

Prevent Risk Assessment



The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people being drawn into terrorism. We are required to take a risk-based approach to the Prevent duty, under paragraph 14 of the Home Office's statutory guidance. This document demonstrates our awareness of the specific risks of extremism and radicalisation in our school and our area.

Extremism is defined as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Extremism isn't exclusive to any section of society and can take many forms.

Radicalisation is defined as the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Assessment / Audit Levels grid

RAG Rating	Self-Audit Level	Definition
Red – not met	4 - inadequate	There is no policy or practice in place and/or requirements of the Prevent duty and EIF are not being implemented effectively
Amber – in progress	3 - basic	There is policy or fundamental aspects of practice in place, but they are not detailed in scope or scale, or embedded in routine practice and are insufficient to address complex or challenging environments or incidents
Green - completed	2 - business as usual	Required policy and practice are effectively embedded and staff and students are included in their development; Policies are detailed, applied across the organisation in all relevant areas of business and are supported by robust and transparent management and governance processes
Blue – N/A	1 - advanced	There is sound and effective implementation and understanding of how policy and practice work together to implement all relevant requirements of the Prevent duty and EIF to safeguard students. There is ongoing reflection of best practice, testing of impact and effectiveness and knowledge is shared across the institution and with appropriate networks and partners

Leadership							
What is the risk here?	What are the hazards?	Actions in place	Owner	Risk level without controls	Risk level with control	Self audit level	Notes Next steps
The school/enhanced provision 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.	<p>Leaders (including LAB members 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>LAB members cannot carry out their role to monitor the school's Prevent strategy effectively</p>	<p>School leaders are aware of their duty to prevent pupils being drawn into terrorism, and make sure all staff know the same.</p> <p>School leaders stay up to date with local developments and risks. Include any specific steps taken, for example:</p> <p>The school is in regular communication with local police.</p> <p>Prevent training refreshed at least annually by all staff.</p> <p>All trustees/Lab members have read our child protection policy and Keeping Children Safe in Education.</p> <p>DSL attends termly safeguard briefings.</p>	<p>Safeguarding Trustee</p> <p>LAB member</p> <p>Safeguarding leads from the central team</p> <p>HoS/DSL in schools</p> <p>SLT</p>	High	Medium	Green	<p>Regular briefings/bulletins to include Prevent duty.</p> <p>All teaching and support staff to complete online Prevent training: https://www.elearning.prevent.homeoffice.gov.uk/</p> <p>Risk assessment and Prevent statement shared in Governor's meeting & on website</p> <p>Designated safeguarding trustee/LAB member to complete online Prevent training: https://www.elearning.prevent.homeoffice.gov.uk/ All Trustees and LAB members to have a Prevent LiteBite</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>Lead trustee for safeguarding/ Prevent lead is at appropriate seniority.</p> <p>HoS/DSL in all schools is also the Prevent lead supported by CEOP ambassadors.</p>					<p>Action: HoS/DSL to organise CEOP training.</p>

	Leaders do not communicate and promote the importance of the duty.	<p>Sufficient leadership ownership – risk assessments, safeguarding policies, etc. being signed off by the most senior person in the school/enhanced provision or the trust.</p> <p>Regular safeguarding quizzes.</p> <p>Weekly DSL meetings promote the drive for effective safeguarding</p> <p>Annual Prevent training.</p> <p>EVC attend EVC training where Prevent training for off-site visits is added</p>				Action: HoS to ensure that all new members of staff have had Prevent training as part of induction.
	Leaders do not drive an effective safeguarding culture across the institution.	<p>Leadership has clear understanding of reporting and referral mechanisms from their regular training.</p> <p>This is supported, if needed, by central team DSLs/trustee with responsibility for safeguarding.</p> <p>Understanding of reporting to Channel Panel – reinforced by Local Authority updates at safeguarding forums.</p>				
	Leaders do not provide a safe environment in which children can learn.	<p>Ensuring the sharing of safeguarding policies – staff sign to confirm the reading of such policies at the start of each academic year.</p> <p>Monthly CPD is completed by all staff.</p> <p>DSLs are responsible for reassuring themselves that staff know is secure and where it is not, further learning takes place.</p>				<p>Continue to update staff training.</p> <p>Monitor concerns on safeguarding system and ensure all actions are logged. Patterns of incidents scrutinised.</p>

