Prevent risk assessment for schools

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National Risks – risk of radicalisation generally

The current threat from Terrorism and Extremism in the United Kingdom is real and severe and can involve the exploitation of vulnerable people, including children to involve them in extremist activity.	Vulnerable individuals may be groomed and at risk of being radicalised. There are extermist groups operating online and in person to recruit individuals and groups to join their organisations to spread hate messages against groups/ faiths/ women etc.

Local Risks – risk of radicalisation in your area and institution

Young people can be at risk of grooming by extremist groups and enticed to join groups online or in-person. In particular, young vulnerable students who are undergoing difficulty in their home life or school life can be more susceptible to grooming online or in person and can be attracted by groups offering new friends.	Young people can become radicalised and form strong attachments to extremist organisations, while becoming distanced from family and friends, making them more likely to spread hate messages or become involved in extremist activity.

Leadership and Partnership

Category	Risk
	What is the risk here?

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.
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.

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.
Information Sharing	Staff do not share information with relevant partners in a timely manner.
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.

Building children's resilience to radicalisation	
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.
Visitors	External speakers or visitors being given a platform to radicalise children and young people or spread hateful or divisive narratives.

Individuals who have been radicalised pose a threat to the public. They may be travelling on public transport, in public places at events, or try to gain access to public buildings and carry out an act of terrorism.	The Home Office relesed annual Prevent data outlining statistics. In 2022/23 there was a 6.4% increase in Prevent referrals from previous year with referrals from education increasing to 39% - the largest referrer into the Prevent system. Males continue to be the largest gender demographic and 15-20 year olds are the largest age group to be referred to Prevent. Vulnerability present and no ideology or Counter Terrorism	
Young people are at risk of emotional harm from extremists operating online or in person in the community.	Young vulnerable individuals can be easily influenced into believing ideologies of extremist groups if they come into contact with them online or in person and they do not have the skills or support networks to help them question what they are reading or being told.	
Hazard	Risk management	Rag
What are the hazards?	What has your institution put in place to ensure sufficient understanding and buy-in from Leadership?	

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.	Online Prevent Training annuallly using National College. We recognise that early intervention is at the heart of "Prevent" in diverting people away from being drawn into terrorist activity. "Prevent" happens before any criminal activity takes place. It is about recognising, supporting and protecting people who might be susceptible to radicalisation.	
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.	There is a lead board member for safeguarding. The prevent lead Sarah Stefanini, who has appropriate seniority - deputy headteacher and designated safeguarding lead. All members of the safeguarding team have undertaken designated safeguarding lead training and separate prevent training.	
Leaders do not communicate and promote the importance of the duty.	Leaders regularly share safeguarding updates with staff and there are regular updates on the importance of the prevent duty in staff traning and staff briefings. The school has a prevent policy which is linked and referenced in the	
Leaders do not drive an effective safeguarding culture across the institution.	Leaders promote a strong safeguarding culture through regular training, discussions, etc with senior staff visibly involved. There is clear induction for new members of staff and trainee teachers. Leadership have clear understanding of reporting and referral mechanisms. All safeguarding policies	
Leaders do not provide a safe environment in which children can learn.	Children at the school are taught in a calm and purposeful environment conducive to learning. Class teachers build positive relationships with children in their class, and school leaders	
Leaders do not communicate up to date risks to staff.	Leaders use self-evaluation to identify key priorities for continuous improvement with a safeguarding and prevent action plan created annuallly. Leaders share information about new risks in staff briefings and ensure provision is	
The organisation does not establish effective partnerships with organisations such as the Local Authority and Police Prevent Team.	The school has strong partnerships with: • Bristol Safeguarding Partnership • LADO • Police Prevent Team • Channel panel • Children and families The school ensures effective partnership working by regularly attending: • DSL networks • Trust safeguarding Hubs • Headteacher forums	

Frontline staff including governors, do not understand what radicalisation means and why people may be vulnerable to being drawn into terrorism	Training is broad and regular. Information about prevent is communicated through in person training, online modules on National College and regular updates in staff briefings. Members of the trust board also undergo prevent 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.	All staff attend safeguarding training and are familiar with key school safeguarding and statutory policies, including the prevent policy and are aware of steps to take if concerned about radicalisation. All staff attend specific Prevent training with a focus on Notice, Check, Share, and records are kept to confirm completion of this staff training. Traning is quality assured and evaluated on a regualr basis.	
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	
Staff are not aware of the Prevent referral process.	The school has clear processes for raising radicalisation concerns and making a Prevent referral. The lead DSL and prevent lead is always informed of all concerns relating to prevent.	
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 institution carries out safer recruitment checks on all staff. The institution has codes of conduct for all staff (teaching and non-teaching staff)	

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 school embeds fundamental British values into the curriculum, while also ensuring specific discussions can take place in a safe environment. The school's curriculum provides opportunities to discuss controversial issues and for students to develop critical thinking and digital literacy skills. Teaching is monitored by senior leaders through observations, book checks and is quality assured. British values are also embedded through assemblies and opportunities to practically experience how the values might apply in day to day life, for example, through mock elections,	
Students can access terrorist and extremist material when accessing the internet at the institution.	The designated safeguarding lead takes lead responsibility for safeguarding and child protection (including online safety).There is appropriate internet filtering is in place to stop students from accessing inappropriate material and internet activity is monitored by the DSL through Sophos alerts. There is a clear reporting process in place should filtering systems flag any safeguarding or Prevent- related concerns. Computing and PSHE lessons equip children and young	
Settings do not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.	A process is in place to manage site visitors, including sub-contractors. The setting carries out due diligence checks on visitors, speakers, the organisations they represent and the materials they promote or share. All visitors are accompanied by a member of staff when on	
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. These include requirements for the organisations to share their safeguarding policies and procedures beforehand, and to alert the DSL of any safeguarding incidents.	

Further action needed	Lead officer	Date for completion
What does your institution need to further action to address the identified risk(s)?		

Support availale

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 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-

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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

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

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

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

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