

## Prevent risk assessment for schools

## GLEN HILLS PRIMARY SCHOOL

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RA Implemented: October 2023 Reviewed: September 25

Date for review: September 2026

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

<b>Risk 1: online radicalisation through unmonitored and unfiltered use of internet at home</b>	<b>Risk 2: Islamist terrorism</b>	<b>Risk 3: Extreme Right-Wing Terrorism</b>	<b>Risk 4</b>				
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### 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)

<b>Risk 1: local activity of right wing extremist groups</b>	<b>Risk 2: vulnerable pupils with SEMH needs (increasing)</b>	<b>Risk 3</b>	<b>Risk 4</b>				
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### Leadership and Partnership

Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Date for completion
	<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>		
	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.	Prevent training/briefing for staff (including SLT) and governors. DSL and DDSL team access regular prevent training during CPD sessions. SMT complete regular Prevent training using National College resources .		Ensure regular updates are sent to staff and governors when needed	RW and SMT	

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Leadership		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.		<i>Continue to ensure training in place and updated when needed</i>	RW, CoG and SMT	
		Leaders do not communicate and promote the importance of the duty.	Sufficient leadership ownership – risk assessments, safeguarding policies, Prevent risk assessment in place etc. being signed off by SLT. Discussed in annual Governor Safeguarding Audit with CoG and safeguarding governor.		<i>Ensure procedures remain in place</i>	RW and SMT	
		Leaders do not drive an effective safeguarding culture across the institution.	Leadership have clear understanding of reporting and referral mechanisms.		<i>Ensure leaders remain up to date with referral mechanisms.</i>	RW and SMT	
		Leaders do not provide a safe environment in which children can learn.	Ensuring the sharing of safeguarding policies – staff sign to confirm the reading and understanding of such policies.		<i>Ensure procedures remain in place</i>	RW and SMT	
		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 and trainee teachers			RW and SMT	
		Risk not kept up to date	Leaders use self-evaluation to identify key priorities for continuous improvement		<i>Self evaluation RA completed and communicated with governing body/staff as appropriate. Continue to update as needed</i>	RW and SMT	
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 providers has strong partnerships with: <ul style="list-style-type: none"> <li>• Local Safeguarding Children's Partnership</li> <li>• DSL / headteacher forums</li> <li>• LADO</li> <li>• Community Safety Partnerships</li> <li>• Police Prevent Team</li> <li>• Channel panel</li> <li>• Child and family</li> </ul>			RW and SMT	
		Not abreast of current situation	Effective partnerships might include: <ul style="list-style-type: none"> <li>• Regular attendance at meetings, boards or forums</li> <li>• In receipt of newsletters e.g. Educate Against Hate</li> <li>• Being able to demonstrate effective partnerships by use of the referral process or involvement in Channel</li> </ul>			RW and SMT	
Capabilities							
	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 training or electronic. It is regular, communicated in a number of ways and appropriate to the context of the school and in line with current guidance.		<i>Ensure communications remain regular and in place appropriately.</i>	RW and SMT	

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Staff training		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 attend safeguarding training and are familiar with key school safeguarding and statutory policies		Ensure all staff attend training or catch up training.	RW and SMT	
		Staff do not access Prevent training or refresher training.	Ensure all staff attend Prevent training and updates at least annually. DSL and DDSLs access refresher training appropriately.		Continue	RW and SMT	
		Governors do not access Prevent training	Ensure governors attend Prevent training (National College) within their annual training update. Governors either attend the annual school safeguarding training or complete appropriate training		Continue	RW, AS, CoG	
		Senior Leaders do not receive additional support	Ensure SLT and DSL receive additional support from local partnerships and training on local processes for Prevent		Continue	RW and SMT	
		No evidence of training	Maintain records of all staff and governor training		Continue	AS	
		Knowledge not kept up to date	Refresher training to take place regularly		Continue	RW/AS	
		Training not of required content and quality	Training is quality assured and evaluated for effectiveness on a regular basis		Continue	RW and SMT	
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: <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>			RW and SMT	
		Staff are not aware of the Prevent referral process.	The provider has clear processes for raising radicalisation concerns and making a Prevent referral.			RW and SMT	
Reducing Permissive Environments							

Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Date for completion
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 institution has codes of conduct for all staff (teaching and non-teaching staff). Staff sign to say read, understand and will follow.			RW and SMT	
		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.		Continue	RW and SMT	
		Lack of Senior Leadership awareness	Teaching is monitored by senior leaders through observations, data, book scrutinies, PV and is quality assured. Regular governor visits across the curriculum, not just core subjects.		Continue	RW and SMT	
		Lack of opportunity for debate and discussions	The institution 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		Continue	RW and SMT	
		Pupils don't feel safe to discuss controversial issues	Settings should ensure that discussions of controversial issues are carried out in a safe space.		Continue	RW and SMT	
		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.		Continue	RW and SMT	
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.	Settings should ensure appropriate internet filtering is in place. This is done through Wave 9 at Glen Hills and through SENSo platform.		Continue	RW and SMT	
		Students may distribute extremist material using the institution IT system.	Settings should ensure that there is a clear reporting process in place should filtering systems flag any safeguarding or Prevent-related concerns. SENSo platform used on individual devices to monitor and identify issues immediately. Immediate reporting to DSL filtering team. Recorded on CPOMs and then referred if meets threshold.		Continue	RW and SMT	
		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 2024.		Continue	RW and SMT	

Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Date for completion
		Children not equipped with skills to staysafe online both inside and outside school	Settings should 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.		Continue	RW and SMT	
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.	A process is in place to manage site visitors, including sub-contractors. KCSiE 24 guidance followed.		Continue	RW and SMT	
		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.		Continue	RW and SMT	
		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.		Continue	RW and SMT	
		Unclear motives of visitors / organisations	The setting seeks advice and support from partners where necessary to make an assessment of suitability.		Continue	RW and SMT	

Support available
<p><b>Prevent e-learning</b></p> <p>Home Office offer a free e-learning package on Prevent covering:</p> <ul style="list-style-type: none"><li>- Prevent awareness</li><li>- Prevent referrals</li><li>- understanding Channel</li></ul> <p>Users that complete this training will receive a certificate.</p> <p><a href="https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/">https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/</a></p>

Support available
<p><b>Prevent duty guidance</b></p> <p>Outlines the requirements of the duty, including working in partnership with others.</p> <p><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></p> <p>An overview of channel support and the Prevent Multi-Agency Panels (PMAP).</p> <p><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></p> <p>Latest news, blogs and resources to help teachers, school leaders and designated safeguarding leads protect students from radicalisation</p> <p><a href="https://signup.es-mail.co.uk/Signup/da659377ec9fa9e8d40363308d4a84ac">https://signup.es-mail.co.uk/Signup/da659377ec9fa9e8d40363308d4a84ac</a></p>
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<p><b>Resources to support information sharing</b></p> <p>The department has published guidance on making a Prevent referral.</p> <p><a href="https://www.gov.uk/guidance/making-a-referral-to-prevent">https://www.gov.uk/guidance/making-a-referral-to-prevent</a></p>



Support available
<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>
<p><b>Web filtering and online safety</b></p> <p>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.</p> <p><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>Further guidance is available at <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></p> <p>The 'Going Too Far?' resource from Educate Against Hate and the London Grid for Learning to help teach students about staying safe online</p> <p><a href="https://www.educateagainsthate.com/resources/going-too-far/">https://www.educateagainsthate.com/resources/going-too-far/</a></p>

Support available
<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>