		<p>Promotion of a safeguarding culture through regular training, discussions, etc with senior staff visibly involved.</p> <p>Clear induction for new members of staff and trainee teachers.</p> <p>Leaders use self-evaluation to identify key priorities for continuous improvement.</p> <p>Arrangements and resources are in place to provide pastoral care and support.</p> <p>Monitoring arrangements to ensure that this pastoral support is effective and supports the school's welfare.</p> <p>Equality policies are in place.</p> <p>All staff are trained to identify any concerns relating to extremist behaviour.</p> <p>A safeguarding reporting system in embedded to alert and monitor any concerns.</p> <p>Trust safeguarding audits are positive.</p> <p>LAB monitoring visits are positive and challenging ensuring leaders effectively discharge their responsibility their responsibilities towards safeguarding.</p>					
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Leadership - Working in Partnership							
What is the risk here?	What are the hazards?	Actions in place	Owner	Risk level without controls	Risk level with controls	Self audit level	Notes Next steps
The school/enhanced provision is not fully aware 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 school/enhanced provision does not establish effective partnerships with organisations such as the Local Authority and Police Prevent Team.	<p>Schools to have strong partnerships with:</p> <p>Local Safeguarding Children's Board ESCB</p> <p>DSL / headteacher forums led by Essex lead: Jo Barclay & EPHA</p> <p>DSLs receive Andrew Hall weekly bulletins.</p> <p>DSLs receive Jo Barclay termly briefings</p> <p>MACE minutes from local authority are engaged with.</p> <p>LADO Police / community support team</p> <p>Prevent Team, if required Channel panel, if required Child and family wellbeing services</p> <p>The DSL/Prevent lead is aware of the process to contact other agencies and expedite concerns about extremism.</p> <p>DSL meets with a wide range of professionals ensuring that information and communication is shared effectively.</p>	All staff				

Capabilities – staff training

What is the risk here?	What are the hazards?	Actions in place	Owner	Risk level without controls	Risk level with controls	Self audit level	Notes Next steps
Staff do not recognise signs of abuse or vulnerabilities and the risk of harm is not reported properly and promptly by staff.	Staff trustees/LAB members, do not understand what radicalisation means and why people may be vulnerable to being drawn into terrorism	<p>Training is broader than face to face or e-learning.</p> <p>Messages are communicated via staff updates, notice board, emails, regular training.</p> <p>LAB members and trustees also complete training to ensure challenge can occur.</p>	All staff	High	Medium	High	Update our child protection policy annually.
	Frontline staff including trustees and LAB members, 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>All staff have read our child protection policy and at least part 1 of Keeping Children Safe in Education.</p> <p>All staff have completed Prevent training through gov.uk</p> <p>Staff members are aware that they can go to DSL/DDSL or trust DSLs for advice, support, and to escalate concerns.</p> <p>The schools/enhanced Provision actively embrace British values.</p>					CPD courses through National College.
							Continue exploration of opportunities to promote British values
	Staff do not access Prevent training or refresher training.	<p>Monitoring in place to ensure all staff do have current training by DSLs and central staff – HR and trust DSLs.</p> <p>Training is scheduled, certificates gained and stored on Single Central Record.</p>	HoS Central team Trust DSLs	High	Medium	Medium	Code of conduct, Discipline and Dismissal policy to be evoked.

Capabilities – Information Sharing							
What is the risk here?	What are the hazards?	Actions in place	Owner	Risk level without controls	Risk level with controls	Self audit level	Notes Next steps
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>HEARTS Academy Trust ensures a culture of safeguarding that supports effective arrangements to ensure schools/enhanced provision identify children who need early help or who are at risk of neglect, abuse, grooming or exploitation.</p> <p>Schools /enhanced Provision 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.</p> <p>Records of referrals are kept on safeguarding system, and referrals are followed up appropriately.</p> <p>HoS/DSL understands the clear process for raising radicalisation concerns and making a Prevent referral.</p> <p>Staff all know how to raise a concern.</p>	All staff Head of school				Code of conduct, Discipline and Dismissal policy to be evoked.

Reducing Permissive Environments – building children’s resilience to radicalisation							
What is the risk here?	What are the hazards?	Actions in place	Owner	Risk level without controls	Risk level with controls	Self audit level	Notes Next steps
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.	Staff do not support the trust’s values and ethos, or they support and promote extremist ideas.	HEARTS Academy Trust carries out safer recruitment checks on all staff. The staff recruitment process reflects the school’s values and promotes good safeguarding practice. School values and commitment to safeguarding are included in job advertisements. Safer recruitment procedures are followed. HEARTS Academy Trust has a code of conduct for all staff.	All staff Central team				
	The school/enhanced provision 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 school/enhanced provision does not teach a broad and balanced curriculum which promotes spiritual, moral, cultural mental and physical development of pupils and	Teaching is monitored by senior leaders through observations, book checks and is quality assured. The curriculum teams are responsible/oversee all provision. The institution provides opportunities within the curriculum to discuss controversial issues and for pupils to	All staff Central team				Continue to ensure British Values are promoted in all aspects of school life

