Department for Education

Prevent risk assessment for schools

Person completing:	

A risk assessment is a core part of implementing the Prevent duty. All providers should read guidance from the department on h 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 The purpose of the risk assessment is to have an awareness and understanding of the risk of radicalisation in your area and your 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 f

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, on

Risk 1 Online threat **Staff access extremist or terrorist material whilst using school facilities.** **Learners access extremist or terrorist material whilst using their own facilities from home.**	**Risk 2 Extreme right wing terrorism**

What specific local risks are you aware of that could impact to your area, setting, students or families? E.g. local ex

Risk 1 **Independent operators**	**Risk 2** **Extreme Right Wing White Supremicism**

Leadership and Partnership

Category	Risk
	What is the risk here?

Category	Risk
Leadership	The Fern Academy Trust 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.

Category	Risk
Working in Partnership	The Fern Academy Trust 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.
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.

Category	Risk
Information Sharing	Staff do not share information with relevant partners in a timely manner.

Reducing Permissive Environments

Category	Risk
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.
	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.

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

Category	Risk

	Date Implemented:

ow to complete a risk assessment and on safeguarding students vulnerable to radicalisation. Schools should assess the risk

mitigate any risks.
institution. The type and scale of activity that will address the risk will vary but should be proportionate to the level of risk,

ollowing a serious incident.

line radicalisation	
Risk 3 White Supremacy / White Nationalsim	**Risk 4 Islamic Extremism**

xtremist activity (groups active in the area)	
Risk 3 **Extreme Left Wing Animal Rights Activism**	

Hazard	Risk management
What are the hazards?	*What has your institution put in place to ensure sufficient understanding and buy-in from Leadership?*

Hazard	Risk management
Leaders (including trustees) within the Fern Academy Trust 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 is accessed by the DSL and disseminated to all relevant stakeholders.
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.
Leaders do not communicate and promote the importance of the duty.	Sufficient leadership ownership – risk assessments, safeguarding policies, etc. being signed off by SLT.
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.
	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

Hazard	Risk management
The Fern Academy Trust does not establish effective partnerships with organisations such as the Local Authority and Police Prevent Team.	The Fern Academy Trust has strong partnerships with: • Herefordshire Safeguarding Children's Partnership • DSL / headteacher forums - regularly attended • LADO - referrals sent in • Police Prevent Team - meetings attended • Channel panel
Frontline staff including trustees, do not understand what radicalisation means and why people may be vulnerable to being drawn into terrorism	Training is broader than face to face or e-learning. You should consider how to communicate information to staff e.g. via staff updates, notices, emails
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 / access safeguarding training and are familiar with key school safeguarding and statutory policies
Staff do not access Prevent training or refresher training.	Ensure all staff attend Prevent training with a focus on Notice, Check, Share
	Ensure governors attend Prevent training

Hazard	Risk management
	Ensure SLT and DSL receive additional support from local partnerships and training on local processes for Prevent
	Maintain records of all staff and governor training
	Refresher training to take place regularly
	Training is quality assured and evaluated for effectiveness on a regular basis
Staff do not feel confident sharing information with partners regarding radicalisation concerns.	The Fern Academy Trust 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
Staff are not aware of the Prevent referral process.	The Fern Academy Trust has clear processes for raising radicalisation concerns and making a Prevent referral.

Hazard	Risk management
The Fern Academy Trust 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 Fern Academy Trust has codes of conduct for all staff (teaching and non-teaching staff)
The Fern Academy Trust 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 Fern Academy Trust carries out safer recruitment checks on all staff
	Teaching is monitored by senior leaders through observations, book checks and is quality assured
	The Fern Academy Trust provides opportunities within the curriculum to discuss controversial issues and for students to develop critical thinking and digital literacy skills
	Fern Academy Trust should ensure that discussions of controversial issues are carried out in a safe space.
	The Fern Academy Trust embeds fundamental British values into the curriculum, while also ensuring specific discussions can take place in a safe environment.
Students can access terrorist and extremist material when accessing the internet at The Fern Academy Trust.	The Fern Academy Trust should ensure appropriate internet filtering is in place.

