Church of the Ascension Primary Prevent Risk Assessment - 2024-2025

The purpose of a Prevent risk assessment.

A risk assessment encourages settings to consider how learners may be susceptible to radicalisation into terrorism. It should allow settings to consider risks and mitigations to effectively safeguard learners from being drawn into or supporting terrorism. Settings should have proportionate and appropriate capabilities to manage risk and have a clear approach to deal with radicalisation concerns.

What to consider when conducting a risk assessment.

In complying with the duty, education settings and childcare providers should demonstrate an awareness and understanding of the threat and risk in the local area, sector or institution. This risk will vary and can change, but no area or setting is risk free.

This means being able to demonstrate:

- an understanding of the national threat picture
- a general understanding of the risks affecting children, young people or adult learners
- a specific understanding of local risks and the potential impact on your setting or learners
- a proportionate response to the level of threat and risk, considering the phase of education, the size and type of setting
- While the type and scale of activity that will address the risk will differ, all settings should give due consideration to it.

Any decisions made should be proportionate to the risk of radicalisation into terrorism.

Before you begin your risk assessment, we recommend you consider:

- what awareness leaders and managers have of national, regional and local risks
- what training staff have received to demonstrate an awareness and understanding of radicalisation risk
- what actions leaders, managers and staff need take to protect learners from these risk
- how effectively providers collaborate with local partners including the local authority, Prevent leads, the police and community safety partnerships, and DfE regional Prevent coordinator
- how aware learners are of local risks and how to protect themselves
- what is being done to build resilience to radicalisation including protection learners online and raising awareness of online safety
- the actions you have taken to protect learners from radicalisation proportionate to the risk posed in your area, cohort of learners and size of institution
- what options may be available and appropriate to take in response to local risks

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⚠️ **T**his document contains sensitive information that will help you identify and manage the potential risk and threat to extremism that could exist within your locality.

Please do not display in public areas such as public facing school websites, reception areas etc. The information within is for potential <u>risk mitigation</u> purposes only.

Assessment information:		
Assessment conducted by: Lindsay Mason	Job title: Designated Safeguarding Lead/Head Teacher	
Date of assessment: October 2024	Review interval: **Quarterly**	Date of next review: January 2024
Related documents		
Acceptable Internet Use Policy, Anti-bullying Policy, Behaviour and Discipline Policy, Child Protection and Safeguarding, E-safety Policy, Lockdown Procedures, Prevent Strategy, SEND Policy, Whistleblowing Policy, Business Conitnuity Plan		
Prevent contact details:		
DMBC Prevent SPOC	WMP CTU	Safeguarding in Education
Mark Wilson ▪ Tel: 01384 816 883 ▪ Mob: 07966 503 370 ▪ Email: mark.wilson@dudley.gov.uk		

National Risks – Risk of radicalisation generally
What national risks are you aware of that could impact in your area, setting, students or families? For example, online radicalisation

Risk 1:	Risk 2:	Risk 3:	Risk 4:

Local Risk – These are the risks of radicalisation in your area and institution.
What specific local risks are you are of that could impact on your area, setting, students, or families, E.g, Local extremist activity (groups active in the area)

Risk 1: Local extremist activity – white supremacy	Risk 2:	Risk 3:	Risk 4:

Leadership and Partnership

Category	Risk	Hazard	Risk Management	Rag	Further action needed	Lead	Date of Completion	Support/Advice
	What is the risk	*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)?*			
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.**	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 for staff (including SLT) and governors.	🟩			**2.9.24**	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.
		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.	🟩			**1.10.24**	https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/
		Leaders do not communicate and promote the importance of the duty.	Sufficient leadership ownership – risk assessments, safeguarding policies, etc. being signed off by SLT.	🟩				

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		Leaders do not drive an effective safeguarding culture across the institution.	Leadership have clear understanding of reporting and referral mechanisms.				
		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.				

| **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:
▪ Local Safeguarding Children's Partnership
▪ DSL / headteacher forums
▪ LADO
▪ Community Safety Partnerships
▪ Police Prevent Team
▪ Channel panel
▪ Child and family | | | 2.9.24 | 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 |

Capabilities

| **Staff Training** | **Staff do not recognise signs of abuse or vulnerabilities and the risk of harm is not** | Frontline staff including governors, do not understand what radicalisation means and | Training is broader than face to face or e-learning. You should consider how to communicate information to staff e.g. via staff | **Prevent roles and responsibilities was included as part of annual safeguarding** | | | Prevent e-learning.

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

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	reported properly and promptly by staff.	why people may be vulnerable to being drawn into terrorism	updates, notices, emails	update 2.9.24. All staff are aware of the indicators of radicalisation, the vulnerabilities of pupils and how to report their concerns.			- 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.
		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				The department's Educate Against Hate website provides a range of training and guidance materials. www.educateagainsthate.com
		Staff do not access Prevent training or refresher training.	Ensure all staff attend Prevent training with a focus on Notice, Check, Share				
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: • 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				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
		Staff are not aware of the Prevent referral process.	The provider has clear processes for raising radicalisation concerns and making a Prevent referral.				

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.	The institution has codes of conduct for all staff (teaching and non-teaching staff)	🟩				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
		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	🟩				
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.	🟩				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
		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.	🟩				
		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 lead responsibility for safeguarding and child protection (including online safety).	🟩				

				■				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/
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. Visiting speakers would not be allowed to talk to children without member of staff present.	■				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.
		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.	■				https://www.gov.uk/government/publications/political-impartiality-in-schools/political-impartiality-in-schools#the-law
		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.	■				