



<b>Person Completing</b>	Mrs A Sherratt (Headteacher and DSL)	Mrs C Salt (SBM and DDSL)	<b>Date Implemented</b>	26.1.2024	<b>Review Date</b>	January 2025
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A risk assessment is a core part of implementing the Prevent duty. In preparing our Prevent Risk Assessment we have:

- taken guidance from the department on how to complete a Prevent risk assessment and on safeguarding students vulnerable to radicalisation.
- Assessed the risk of our children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.

The purpose of our Prevent risk assessment is to ensure that all staff/governors have an awareness and understanding of the risk of radicalisation in our area and school. The type and scale of activity that will address the risk identified will vary and be proportionate to the level of risk, type of provision, size and phase of education provided in school.

This is an internal document and will be reviewed annually, in line with Keeping Children Safe in Education requirements, or following a serious incident.

### National risks – risk of radicalisation generally

Risk 1	Risk 2	Risk 3	Push factors	Pull factors
<b>The threat of terrorism</b>	<b>The extremism threat</b>	<b>Online radicalisation</b>	Push factors may include a learner feeling: <ul style="list-style-type: none"> <li>• isolated</li> <li>• they do not belong</li> <li>• they have no purpose</li> <li>• low self-esteem</li> <li>• their aspirations are unmet</li> <li>• anger or frustration</li> <li>• a sense of injustice</li> <li>• confused about life or the world</li> <li>• real or perceived personal grievances</li> </ul>	Pull factors could include an extremist or terrorist group, organisation or individual: <ul style="list-style-type: none"> <li>• offering a sense of community and a support network</li> <li>• promising fulfilment or excitement</li> <li>• making the learner feel special and part of a wider mission</li> <li>• offering a very narrow, manipulated version of an identity that often supports stereotypical gender norms</li> <li>• offering inaccurate answers or falsehoods to grievances</li> <li>• encouraging conspiracy theories</li> <li>• promoting an 'us vs. them' mentality</li> <li>• blaming specific communities for grievances</li> <li>• encouraging the use of hatred and violent actions to get justice</li> <li>• encouraging ideas of supremacy</li> </ul>

### Local risks – risk of radicalisation

Risk 1 - Reducing permissive environments	Risk 2 – On-line Safety/radicalisation	Risk 3 - Building children's resilience to radicalisation		Risk 4 – Leadership and Partnership	Risk 5 – Staff and Governor awareness of Prevent
<b>Threat of terrorism</b>  <b>Access to Extremism / Extremist Influences</b> Local extremist groups  <b>Radicalisation from school visitors</b>	<b>On-Line safety – on-line radicalisation</b>	<b>External Experiences, Behaviours and Influence in child's life</b>	<b>Social Factors</b> <ul style="list-style-type: none"> <li>• social isolation</li> <li>• SEND/mental health</li> <li>• erroneous understanding of religion or politics</li> <li>• insecure, conflicted or absent family relationships</li> <li>• experience of trauma in life</li> </ul>	<b>Regular Travel outside of UK</b> – regular patterns of travel within UK or to countries associated with radicalisation  School and partners place sufficient priority to Prevent and risk assessment/action plans (or does not have one) and therefore actions to mitigate local risks and meet the requirements of the Duty are not effective.  School and partners are fully appraised of national and local risks, and work collaboratively to safeguard children vulnerable to radicalisation, and have access to good practice advice, guidance or supportive peer networks.  Staff do not share information with relevant partners in a timely manner.	Staff and governors recognise signs of abuse or vulnerabilities and the risk of harm is not reported properly and promptly by staff.



