Department for Education

Prevent risk assessment for schools

Person completing: Bradley Russell DDSL			Date Implemented: October 2024	Date for review: October 2025

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	Risk 2	Risk 3	Risk 4			
Islamist/ Daesh Inspired Terrorism is the largest terrorist threat in the Uk, and makes up approximately 75% of MI5's caseload. It is well planned and funded and has the capacity to cause significant damage and injury.	Extreme Right Wing ideology uses violence to further it's cause. This has been prevalent in the UK in recent years, especially around key events such as Remembrance Sunday 2023 and the General Election 2024.	A recent General Election has shown polarised views across the country with regard to key topics such as immigration, social cohesion and links to international conflicts.	Groups are using online networks to highlight and push their narratives. This is leading to a growth in self-initiated terrorism and extremism.			

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	Risk 2	Risk 3	Risk 4			
Bradford has the youngest population in the UK. Approx 29% are under the age of 20. Anything that affects youth, affects Bradford disproportianally. This increases the city's vulnerability.	The ongoing Israel/ Gaza conflict has caused tension, especially within the Muslim comunities of Bradford. There has been an increase in both peaceful and non-peaceful protest recently.	Groups are using online networks to highlight and push their narratives. This is leading to a growth in self-initiated terrorism and extremism. Access to onliine spaces for the young population is a concern for all.				

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/
	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 ambassadors and ambassadors) 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.	DSL has completed Prevent Train the Trainer with the LA Prevent team (July 2024), this is valid for 2 years. DSL trained all staff in Prevent (August 2024) with a follow up session for absent staff (Ongoing). This was followed up with a quiz at the end of the training. DSL also runs regular update sessions throughout the academic year and includes definitions in the weekly bulletin. Staff who join part way through an academic year complete the Home Office training as part of their induction. They willdo the local training with the DSL in the following September. All staff receive general safeguarding training updates annually. As well as this, staff receive updates at several points throughout the year, including on Data and Planning days. Staff are provided with contextual information regularly throughout the year on issues that may impact the community.					
		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.	There is a named ambassador for safeguarding, which includes Prevent. (Robert Keniwell) The named ambassador completed Prevent training., led by the LA Prevent team, this is valid for 2 years. The safeguarding ambassador has experience with safeguarding children and young people. The DSL checks policies and procedures with the Education Safeguarding and LA Prevent teams for quality assurance. The Trust Lead for safeguarding (Nicole Dempsey) also quality assures all documentation and processes.					

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Leadership		Leaders do not communicate and promote the importance of the duty.	The Prevent Lead/ DSL is a member of the senior leadership team and has appropriate authority to make decisions. Weekly safeguarding updates/ briefings are given to staff, these include Prevent updates as necessary. They are led by a member of SLT/DSL Prevent is part of the Safeguarding and Child Protection policy. Staff must sign to acknowledge they have read KCSiE (every August). Leaders consider Prevent and safeguarding to be key parts of the school improvement plan. An action plan is completed and updated on a termly basis, to ensure that we do not stagnate.					
		Leaders do not drive an effective safeguarding culture across the institution.	Staff code of conduct refers to safeguarding and modelling of appropriate behaviours. This is updated annually (Sept). Clear internal processes are in place and visible in key areas, to ensure staff understand the reporting and recording systems. All policies are signed off by SLT and ambassadors before being published on the school website.					
		Leaders do not provide a safe environment in which children can learn.	All visitors must sign in at reception and receive a pass. Visitors who are not DBS checked must be escorted at all times and are identified with a different coloured lanyard. Visitors with a DBS will have these checked at reception, a copy of DBS numbers and expiry dates will be kept in line with the data retention policy. Appropriate filtering and monitoring systems are in place to ensure the safety of learners in the online space. (SENSO) Daily reports are sent to the DSL detailing any inappropriate useage. Daily reports are also sent to the Principal detail any inappropraite use on staff accounts. Students and parents sign an ICT acceptable usage policy at the beginning of every academic year.					
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.	Prevent Education Officer (Local Authority) Local Safeguarding Children's Partnership DSL / headteacher forums LADO Community Safety Partnerships Police Prevent Team & Neighbourhood Police Team Channel panel (as required) Child and family Trust safeguarding team and other DSLs					**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 ambassadors, do not understand what radicalisation means and why people may be vulnerable to being drawn into terrorism	All staff attend Prevent training annually and this is ongoing throughout the year. The DSL runs sessions on areas that are identified through the quiz that staff complete at the start of the academic year.. There is a follow up quiz to be completed through Microsoft Forms. This focusses on key susceptibilities and the Notice, Check, Share procedure. Training is provided by the DSL every academic year.					**Prevent e-learning** Home Office offer a free e-learning package on Prevent covering: - Prevent awareness - Prevent referrals - understanding Channel
		Frontline staff including ambassadors, 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.	The Safeguarding ambassador completes annual safeuarding updates as part of their job outside of governance. All other ambassadors complete the HO training annually, with certificates sent to HR.					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

