

Prevent risk assessment for schools

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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							
Risk 1 - Radicalisation online	Risk 2 - County Lines						

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)							
Risk 1 - gangs active in Halton and surrounding areas e.g. Widnes and Warrington for county lines.	Risk 2 - many children utilise online platforms for gaming but also social media.	Risk 3	Risk 4				

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.	Prevent training/briefing for staff (including SLT) and governors. All senior leaders have completed both Prevent courses for awareness and for referrals.	Yellow	Ensure staff joining at different points of the year also complete Prevent and that refresher courses are provided throughout the year.	AHSG		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/
		Leaders do not have understanding and ultimate ownership of their internal safeguarding processes, nor ensuring that all staff have sufficient understanding and thus staff implement the duty effectively.	Lead governor for safeguarding/Prevent: lead is at appropriate seniority - Melanie Pitt is Vice Chair of governors is lead governor for safeguarding and prevent.	Green	Continue to openly communicate with lead governor.	AHSG	Ongoing	
		Leaders do not communicate and promote the importance of the duty.	Sufficient leadership ownership – risk assessment in place, all staff have completed awareness training.	Green	Ongoing revisits to refresh knowledge on prevent.	AHSG	Ongoing	
		Leaders do not drive an effective safeguarding culture across the institution.	Leadership have clear understanding of reporting and referral mechanisms through the online training	Green		AHSG	Ongoing	
		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.	Green		AHSG	Ongoing	
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.	(Example) The providers has strong partnerships with: - Local Safeguarding Children's Partnership - DSL / Headteacher forums - LADO - Community Safety Partnerships - Police Prevent Team - Channel panel - Child and family	Yellow	Partnership to be developed with Police Prevent Team and Channel Panel	AHSG		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 An overview of channel support and the Prevent Multi-Agency Panels (PMAP).

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. You should consider how to communicate information to staff e.g. via staff updates, notices, emails	Yellow	Prevent to be addressed and overcommunicated in briefing during the safeguarding section throughout the year.	AHSG	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/
		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.	Ensure all staff attend safeguarding training and are familiar with key school safeguarding and statutory policies	Green		AHSG		Prevent resources, guidance and support The department's Educate Against Hate website provides a range of training and guidance materials. www.educateagainsthate.com
		Staff do not access Prevent training or refresher training.	Ensure all staff attend Prevent training with a focus on Notice, Check, Share. Continue to overcommunicate this during briefings.	Green	Ongoing on briefing	AHSG		
		Governors do not access Prevent Training or refresher training.	All governors have attended prevent training/refresher	Green	School to ensure any new governors complete prevent training	SK and AHSG		
		Further training required for senior leaders and DSLs	Ensure SLT and DSL receive additional support from local partnerships and training on local processes for Prevent	Green				
Information Sharing	Staff records are not kept up to date and therefore training needs are not met.	Maintain records of all staff and governor training	Green	Staff training log up to date. Governor training log to be kept updated - SK	SK and AHSG			
	Staff do not share information with relevant partners in a timely manner.	Staff do not feel confident sharing information with partners regarding radicalisation concerns.	Bridgewater Park 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	Green				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
Reducing Permissive Environments	Children and young people are exposed to inciteful 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.	Bridgewater Park has codes of conduct for all staff (teaching and non-teaching staff).	Green				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 Islamic extremism. www.educateagainsthate.com www.educateagainsthate.com/category/teachers/classroom-resources www.educateagainsthate.com/resources/prevent

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Building children's resilience to radicalisation		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.	Bridgewater Park carries out safer recruitment checks on all staff. Staff follow a code of conduct whereby personal views are not shared and any concerns over pupil responses are shared with DSLs. Planning, delivery and outcome is monitored by senior leaders through observations and book checks.					
		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	Staff ensure that discussions of controversial issues are carried out in a safe space using the Jigsaw Charter					
		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	Bridgewater Park 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.	Filtering is in place. All devices are numbered and pupils on each device are noted so that any inappropriate content can be traced back.		School to implement system for identifying which students are using which device at any given time. (Numbered devices and logs)	AH/SG		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/setting-digital-and-technology-standards-in-schools-and-colleges/fitting-and-monitoring-standards-for-schools-and-colleges
		Students may distribute extremist material using the institution IT system.	Settings should ensure that there is a clear reporting process in place should filtering systems flag any safeguarding or Prevent-related concerns. Bridgewater Park uses Smoothwall for monitoring. Children do not have email accounts.		Does BPPS use classroom cloud?	AH/SG		Further guidance is available at https://safelinternet.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 designated safeguarding lead should take 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. 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/
		Children are not aware how to report or understand that content is inappropriate.	Internet safety taught through computing in every year group. Internet safety day used to reiterate messages.					
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.	The setting has a robust risk assessment 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.					