Leadership and Partnership								
Category	Risk	Hazard	Risk management	Rag	Further action needed			Support available
	What is the risk	What are the hazards	What has school put in place to ensure sufficient understanding and buy-in from Leadership?		What does school need to further action to address the identified risk(s)?	Responsible person	Date for completion	
<b>Leadership</b>	School 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.	1. School requires all Leaders and Governors to complete Prevent training/briefing which is Biannually refreshed (National College Prevent Training - Certificate and Webinar).	Certificate in the Prevent Duty (2022-23) completed by JE, EF, JW and VV.  5 Governors to complete Certificate in Prevent Duty 2023/24	Termly monitoring of access to Prevent Training to ensure Governors in school access Prevent training (Annually) –  Prevent to be included as mandatory biannual training – Governors CPD/Training Policy	Safeguarding Link Governor/Chair of Governors	31.3.2024	<p><b>Prevent e-learning</b> School invested in National College on-line training. Biannually school assigns Prevent training (Certificate) to all staff and Governors to complete. In addition there are also Prevent Webinars available for additional learning. Also reference Staff Training Home Office e-learning programme.</p> <p><b>Staffordshire Safeguarding Children's Board</b> Safeguarding People who are vulnerable to being drawn into Extremism and / or Terrorism in Staffordshire (Prevent / Channel Referral Guidance)  <a href="https://www.staffsscb.org.uk/wp-content/uploads/2020/09/Prevent-Channel-Guidance.pdf">https://www.staffsscb.org.uk/wp-content/uploads/2020/09/Prevent-Channel-Guidance.pdf</a></p> <p><b>Home Office offer a free e-learning package on Prevent covering:</b> - Prevent awareness - Prevent referrals - understanding Channel</p> <p>Users that complete this training will receive a certificate.  <a href="https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/">https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/</a></p> <p><b>Staff Safeguarding Handbook 2023</b> Issued to all staff inset day or on Induction for staff joining school throughout Academic Year.</p>
			2. Safeguarding standing agenda item on SMT/SLT (weekly meetings) and all Governor meetings	DSL and DDSL's Prevent training up to date 24.1.2024	None			
			3. DSL attends SSCB termly DSL Briefings and cascades learning across school		None			
			4. DSL and DDSL's have an Addendum to their job description which clearly outlines their safeguarding roles and responsibilities – annually reviewed		None			



Leadership and Partnership						
Category	Risk	Hazard	Risk management	Rag	Further action needed	Support available
Leadership (cont'd)	School 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. (Cont'd)	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.		None	Reference Page 2
		Leaders do not communicate and promote the importance of the duty.	School has sufficient leadership ownership – risk assessments, safeguarding policies, etc. are being signed off by SLT and School Governors.		None	
			School leaders are aware of their duty to prevent pupils being drawn into terrorism and make sure all staff know the same and that school invests in quality CPD/training for all its staff and Governors (Staff/Governor CPD/Training, Staff Safeguarding Handbook, Staff briefings, staff/team meetings).		None	
			School is in regular communication with local police/PCSO		None	
		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.		None	



Leadership and Partnership						
Category	Risk	Hazard	Risk management	Rag	Further action needed	Support available
Leadership (cont'd)	School 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. (Cont'd)	Leaders do not drive an effective safeguarding culture across the institution.	Leadership have clear understanding of local reporting and referral mechanisms.  <a href="https://www.staffscsb.org.uk/wp-content/uploads/2020/09/Prevent-Chanel-Guidance.pdf">https://www.staffscsb.org.uk/wp-content/uploads/2020/09/Prevent-Chanel-Guidance.pdf</a>		None	Reference Page 2
			Promotion of a safeguarding culture through regular training, discussions, etc with senior staff visibly involved.  School has robust and clear induction programme for new members of staff and trainee teachers		None	
			Leaders use self-evaluation to identify key priorities for continuous improvement		None	
Working in Partnership	School 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.	School does not establish effective partnerships with organisations such as the Local Authority and Police Prevent Team.	School has strong partnerships with: • Staffordshire Safeguarding Children's Board • DSL / headteacher forums • LADO		None	<p><b>Prevent duty guidance</b> Outlines the requirements of the duty, including working in partnership with others. <a href="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">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</a></p> <p><b>Understanding channel</b> An overview of channel support and the Prevent Multi-Agency Panels (PMAP). <a href="https://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance">https://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance</a></p> <p><b>Sign-up for Educate Against Hate newsletter</b> Latest news, blogs and resources to help teachers, school leaders and designated safeguarding leads protect students from radicalisation <a href="https://signup.es-mail.co.uk/Signup/da659377ec9fa9e8d40363308d4a84ac">https://signup.es-mail.co.uk/Signup/da659377ec9fa9e8d40363308d4a84ac</a></p> <p><b>Staffordshire Safeguarding Children's Board</b> Section 8 Support Channel guidance <a href="https://www.staffscsb.org.uk">Microsoft Word - Prevent Chanel Guidance (staffscsb.org.uk)</a></p>
			Effective partnerships include: • Regular attendance at meetings, boards or forums • In receipt of newsletters e.g. Educate Against Hate – shared with staff (staffroom copy – safeguarding updates) • School leaders and staff aware of referral process and how to work in Channel		None	



