Department for Education

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 onhow 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 tomitigate 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: Online Extremism: Children (and their families) are increasingly exposed to online content, some of which may be extremist or radicalising. Social media platforms, video-sharing sites, and online gaming can expose young minds to harmful ideologies or groom them for extremist views.	Risk 2 : Ethnic and Religious tensions: Areas where communities are segregated by ethnicity or religion can create an "us vs. them" mentality, which extremist groups often exploit. Primary-aged children in such environments may grow up with a skewed worldview, making them more susceptible	Risk 3: Higher levels of poverty can lead to families becoming disconnected and lack of social cohesion might result in children looking to extremist groups for a sense of community.	Risk 4: Global political context and media. News of global conflicts, such as those in Syria or Iraq, or terrorist attacks in the UK or abroad, can influence the attitudes and opinions of children, especially those who are exposed to such content without guidance. The rise of inflammatory rhetoric in the media, particularly surrounding topics like immigration, terrorism, and national identity, can impact young children's				

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 extremis t activity (groups active in the area)

Risk 1: Homogenous white population. Vast majority of population is White British in the school, the village and the wider Selby area. There has been an increase in migrants from Eastern Europe.	**Risk 2 : Rural isolation:** The semi-rural setting can lead to a sense of physical isolation for young people. Isolation can make it more difficult for individuals to find supportive social networks, leading them to gravitate toward extremist groups that offer a sense of belonging.	**Risk 3: Familial disconnection with multi-cultural society and politics.** In recent elections, more right leaning groups have had relative success in the local area compared with previous years.	**Risk 4**				

Leadership and Partnership

Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Date for completion	Support availale
	What is the risk here?	*What are the hazards?*	*What has your institution put in place to ensure sufficient understanding and buy-in from Leadership?*		*What does your institution need to further action to address the identified risk(s)?*			**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/
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 (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/briefing for staff (including SLT) and governors.					
		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.	All leaders are prevent trained and DSL has completed Channel training.					
		Leaders do not communicate and promote the importance of the duty.	Risk assessments, safeguarding policies, regularly checked by governors and LA advisors.					
		Leaders do not drive an effective safeguarding culture across the institution.	The prevent referral form can be accessed through North Yorkshire. The mechanism for reporting a Prevent issue is clearly described within guidance to staff and through training.					
		Leaders do not provide a safe environment in which children can learn.	Children are taught in a safe learning environment and risk assessments are regularly reviewed to ensure this. Leaders use self-evaluation to identify key priorities for continuous improvement					
		Leaders do not communicate new inforrmation and new risks to students, staff and parents.	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					
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.	We have strong partnerships with: • Local Safeguarding Children's Partnership • DSL / headteacher forums • LADO • Community Safety Partnerships • Police Prevent Team • Channel panel • Selby Early Help team					**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**
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	[Example] 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					**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.	[Example] Ensure all staff attend safeguarding training and are familiar with key school safeguarding and statutory policies					
		Staff do not access Prevent training or refresher training.	[Example] Ensure all staff attend Prevent training with a focus on Notice, Check, Share					
		[Insert additional hazards here]	[Example] Ensure governors attend Prevent training					
		[Insert additional hazards here]	[Example] Ensure SLT and DSL receive additional support from local partnerships and training on local processes for Prevent					
		[Insert additional hazards here]	[Example] Maintain records of all staff and governor training					
		[Insert additional hazards here]	[Example] Refresher training to take place regularly					
		[Insert additional hazards here]	[Example] Training is quality assured and evaluated for effectiveness on a regular basis					
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.	[Example] 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 deparment 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.	[Example] The provider has clear processes for raising radicalisation concerns and making a Prevent referral.					

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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.	[Example] The institution has codes of conduct for all staff (teaching and non-teaching 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 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.	[Example] The institution carries out safer recruitment checks on all staff					
		[Insert additional hazards here]	[Example] Teaching is monitored by senior leaders through observations, book checks and is quality assured					
		[Insert additional hazards here]	[Example] The institution provides opportunities within the curriculum to discuss controversial issues and for students to develop critical thinking and digital literacy skills					
		[Insert additional hazards here]	[Example] Settings should ensure that discussions of controversial issues are carried out in a safe space.					
		[Insert additional hazards here]	[Example] The institution 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.	[Example] Settings should ensure appropriate internet filtering is in place.					**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/
		Students may distribute extremist material using the institution IT system.	[Example] Settings should ensure that there is 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.	[Example] The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety).					
		[Insert additional hazards here]	[Example] Settings should equip children and young people 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.	[Example] 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.	[Example] 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.	[Example] 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.					
		[Insert additional hazards here]	[Example] The setting seeks advice and support from partners where necessary to make an assessment of suitability.					