

Prevent risk assessment for schools

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National Risks – risk of radicalisation generally

Risk 1 - Online radicalisation and exposure of children to extremist materials	Risk 2 - Heightened tensions within the community or religious groups linked to national or international events such as in the Middle East	Risk 3 - Local Extremist groups linked to the Far Right exploiting community tensions.					
The school has an intake of children from areas that have historically had a presence of Far Right Extremist groups. Awareness of this as a risk factor is important.	As a school in a diverse city and neighbourhood specific risks link to potential community differences and tensions being exploited by extremist groups.	Risk 4 - The link of extremism to dissatisfaction linked to socio-economic factors.					

Leadership and Partnership

Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Due for completion	Support available
Leadership	What is the risk here? 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.	What are the hazards? 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.	What has your institution put in place to ensure sufficient understanding and buy-in from Leadership? Prevent training/briefing for staff (including SLT) and governors. SPOC completed the Prevent government training materials.		What does your institution need to further action to address the identified risks? Regular reminders to staff and refresher for PREVENT duty	JB	Ongoing	Home Office offer a free e-learning package on Prevent covering Prevent e-learning - 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.	Regular safeguarding meetings that focus on caseloads with time made available to discuss any potential risk to children of grooming by extremist groups.		Standing agenda item to confirm no new concerns identified.	Lead DSL	Ongoing	
		Leaders do not communicate and promote the importance of the duty.	SPOC sits within duties of the HT ho is also part of the Safeguarding team as a DSL					
		Leaders do not drive an effective safeguarding culture across the institution.	Leadership have clear understanding of reporting and referral mechanisms. Safeguarding team record thoroughly on CPOMS and review at least weekly					
		Leaders do not provide a safe environment in which children can learn.	Effective safeguarding procedures are in place and reviewed regularly. Regular updated training for DSLs		Safeguarding Audit commissioned for Summer 2 2024			
Working in Partnership	The setting is not fully apprised 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 school does not establish effective partnerships with organisations such as the Local Authority and Police Prevent Team.	We maintain strong partnerships with: • BCC Pupil and School support • Consortium updates • BEP Updates • Birmingham Children's Trust					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/a-risk-based-approach-to-the-prevent-duty Understanding 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. Governor updates given as part of the half-termly safeguarding report to include risk of radicalisation			JB	Ongoing	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/
		Staff do not access Prevent training or refresher training	Ensure all staff attend Prevent training with a focus on Notice, Check, Share Staff complete online training as part of their allocated training time					Prevent resources, guidance and support The department's Educate Against Hate website provides a range of training and guidance materials. www.educateagainsthate.com
		Governors are not aware of the Prevent Duty	Ensure agendas include an item directing governors to attend Prevent training Refresher training to take place regularly					
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.	We promote 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					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
		Staff are not aware of the Prevent referral process.	We use CPOMS to record any radicalisation concerns and making a Prevent referral so DSLs and the SPOC can ensure appropriate action is taken.					

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.	Staff codes of conduct for all staff (teaching and non-teaching staff) clarifies expectations for all staff.					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
		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.	Safer recruitment checks are carried out on all staff and the curriculum model is based on promoting British Values Teaching is monitored by senior leaders through observations, book checks and is quality assured We ensure that discussions of controversial issues are carried out in a safe space.					www.educateagainsthate.com/category/teachers/classroom-resources/?filter=lets-discuss

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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.	Appropriate internet filtering is in place.					<p>Web filtering and online safety</p> <p>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.</p> <p>https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges</p> <p>Further guidance is available at https://safesinternet.org.uk/guide-and-resources/teachers-and-school-staff/appropriate-filtering-and-monitoring/appropriate-monitoring</p> <p>You can test whether your internet service provider removes terrorist content at http://testfiltering.com/</p> <p>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.</p> <p>Teach about online extremism</p> <p>The 'Going Too Far?' resource from Educate Against Hate and the London Grid for Learning to help teach students about staying safe online</p> <p>https://www.educateagainsthate.com/resources/going-too-far/</p>
		Students may distribute extremist material using the institution IT system.	A clear reporting process is 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) and reviews all filtering and monitoring logs.					
			Our curriculum equips children 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.	A process is in place to manage site visitors, including sub-contractors.					<p>Political Impartiality Guidance</p> <p>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.</p> <p>https://www.gov.uk/government/publications/political-impartiality-in-schools/political-impartiality-in-schools-the-law</p>
		Settings do not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.	We have a robust risk assessment and carry 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.	Any external bookings are effectively managed & due diligence checks are carried out on those using/booking and organisations that they represent.					