Capabilities						
Category	Risk	Hazard	Risk management	Rag	Further action needed	Support available
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	School has a broad CPD/Training programme in place for staff. Our training offer includes: <ul style="list-style-type: none"> <li>e-learning – National College Certificate in Prevent, staff can also access a Webinar for additional learning.</li> <li>We also communicate Prevent Safeguarding information to staff e.g. via staff updates (e-mails/Weekly Staff/team meetings), notices – Safeguarding Notice Board (Staffroom), emails and IAM Compliant</li> </ul>		None	<p><b>Prevent e-learning</b> Reference Prevent e-learning page 2</p> <p><b>Prevent resources, guidance and support</b> The department's Educate Against Hate website provides a range of training and guidance materials. <a href="http://www.educateagainsthate.com">www.educateagainsthate.com</a></p> <p><b>Staff Safeguarding Handbook 2023</b> Issued to all staff inset day or on Induction for staff joining school throughout Academic Year.</p>
		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.	School ensures all staff attend safeguarding training (termly monitoring of take-up of training by SBM/DDSL) and are familiar with key school safeguarding and statutory policies (termly monitoring of reader report IAM Compliant), Phase/Team leaders check staff understanding in team/staff meetings.		None	
		Staff and Governors do not access Prevent training or refresher training	School has robust maintenance of CPD/training records of all staff and governor training. School ensures all staff and Governors access bi-annually safeguarding training (termly monitoring of take-up of training by SBM/DDSL). None take-up is reported to Line managers and Safeguarding Link Governor/Chair of Governors to address.  School ensures all staff attend bi-annual Prevent training with a focus on Notice, Check, Share  Training is quality assured and evaluated for effectiveness on a regular basis		None	



Capabilities						
Category	Risk	Hazard	Risk management	Rag	Further action needed	Support available
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.	<p>School has a culture of safeguarding that supports effective arrangements to:</p> <ul style="list-style-type: none"> <li>• identify children who may need early help or who are at risk of neglect, abuse, grooming or exploitation</li> <li>• 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</li> </ul> <p>School completes an annual audit of staff confidence, skills and knowledge for all staff – staff who identify gaps in their skills, knowledge or confidence are provided with additional tailored packages of training/CPD to meet their needs. (Annual Safeguarding skills audit – September – last Audit September 2023)</p>		None	<p><b>Resources to support information sharing</b> The department has published guidance on making a Prevent referral.</p> <p><b>Staffordshire Safeguarding Children's Board</b> Section 6 Referral <a href="https://staffsccb.org.uk">Microsoft Word - Prevent Chanel Guidance (staffsccb.org.uk)</a></p> <p><b>Staff Safeguarding Handbook 2023</b> Issued to all staff inset day or on Induction for staff joining school throughout Academic Year.</p>
		Staff are not aware of the Prevent referral process.	School has clear processes for raising radicalisation concerns and making a Prevent referral.		None	



