Department for Education

Prevent risk assessment for schools

Newcroft Primary Academy

Person completing: Sara Aukland

A risk assessment is a core part of implementing the Prevent duty. All providers should read guidance from the department on h 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 The purpose of the risk assessment is to have an awareness and understanding of the risk of radicalisation in your area and your 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 f

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, or

Risk 1: online radicalisation through unmonitored and unfiltered use of internet at home	**Risk 2 : older sibling influence**

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 ex

Risk 1: local activity of right wing extremism in the Coalville area. Not near to school but risk considered.	Risk 2

Leadership and Partnership

Category	Risk
	What is the risk here?

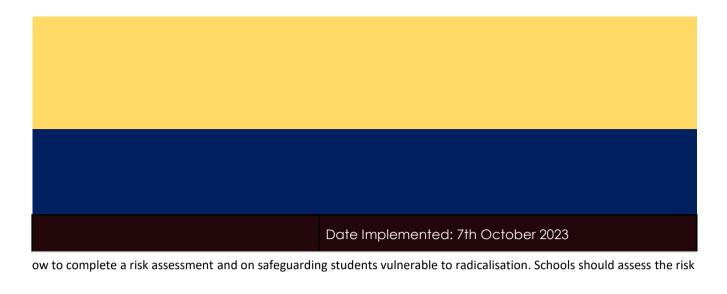| Category	Risk
Leadership	The setting does not place sufficient priority to Prevent and risk assessment/action plans (or does not have one) and therefore actions to mitigate risks and meet the requirements of the Duty are not effective.
Working in Partnership	The setting is not fully appraised of national 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.

Category	Risk
Working in Partnership	
Capabilities	
	Staff do not recognise signs of abuse or vulnerabilities and the risk of harm is not reported properly and promptly by staff.
Staff training	

Category	Risk
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.

Category	Risk
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.
	External speakers or visitors being given a platform to radicalise children and young people or spread hateful or divisive narratives.

Category	Risk
Visitors	

ow to complete a risk assessment and on safeguarding students vulnerable to radicalisation. Schools should assess the risk

mitigate any risks.

institution. The type and scale of activity that will address the risk will vary but should be proportionate to the level of risk,

following a serious incident.

nline radicalisation	
Risk 3	**Risk 4**

xtremist activity (groups active in the area)	
Risk 3	**Risk 4**

Hazard	Risk management
What are the hazards?	*What has your institution put in place to ensure sufficient understanding and buy-in from Leadership?*

Hazard	Risk management
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 all school staff in August 2032 inset, highlighting local risks and making staff aware of our risk assessment. This includes all of SLT. As above for governors at first FGB of the year- 3.10.23. All leaders undertake the online training course for PREVENT, available from the Home Office in August 2023- actioned on the training log. This is Bi annual. DSLs annual. Governor safeguarding lead also undertakes the course and undertands her role. DSLs write the RA toegther annually or as changes are needed.
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.	Lead governor for safeguarding/Prevent lead is at appropriate seniority. Is a secondary DSL, undertakes full DSL training and PREVENT and understands the natinonal PREVENT agenda thoroughly and in the context of primary and secondary pupils.
Leaders do not communicate and promote the importance of the duty.	Sufficient leadership ownership – risk assessments, safeguarding policies, etc. being signed off by SLT.
Leaders do not drive an effective safeguarding culture across the institution.	Leadership have clear understanding of reporting and referral mechanisms- online form and 101. This is also shared with governors.
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 and risk assessments.
Staff and volunteers (including new) do not have an adequate training or induction	Promotion of a safeguarding culture through regular training, discussions, etc with senior staff visibly involved. Clear induction for new members of staff, trainee teachers and volunteers. Half termly safeguarding newsletters to keep staff up to date.
Risk not kept up to date	Leaders use self-evaluation to identify key priorities for continuous improvement. Use East Midlands newsletter to keep up to date and local LA guidance.
The organisation does not establish effective partnerships with organisations such as the Local Authority and Police Prevent Team.	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