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		Staff do not access Prevent training or refresher training.	Records of attendance are kept at all formal training sessions. A mop up session is offered in Oct/Nov annually. If staff are still unable to complete this, they must complete the HO onnline training and send their certificate to HR. DBS numbers and expiry dates are supplied to HR for them to check records.					
		New training packages are of a poor standard or do not address key information.	New training with a Prevent element is quality assured by the Trust safeguarding team and the LA's Prevent Education Officer.					
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.	Staff have received annual training (August) about how to identify children who may need early help or who are at risk of neglect, abuse, grooming or exploitation. This also runs throughout Cycle 1 to 3. DSLs will help children to 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. This will be done on an as needed basis. As part of annual training, staff are reminded of the categories for reporting on CPOMS and the importance of reporting any slight changes in behaviour. This could form a larger picture of need. There are clear information sharing policies in place for liaising with external partners. Visitors to the site will be given a safeguarding leaflet, highlighting DSL and DDSLs. This contains information about reporting concerns for non-salaried staff.					**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.	All staff are made aware as part of their training, induction and through briefings.					
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.	There is a code of conduct for all salaried staff which is updated and re-issued in September Staff sign to say they have read and unsertood this document. It can be found on the Trust website. In Morning Meeting, House & REH lectures and seminars time is dedicated to having discussions about current events, including topics such as the Israel/ Gaza war. In subjects such as History, appropriate provisions are made within the curriculum for safe and well structured debate and expression of opinions. Student discussion forums exist for some subject areas, these are heavily monitored by staff and are subject to filtering & monitoring systems.					**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
		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.	Students choose the subject areas that they wish to study when they reach the end of year 8. All teaching is linked to exam board specifications, which is monitored and quality assured by the leadership link for that subject area. There is a strong extra-curricular offer available for students. These sessions are run by staff and take place on-site. Students attend Morning Meetings and House,where they have access to a wide range of topics. These topics are arranged at the beginning of the year, to ensure good topic coverage.					

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		British Values are not exemplified by staff and learners are unaware of both the values and how they and Prevent relate to their life and course.	Teaching is monitored by senior leaders through a strong quality assurance process of observations and book checks. Termly pupil voice isgathered about various aspects of school life, including the British Values. Appropriate changes are made in light of the feedback. Low level concerns about staff are to be reprted to the Head Teacher, or Chair of ambassadors, according to the policy. Higher level concerns about staff are reported to the LADO and a referral to Prevent is made if appropriate. If the staff member has children, a referral may also be made to Children's Services. The promotion of British Values is oted int he staff code of conduct. Children are also explicitly taught the British Values throughout Drill.					
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 & monitoring systems are provided by SENSO. The DSL receives an instant notification of any problematic searches online. There is also a daily report of service users who have breached the acceptable ICT policy. There is a policy for the use of external speakers in school, relating to DBS and due diligence. Appropriate risk assessments and external speaker checks are undertaken for off-site visits, to ensure the safety of our learners.					**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
		Students may distribute extremist material using the institution IT system.	The filtering & monitoring system has proven to be very robust. However, spot checks are undertaken on a daily basis by the DSL/ DDSL. Information uploaded by learners onto discussion boards is heavily moderated and removed if safety policies are not met.					
		Unclear linkages between IT policy and the Prevent duty. No consideration of filtering as a means of restricting access to harmful content.	The DSL takes overall responsibility for filtering & monitoring and safer ICT usage.					
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.	The external speaker policy requires all speakers to send their materials in advance. Discussions will have taken place between the DSL and the speaker's organisation in advance, to discuss expectations. Due diligence will be completed for all external speakers. All speakers will either be DBS checked or will not be left alone with young people.					**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.	As above					
		The setting does not conduct any due diligence checks on visitors or the materials they may use.	As above					
		No risk assessment process attached to events. Ineffective or no thought on appropriate mitigations to risk, or event cancellation in place of effective risk mitigation which impacts freedom of speech.	As per the external speaker policy risk assessments are under taken before any external visitors are invited onto the site. These are done in conjunction with the company that is providing the speaker.					
		Focus is only on events taking place on site. Consideration needs to be made to include provider-affiliated events that could take place off site.	The external speaker policy also applies to events that take place off-site.					

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Management of space	Access could be gained by an external party for the purpose of causing harm to learners and staff. Learners and staff could be exposed to extremist ideologies.	Access to the institution by external parties is not monitored, and due diligence is not carried out. Access to the institution by learners is not monitored.	Dangerous products and cleaning materials are locked away and inventoried with limited staff access. There are barriers to prevent unauthorised access to the site, students and staff must use their access card at all times. This also updates the site register. There are buzzers on the external gates/ staff on duty who will grant access as appropriate. There are bollards outside the main reception door to prevent vehicles being driven upto the building. There are multiple egress points around the building, but more limited entry points to allow for safe access.					
	Chemicals and dangerous substances could be used in an act of harm.	The institution does not provide a safe environment conducive to learning.	Access to the building is monitored for both learners and visitors with a robust system in place for visitor management and events. There is a policy for contractors (building works etc), which is managed by the Health & Safety lead on site. Visitors who have not been DBS checked are not to be left alone with learners or in unsecured parts of the building.					
		Dangerous substances are not stored correctly, and learners have unsupervised access to dangerous substances including chemicals, bacteria, viruses, and toxins.	Building access is monitored and recorded to ensure security and welfare staff know who is on site and when. Non-attendance at lessons (when expected) is reported to the pastoral and/ or attendance teams, who will follow processes to ensure learner safety.					
		Rooms can be hired out at the institution and could be used for meetings of an extremist nature due to a lack of due diligence.	N/A					
		Visitors share inappropriate information, which gives rise to concern about their character.	The setting has a robust risk assessment and carries out open-source checks on visitors, the organisations they represent and the materials they promote or share. This includes those who are attending the site for a job interview.					