Reducing permissive environments						
Category	Risk	Hazard	Risk management	Rag	Further action needed	Support available
<b>Building children's resilience to radicalisation</b>	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.	School 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.	School has codes of conduct for all staff (teaching and non-teaching staff)		None	<p><b>Resources for having difficult classroom conversations</b></p> <p>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.</p> <p><a href="http://www.educateagainsthate.com">www.educateagainsthate.com</a></p> <p><a href="http://www.educateagainsthate.com/category/teachers/classroom-resources">www.educateagainsthate.com/category/teachers/classroom-resources</a></p> <p><a href="http://www.educateagainsthate.com/category/teachers/classroom-resources/?filter=lets-discuss">www.educateagainsthate.com/category/teachers/classroom-resources/?filter=lets-discuss</a></p>
		School 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.	School carries out safer recruitment checks on all staff		None	
			Teaching is monitored by senior leaders through observations, book checks and is quality assured		None	
			School provides opportunities within the curriculum to discuss controversial issues and for students to develop critical thinking and digital literacy skills		None	
			School ensures that discussions of controversial issues are carried out in a safe space.		None	
			School has embedded fundamental British values into the curriculum, while also ensuring specific discussions can take place in a safe environment.		None	



IT Policies						
Category	Risk	Hazard	Risk management	Rag	Further action needed	Support available
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 school	School has robust and appropriate internet filtering in place.  Entrust Contract: Safeguarding Monitoring Self-Service Three Year Contract   LTN-23/24-C74		None	<p><b>Web filtering and online safety</b> Entrust Contract: Safeguarding Monitoring Self-Service Three Year Contract   LTN-23/24-C74</p> <p><b>The Department for Education</b> 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. <a href="https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges">https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges</a></p> <p><b>Further guidance is available at</b> <a href="https://saferinternet.org.uk/guide-and-resource/teachers-and-school-staff/appropriate-filtering-and-monitoring/appropriate-monitoring">https://saferinternet.org.uk/guide-and-resource/teachers-and-school-staff/appropriate-filtering-and-monitoring/appropriate-monitoring</a></p> <p>You can test whether your internet service provider removes terrorist content at <a href="http://testfiltering.com/">http://testfiltering.com/</a></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><b>Teach about online extremism</b> The 'Going Too Far?' resource from Educate Against Hate and the London Grid for Learning to help teach students about staying safe online <a href="https://www.educateagainsthate.com/resources/going-too-far/">https://www.educateagainsthate.com/resources/going-too-far/</a></p>
		Students may distribute extremist material using the school IT system.	School ensures that there is a clear reporting process in place should filtering systems flag any safeguarding or Prevent- related concerns.  Entrust Contract: Safeguarding Monitoring Self-Service Three Year Contract   LTN-23/24-C74		None	
		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 overall lead responsibility for safeguarding and child protection (including online safety).  School has a designated Class Teacher who leads On-Line Safety across school.  School equips children with the skills to stay safe online, both in school and outside. (National College parents CPD/Training programme, On-Line Safety Newsletters)		None	





Visitors						
Category	Risk	Hazard	Risk management	Rag	Further action needed	Support available
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.	School has robust processes in place to manage site visitors, including sub-contractors.		None	<b>Political Impartiality Guidance</b> 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.  <a href="https://www.gov.uk/government/publications/political-impartiality-in-schools/political-impartiality-in-schools#the-law">https://www.gov.uk/government/publications/political-impartiality-in-schools/political-impartiality-in-schools#the-law</a>
		School does not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.	School 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.		None	
		School does not conduct any due diligence checks on visitors or the materials they may use.	The private/commercial use of the schools spaces is effectively managed and due diligence checks are carried out on those using/booking and organisations that they represent.		None	
			School seeks advice and support from partners where necessary to make an assessment of suitability.		None	
	Once due diligence checks have been completed. School puts in place a formal letting agreement for the commercial use of school spaces which is signed off by Governing Body.		None			