	<p>fundamental British values and community cohesion.</p>	<p>develop critical thinking and digital literacy skills</p> <p>Schools/enhanced provisions should ensure that discussions of controversial issues are carried out in a safe space.</p> <p>The institution embeds fundamental British values into the curriculum, while also ensuring specific discussions can take place in a safe environment.</p> <p>Use of PSHE or RE lessons for sensitive and supportive discussions on radical issues and extreme ideologies.</p> <p>The school/enhanced provision clearly set out our commitment to British values. For example:</p> <ul style="list-style-type: none"> • Values are displayed on the home page of the websites • HEARTS values include a commitment to respect and service • Regular assemblies to promote British Values • Annual focus days through year such as online safety week, wellbeing week, PSHE focus weeks: diversity and inclusion. 				
	<p>A culture of inequality or abuse is allowed to grow, enabling extremist ideology and hate to develop</p>	<p>Our behaviour policy clearly sets out that hateful behaviour is not tolerated.</p> <p>Staff know how to respond to witnessing harassment and abusive behaviour.</p> <p>Pupils are encouraged to challenge harassment or abusive behaviour among their peers.</p>	<p>All staff</p>			<p>Review and update behaviour policy annually.</p> <p>Anti-bullying/friendship week annually.</p> <p>Regular discussions with children re: expectations, how</p>

		Pupil voice indicates that children feel safe in school. Parent surveys state that they are happy to recommend the school.					to report & strategies to resolve conflict
	British values are not promoted outside of the classroom	<p>Steps taken to promote British values around the school include:</p> <p>Pupils participate in democracy through school council/Talk Time/Pupil Parliament and pupil leadership elections</p> <p>Assemblies promoting diversity, human rights, and respect</p> <p>Celebrations from multiple religions and cultures are celebrated around the school</p> <p>The HEARTS values are upheld – respect</p> <p>Good relationships with parents are encouraged and promoted from induction.</p> <p>Parent partnerships signed.</p> <p>See British values in the curriculum document for evidence of the wider offering.</p> <p>Votes for School established in the school and pupils voting on key topics each week.</p>	Wider community All staff				<p>Through PSHE/RE and other curriculum activities, pupils are able to explore political, religious and social issues.</p> <p>Pupils are taught about the diverse national, regional and ethnic identities in the UK and the need for mutual respect.</p> <p>Relevant staff are aware of the government guidance</p> <p>Staff have completed CPD on promoting British Values through National College.</p>

Reducing Permissive Environments – IT policies							
What is the risk here?	What are the hazards?	Actions in place	Owner	Risk level without controls	Risk level with controls	Self audit level	Notes Next steps
Ineffective IT policies increases the likelihood of pupils and staff being drawn into extremist material and narratives online.	Pupils can access terrorist and extremist material when accessing the internet at the institution.	Pupils are encouraged to report any material they come across online which makes them worried or uncomfortable. School/enhanced provisions ensure appropriate internet filtering is in place. IT support is aware of the trust policy and processes in support of the filtering process, working alongside the head of schools/trust DSLs.	All staff IT support DSLs				Review our online safety policy annually. Ensure all systems are in place to monitor and prevent access any inappropriate sites Review internet security.
Inappropriate internet use by pupils is not identified or followed up.	Pupils may distribute extremist material using the institution IT system.	School/enhanced provision ensure that there is a clear reporting process in place should filtering systems flag any safeguarding or Prevent related concerns.	All staff IT support				Review filtering systems.
	Unclear linkages between Online Safety policy and the Prevent duty. No consideration of filtering as a means of restricting access to harmful content.	The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety).	DSL Computing lead				
Pupils access extremist material on their own devices or on social media, or are specifically	Pupils can access terrorist and extremist material when accessing the internet at the institution.	School/enhanced provision equip children and young people with the skills to stay safe online, both in school and outside. The ICT curriculum includes teaching pupils how to stay safe online.	Wider community All staff				Training for parents to spot online radicalisation Face to face online safety awareness for parents, including new admissions

<p>targeted for online radicalisation</p>	<p>Pupils may distribute extremist material using the institution IT system.</p>	<p>Good relationships with parents are encouraged and promoted from induction.</p> <p>Parent partnerships signed.</p> <p>Parents are provided with support on how to help their children access the internet safely in termly newsletters, attendance at events run with external experts.</p> <p>Internet safety posters and stickers on IWB and all chrome books.</p>					<p>2 John's workshop for all schools including pupils, staff and parents</p>
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Reducing Permissive Environments – Visitors							
What is the risk here?	What are the hazards?	Actions in place	Owner	Risk level without controls	Risk level with controls	Self audit level	Notes Next steps
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. Monitoring from the central team occurs from HR/safeguarding perspectives.	Office staff DSL SLT Central team				
	School/enhanced provisions do not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.	The school/enhanced provision has a robust risk assessment and carries out due diligence checks on visitors, speakers, the organisations they represent. The materials that visiting speakers deliver are discussed and approved prior to their visit. Visitors are never left alone with pupils	Office staff DSL SLT Central team All staff				
	The school/enhanced provision does not conduct any due diligence checks on visitors or the materials they may use.	The school/enhanced provision seeks advice and support from partners where necessary to make an assessment of suitability.	Office staff DSL SLT				