

Prevent risk assessment for schools

Person completing: Peter Howard

National Risks - risk of radicalisation generally

Risk 1 - Islamist Terrorism: The primary domestic threat to the UK comes from Islamist terrorist. This includes groups such as Daesh and Al Qa'ida.

Risk 2 - Extreme Right-Wing Terrorism: The remainder of the UK domestic terrorist threat is driven almost exclusively by Extreme Right-Wing Terrorism.

Local Risks - risk of radicalisation in your area and institution

There are currently no specific risks that are centred on the local area based on research of Lancashire Constabulary, Chorley Council and Lancashire County Council. The risk

Risk 2

Leadership and Partnership

Category

Risk

What is the risk here?

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.

Leadership

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

		Staff do not share information with relevant partners in a timely manner.
Information Sharing		
Reducing Permissive Environments		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.
Building children's resilience to radicalisation		

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

Date Implemented: 29/02/24

<p>Risk 3 - Other Extremist Groups: There is also concern about other extremist groups, for example, extreme left-wing, environmental extremism, antisemitism, and extreme misogynist ideology.</p>	<p>Risk 4 - Online Radicalisation: The internet, particularly social media platforms, can be a medium for spreading extremist material and radicalising individual</p>
<p>Risk 3</p>	<p>Risk 4</p>
<p>Hazard</p> <p><i>What are the hazards?</i></p>	<p>Risk management</p> <p><i>What has your institution put in place to ensure sufficient understanding and buy-in from Leadership?</i></p>

<p>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.</p>	<p>All staff trained on the Prevent strategy through gov.uk. Prevent Strategy is part of the induction process for new staff. Staff are children are aware of their prevent duty (at their level) and due to effective training, know how to recognise radicalisation and what to do if they have a concern</p>
<p>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.</p>	<p>Darryl Keane Lead governor for Prevent and Ollie Woodcock Lead Governor for safeguarding. Peter Howard identified as Senior Leader with responsibility for Prevent Strategy and is also a DSL within school. Peter Howard has undertaken the awareness and referral training for Prevent.</p>
<p>Leaders do not communicate and promote the importance of the duty.</p>	<p>A risk assessment is in place and safeguarding policies are updated regularly to reflect current legislation. All these are regularly checked by SLT and DSLs.</p>
<p>Leaders do not drive an effective safeguarding culture across the institution.</p>	<p>Reporting of concerns follows appropriate procedures including via the DSL. Reporting information is also shared with all staff and is present in staffrooms and staff toilets as a point of reference. CPOMS has suitable categories to report concerns regarding the Prevent strategy. Suitable and thorough induction for new starters and trainee teachers ensures all are clear on safeguarding and their prevent duty.</p>
<p>Leaders do not provide a safe environment in which children can learn.</p>	<p>All staff are trained in safeguarding annually. DSLs are trained every two years. All staff sign to identify they have read the safeguarding policy and KCSIE each year. Staff undertaken regular training on Prevent yearly using the refresher awareness course from gov.uk</p>

<p>The organisation does not establish effective partnerships with organisations such as the Local Authority and Police Prevent Team.</p>	<p>The providers has strong partnerships with and will utilise where appropriate:</p> <ul style="list-style-type: none"> • Local Safeguarding Children's Partnership • DSL / headteacher forums • LADO <p style="text-align: right;">MASH</p> <p style="text-align: right;">Lancashire</p> <p>Safeguarding advice line</p> <ul style="list-style-type: none"> • Community Safety Partnerships • Police Prevent Team • Channel panel • Child and family <p style="text-align: right;">Lancashire Prevent Partnership</p>
<p>Frontline staff including governors, do not understand what radicalisation means and why people may be vulnerable to being drawn into terrorism</p>	<p>7 minute briefings are used in staff meetings including for support staff to share concerns regarding safeguarding and prevent. regular emails update staff and CPOMs is used to record and notify staff as to vulnerable</p>
<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. Staff do not access Prevent training or refresher training.</p>	<p>All staff attend safeguarding training and are familiar with key school safeguarding and statutory policies. Governors attend specific governor safeguarding training to ensure they have a clear awareness.</p>

Staff do not access Prevent training or refresher training.	All staff carry out Prevent training annually, completing the awareness course initially, followed by the refresher course in subsequent years. Peter Howard is trained on Prevent referrals. Governors access Prevent training annually.
Staff do not feel confident sharing information with partners regarding radicalisation concerns.	Clayton-le-Woods CEP has a culture of safeguarding that supports effective arrangements to: <ul style="list-style-type: none"> • 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.	Clayton-le-Woods CEP has clear processes for raising radicalisation concerns and making a Prevent referral. Records are raised on CPOMS, all staff have an awareness of the referral process and this is shared in suitable staff locations e.g. staffrooms and staff toilets. Peter Howard trained on referral process as Prevent lead.
Key areas of strength	
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.	Clayton-le-Woods CEP has codes of conduct for all staff (teaching and non-teaching staff)
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.	Clayton-le-Woods CEP carries out safer recruitment checks on all staff and at least 2 members of any interview panel is safer recruitment training. Clayton-le-Woods CEP is built on the ethos of shared Christian values. These are embedded throughout the teaching and learning of subjects such as RE, PSHE and through regular worships and assemblies. British values are deeply embedded through these also.

[Insert additional hazards here]	Teaching and learning is monitored by senior leaders through observations, book checks and is quality assured. The Curriculum has been carefully considered to ensure that it reflects diverse Britain and the community we serve.
[Insert additional hazards here]	Through our curriculum we provide opportunities within the curriculum to discuss controversial issues and for students to develop critical thinking and digital literacy skills in a safe environment.
Students can access terrorist and extremist material when accessing the internet at the institution.	Clayton-le-Woods CEP has appropriate internet filtering in place that is monitored regularly through updates to the online safety lead - Steph Hogg Regular online safety lessons provide children with the skills to stay safe online using National Online Safety and Project Evolve.
Students may distribute extremist material using the institution IT system.	There is a clear reporting process in place should filtering systems flag any safeguarding or Prevent-related concerns through CPOMS that will then be followed up by the DSL/Prevent lead.
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 leads in school take lead responsibility for safeguarding and child protection (including online safety).
Leaders do not provide a safe space for children to learn.	Appropriate safeguarding measures are in place for all visitors. Prior to visits content is shared with class teachers to review what will be delivered and a risk assessment is conducted on those visiting to speak to children.
Settings do not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.	Prior to arrival a robust risk assessment and due diligence checks on visitors, speakers, the organisations they represent and the materials they promote or share are conducted.

The setting does not conduct any due diligence checks on visitors or the materials they may use.	The private/commercial use of Clayton-le-Woods CEP spaces is effectively managed & due diligence checks are carried out on those using/booking and organisations that they represent. Where appropriate, we seek advice and support from partners to make an assessment of suitability.

Date for review:01/03/25

Risk 5 - External Influences: Individuals may be influenced by radical views from external sources, such as community members or online contacts.			
Rag	Further action needed	Lead officer	Date for completion
	<i>What does your institution need to further action to address the identified risk(s)?</i>		

	<i>Continue to undertake a yearly refresher on Prevent</i>		Yearly monitored and recorded on SCR

<p><i>Governor training needs to be recorded to ensure all are safeguarding trained</i></p>			<p>30/04/2024</p>

	<i>Governors to conduct prevent training annually using gov.uk to access</i>		30/04/2024

Support available

Prevent e-learning

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

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 (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

Resources to support information sharing

The department 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 Islamist 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

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>