>	
	<i>inclusion of Prevent agenda item at DSL termly update meetings</i>	<i>AM</i>	<i>Termly</i>
	<i>n.a</i>		
	<i>n.a</i>		

Rag	Further action needed	Lead officer	Date for completion
	n/a		
	na		

Support available

Prevent e-learning

Home Office offer a free e-learning package on Prevent covering:

Support available

- 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/>

Support available

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#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

<https://signup.es-mail.co.uk/Signup/da659377ec9fa9e8d40363308d4a84ac>

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Prevent resources, guidance and support

The department's Educate Against Hate website provides a range of training and guidance materials.

www.educateagainsthate.com

Support available

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>

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

Support available

www.educateagainsthate.com/category/teachers/classroom-resources/?filter=lets-discuss

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/>

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.

Support available

<https://www.gov.uk/government/publications/political-impartiality-in-schools/political-impartiality-in-schools#the-law>