



DFE PREVENT RISK ASSESSMENT FOR SCHOOLS

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National Risks

RISK 1: THE THREAT OF TERRORISM

The Terrorism Act 2006 defines 'terrorism' as an action or threat designed to influence the government or intimidate the public. Its purpose is to advance a political, religious or ideological cause.

In summary, terrorism is an action that:

- endangers or causes serious violence to a person or people
- causes serious damage to property, or seriously interferes with or disrupts an electronic system
- is designed to influence the government or to intimidate the public

RISK 2: THE EXTREMISM THREAT

Settings should not only be alert to violent extremism but also non-violent extremism, including certain divisive or intolerant narratives which can reasonably be linked to terrorism.

Some groups and organisations that promote extremist ideologies are not proscribed terrorist groups or organisations.

These groups support divisive or hateful narratives towards others but may not promote extreme violence. For example, they may hold views that support the distrust or hatred of people with different faiths or undermine the principles of democracy.

RISK 3: ONLINE RADICALISATION

Learners are at risk of accessing inappropriate and harmful extremist content online. There is a rapid proliferation of terrorist content online and the internet has become the preferred avenue for those searching for terrorist propaganda. This could include downloading or sharing terrorist material, which could be a criminal offence. The most recent data published shows the continued high numbers of under 18's being arrested for terrorism offences. The latest data indicates that 14% of those arrested year ending 31st March 2023 were 17 and under.

The internet and social media make spreading divisive and hateful narratives to millions of people easy. The barriers that existed with in-person terrorist group activity in the past have been removed to be replaced with an online environment which is built for ease of access.

Extremist and terrorist groups and organisations use social media (for example, apps, forums, blogs, chat rooms) to identify and target susceptible individuals.

LOCAL RISKS – risk of radicalisation in your area and institution

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Leadership and Partnership

Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Date for completion	Support available
	<i>What is the risk here?</i>	<i>What are the hazards?</i>	<i>What has your institution put in place to ensure sufficient understanding and buy-in from Leadership?</i>		<i>What does your institution need to further action to address the identified risk(s)?</i>			<p>Prevent e-learning</p> <p>Home Office offer a free e-learning package on Prevent covering:</p> <ul style="list-style-type: none"> - Prevent awareness - Prevent referrals - understanding Channel <p>Users that complete this training will receive a certificate.</p> <p>https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/</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.	<ul style="list-style-type: none"> - All staff and Governors have regular Prevent training, provided by the National College; - School staff access local Prevent training, ensuring knowledge of local risk; - Prevent training is included in annual safeguarding training for all staff; - DSLs ensure Safer Recruitment checks are carried out to minimise the risk of children being put at risk; applicants are made aware that a thorough check of online social media accounts. 					

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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.	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.	- DSLs are all Senior Leaders who hold a good knowledge and understanding of their roles and responsibilities within the Prevent Duty; - DSLs are in close communication with the local PCSO and the Child Centred Policing Team	Green				
		Leaders do not communicate and promote the importance of the duty.	- DSLs ensure risk assessments are updated and shared with all staff and Governors; - There are visual reminders around the school building that relate to Prevent procedures; - DSLs use regular safeguarding updates to remind and update staff of Prevent policy and procedure.					
		Leaders do not drive an effective safeguarding culture across the institution.	- The school has a strong safeguarding culture; - DSLs use frequent and regular training opportunities to ensure all staff are aware of the role they play within the Prevent Duty.					
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.	The school has strong partnerships with: <ul style="list-style-type: none"> Local Safeguarding Children's Partnership DSL / headteacher forums LADO Community Safety Partnerships Police Prevent Team Children and families The school receives the Educate Against Hate Newsletter	Green				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). 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.
		Staff do not feel comfortable or capable working with external agencies and sharing concerns about extremism externally.	We work and communicate with local safeguarding partners and other relevant agencies regarding concerns about extremism. The DSL/Prevent lead is aware of the process to contact other agencies and expedite concerns about extremism. Records of referrals are kept on CPOMS, and referrals are followed up appropriately.					
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 and e-learning. The school promotes resources on the Educate Against Hate website; The Local Authority Safeguarding Newsletter is	Green				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
		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 and Governors attend safeguarding training and are familiar with key school safeguarding and statutory policies. DSLs to attend top up training via the DSL Networking groups, termly.					
	Staff do not access Prevent training or refresher training.	DSLs to read the Local Authority Prevent Newsletter.						

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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.	The provider 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.					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.	The provider has clear processes for raising radicalisation concerns and making a Prevent referral.					
		Records of concerns and actions are not clearly recorded or evidenced.	All staff are trained in using CPOMS to record all safeguarding concerns.					
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.	The school has codes of conduct for all staff that make expectations of behaviour clear. Opportunities to promote British values are clearly identified within all curriculum areas. Use of PSHE or RSE lessons for sensitive and supportive discussions on radical issues and extreme ideologies. Weekly assemblies reference British values led by phase leaders (Picture News). Our Behaviour Policy clearly sets out that hateful behaviour is not tolerated. Staff know how to respond to witnessing harassment and abusive behaviour. Pupils are encouraged to challenge harassment or abusive behaviour among their peers. The curriculum is designed to ensure that pupils learn about cultures from all over the world, developing tolerance and understanding.					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.	Teaching is monitored by senior leaders through observations, book checks and is quality assured.					
		Teaching staff be teaching within the ethos of the school or to policy.						
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.	The school ensures it complies with DFE statutory policy around filtering and monitoring; Pupils know they should speak with an adult if they come across content which is unsuitable. Settings should ensure that there is a clear reporting process in place should filtering systems flag any safeguarding or Prevent-related concerns.					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
			The ICT curriculum includes teaching pupils how to stay safe online. Parents are provided with support on how to help their children access the internet safely and spot the signs of online radicalisation					

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Visitors	External speakers or visitors being given a platform to radicalise children and young people or spread hateful or divisive narratives.	Settings do not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.	All visitors report to the School Office where necessary safeguarding checks are carried out; any visitor without a DBS is escorted or visits when children are not on site. The school carries out due diligence checks on visitors, speakers, the organisations they represent and the materials they promote or share.	Green				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
		The setting does not conduct any due diligence checks on visitors or the materials they may use.	Lettings of school spaces is effectively managed & due diligence checks are carried out on those using/booking and organisations that they represent.	Green				
		Visitors can access the school site without using the main entrance; pupils could be at risk.	The school has a suitably high perimeter fence to minimise the risk of intruders; all visitors are asked to sign in at the Main Entrance.	Yellow	The school is conscious of the limitations the site has to prevent intruders who do not use the Main Entrance. The staff in the School Office are very mindful of this when allowing visitors in and out of the gate; staff are aware that they should not allow anyone to follow them into the school whilst they use the gate.			