Hazard	Risk management
Not abreast of current situation	Effective partnerships might include: • Regular attendance at meetings, boards or forums-attendance at LA prevent updates/ onlibe • In receipt of newsletters e.g. Educate Against Hate •
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 at our school. We send half termly newsletters online and leave paper copies for staff to take. We display notices and regular LA updates on notice boards.
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.	Alll staff and governors attend safeguarding training and are familiar with key school safeguarding and statutory policies. They know what to look for that may be signs of a pupil being radicalised.
Staff do not access Prevent training or refresher training.	Alll staff attend Prevent training (local) with a focus on Notice, Check, Share, as well as natinal e learning training. Regular updates through safeguarding newsletter.
Governors do not access Prevent training	Ensure governors attend Prevent training - school led and national college annually. Regular updates through safeguarding newsletter.
Senior Leaders do not receive additional support	SLT and DSL receive additional support from local partnerships and training on local processes for Prevent- newsletters and training.
No evidence of training	Maintain records of all staff and governor training on school's training log.
Knowledge not kept up to date	Refresher training to take place regularly - annually for all staff/ e learning annually for SLT/ DSLs, bi annual e learning for whole school.

Hazard	Risk management
Training not of required content and quality	Training is quality assured and evaluated for effectiveness on a regular basis- safeguarding governor checks local, Trust
Staff do not feel confident sharing information with partners regarding radicalisation concerns.	We have 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.	We have clear processes for raising radicalisation concerns and making a Prevent referral. We record on CPOMS and then get advice from 101 and / or first response.
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.	We have a staff, govenror and Trust code of conduct.
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 institution carries out safer recruitment checks on all staff. BV and SMSC weaved within the curriculum. We also teach an 'everyone belongs' approach.
Lack of Senior Leadership awareness	Teaching is monitored by senior leaders through observations, book checks and is quality assured.

Hazard	Risk management
Lack of opportunity for debate and discussions	The school provides opportunities within the curriculum to discuss controversial issues and for students to develop critical thinking and digital literacy skills e.g. in PSHE lessons, RE, Commando Joes, everyone belongs, RSE, English lessons
Pupils don't feel safe to discuss controversial issues	We ensure that discussions of controversial issues are carried out in a safe space - e.g in RE and PSHE lessons where pupils feel safe but are taught respect and what is accpetable and not.
British Values not taught within the setting	The school embeds fundamental British values into the curriculum, while also ensuring specific discussions can take place in a safe environment.
Students can access terrorist and extremist material when accessing the internet at the institution.	We have appropriate internet filtering is in place. This is done through Schools Broadband and Netsweeper at and includes the SENSO platform for live updates on pupil searches.
Students may distribute extremist material using the institution IT system.	We have a clear reporting process in place should filtering systems flag any safeguarding or Prevent- related concerns. Staff report any filtering breaches on an online form and inform the DsL for action. SENSo platform used on individual devices to monitor and identify issues immediately. Immediate reporting to DSL team. Recorded on CPOMs and then referred if meets threshold.
Unclear linkages between IT policy and the Prevent duty. No consideration of filtering as a means of restricting access to harmful content.	Online Safety and Safeguarding Policy clearly meet requirements of KCSiE 2023.
Children not equipped with skills to staysafe online both inside and outside school	We equip children and young people with the skills to stay safe online, both in school and outside. Safety skills taught through both PSHE and Computing curriculum.
Leaders do not provide a safe space for children to learn.	A process is in place to manage site visitors, including sub-contractors- speakers materials are viewed before presenting to pupils and staff are always present.

Hazard	Risk management
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- we do not let our school out.
Unclear motives of visitors / organisations	The setting seeks advice and support from partners where necessary to make an assessment of suitability.

Date for review: 1st September 2024

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

Rag	Further action needed	Lead officer	Date for completion

Rag	Further action needed	Lead officer	Date for completion
Rag	Further action needed	Lead officer	Date for completion

Rag	Further action needed	Lead officer	Date for completion
Rag	Further action needed	Lead officer	Date for completion

Rag	Further action needed	Lead officer	Date for completion

Rag	Further action needed	Lead officer	Date for completion

Support availale

Prevent e-learning

Home Office offer a free e-learning package on Prevent covering:

Support availale

- 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

Support availale

(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

https://signup.es-mail.co.uk/Signup/da659377ec9fa9e8d40363308d4a84ac

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

Support availale

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

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/

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.

Support availale

https://www.gov.uk/government/publications/political-impartiality-in-schools/political-impartiality-in-schools#the-law