Hazard	Risk management
Students may distribute extremist material using the Fern Academy Trust 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 should take lead responsibility for safeguarding and child protection (including online safety).
	Settings should equip children and young people with the skills to stay safe online, both in school and outside.
Leaders do not provide a safe space for children to learn.	A process is in place to manage site visitors, including sub-contractors.
The Fern Academy Trust does 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.
The Fern Academy Trust does not conduct any due diligence checks on visitors or the materials they may use.	The private/commercial use of the Fern Academy Trust's spaces is effectively managed & due diligence checks are carried out on those using/booking and organisations that they represent.
	The Fern Academy Trust seeks advice and support from partners where necessary to make an assessment of suitability.

Hazard	Risk management

Date for review:
of

Rag	Further action needed	Lead officer	Date for completion
	What does your institution need to further action to address the identified risk(s)?		

Rag	Further action needed	Lead officer	Date for completion
GREEN	*Ensure this training is completed, records are kept and training updated when necessary.*	T. Wilson (DSL)	Feb-25
GREEN	*Ensure Lead Trustee has been trained.*	A. Naylor (Trustee)	Feb-25
GREEN	*Ensure this continues on an appropriate timetable.*	SLT	
GREEN	*All SLT trained to appropriate level. - ensure this is updated when needed.*	DSL	
GREEN	*Policy shared with all stakeholders.*	SLT	

Rag	Further action needed	Lead officer	Date for completion
GREEN	*Ensure this continues.*	SLT	
GREEN	*Signed up to Prevent newsletter - disseminate to staff.*		
GREEN	*Record kept of staff / Governors who have completed Prevent training*		
GREEN	*Record kept of staff / Governors who have completed Prevent training, and copies of certificates stored appropriately.*		
GREEN	*Training shared with Trustees*		

Rag	Further action needed	Lead officer	Date for completion
GREEN	*DSL to ensure any appropriate information is shared appropriately.*		
GREEN	*This is being done currently.*		
GREEN	*Training recently refreshed - will renew when appropriate.*		
GREEN	*Training takes place through The Key and DfE.*		
GREEN	*Ensure this continues through regular updates and reminders.*		
GREEN	*Our Safeguarding processes are well-established. They are revisited throughout the school year.*		

Rag	Further action needed	Lead officer	Date for completion
GREEN	*These are in existence and are available to all staff.*		
GREEN	*This is being done currently. At least one member of any interviewing panel is Safer Recruitment trained.*		
GREEN	*This takes place throughout the year in a timetabled way.*		
GREEN	*Evidence of this can be seen in books.*		
GREEN	*This can be seen through feedback from staff and children after lessons.*		
GREEN	*This can be seen around the school on displays, through systems in place (eg: Student Voice) and in books.*		
GREEN	*This is managed by an appropriate schools IT Support company (Focus).*		

Rag	Further action needed	Lead officer	Date for completion
GREEN	*This is managed by an appropriate schools IT Support company (Focus). If there any issues they are reported in a timely manner*		
GREEN	*This is within the role of the DSL in the Fern Academy Trust.*		
GREEN	*Evidence of this can be seen in books, and in the curriculum covered.*		
GREEN	*No visitor may enter the school to work with the children without the appropriate documentation. This is checked by the office staff.*		
GREEN	*No visitor may enter the school to work with the children without the appropriate documentation. This is checked by the office staff.*		
GREEN	*No visitor may enter the school to work with the children without the appropriate documentation. This is checked by the office staff.*		
GREEN	We have close links with outside agencies and communicate regularly (eg: EVOLVE, Herefordshire Council).		

Rag	Further action needed	Lead officer	Date for completion

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

Support availale

- 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/

Support availale

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

Support availale

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

Support availale

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

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

Support availale

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

https://www.educateagainsthate.com/resources/going-too-far/

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

Support availale