Ormiston Bolingbr Academy Prevent risk assessment for schools Person compleing:			Date Implemented:	Date for re	view-			
Zaina Porschke (DSL) National Risks – risk of radicalisation generally			02/09/2024	02/09/2025				
Risk I A domestic terrorist threat which is less predictable, harder to detect and investigate in the UK on promy domesic tennist threat comes from Idenist tenvism, which accounts for opponsimisely 67% of attocks since 2018, about three quarters of MSS canded and 64% of these in catalof for tenroinm-connected affences i 3	Risk 2 A persistent and evolving threat from Islamits terrorits groups oversea The theref fine IEVEI in Western countries is accreangly a transational race in terms of nodolase guidence, supercision and communication.	Rek 3: An operating environment where accelerating advances in technology Accelority available of rev technologies and anine platform powder both opponnty and mk to accounterenterion efforts. Taronsts epibe technologie to histo their estewarks, spread their papagement and make their attacks. Technology a oriside robble of our counter-series and the strength of the strength technologies can make air espines more efforts and effective. provide doth						
Local Risks – risk of radicalisation in your area and institution								
Risk 1-1 increased risk of young people being radication Present referance is accounting nutron (transmet of 20% from 2020-2021) Education scatce made the highest number of referents (2026, 30%) in account post them have an unifications in the number of minors mestigrated and emstell by Counter Terration Publics. Il Mata donnes cation denoted by thism have caused and increase of all order-18 is consisted of transmet different and the param sever charged with non-volved different (the collection of administing of terrations). While a administrate of minora continue to engage in attack allowing of police a collection tere engage in attack allowing on police a collection tere and been any completed terration data by a most in the loss the end and end 15 to 17, allowing having characteristic and edited of an inter- ancetigated for engaging with minimum are made and geld 15 to 17. Lacadeerships and PENATEMENT.	Res 2 Conice Fadicalination Learners are at risk of accessing inoppropriate and humfed acternatic cancers and and accessing and accessing accessing for terminis propagandes. This could back downloading a burning terminist propagandes. This could back downloading a burning terminist index downloading and the accessing accessing and accessing accessing for terminist propagandes. This could back downloading a burning terminist data published shares the constant of high numbers data. This basing accessing for terminist efforts. The least data indicates that 14% of those aments for ar onling 31st March 2023 were 17 and under.	Risk 1-8 lisk foragraving according of legs groupsflativituality promoting male to female violence via social media (e.g. Andrew Tatell/NECE) The wide-enging report by the NPCC and Calege of Phaling published in Diseasity and violence against women and pin had reached "splomme" here report estimated that are in 20 adviks: or 2.2 million papel, -were pretention of violonce against women and pin kerry nor. Hoke say mare than one million such arms were recarded in Egyden of Wrieks tar yar allon, accounting for 20% of all armses recarded by the pales. Hoken						
Category	Risk What is the risk here?	Hazard What are the hazards?	Risk management Whot has your institution put in place to ensure sufficient	Rag	Further action needed What does your institution need to	Lead officer	Date for completion	Support availale Prevent e-learning
Leadership	White at the net kine? The setting does not place sufficient priority (or does not have one) and therefore actions to mitigate risks and meet the requirements of the Dury are not effective.		understanding and bayes from Loosenaby? The chain of governors and Saliguarding governor have both completed PREVNT running. The DL Linckeds PREVENT in governor training annually for all governors. All governors have received PREVENT dug guidance. All SLT have completed Level 3 Saleguarding training including Prevent and completed Level 3 Saleguarding training including Prevent PREVENT and PREVENT indiguarding is a long serving DSL Hember of SLT reproducts in the PREVENT of the track have been prevent and Saleguarding governor have both completed PREVENT raining, The DSL includes PREVENT in prevent and saleguarding training and policy cover PREVENT duy Prevent rain saleguarding training including Prevent as assumeted to Homo Office Prevent Duy training Annual Saliguarding training and policy cover PREVENT duy Prevent rain saleguarding training including Prevent as assumeted completed and updated annually. Saliguarding Diricit Devent training, RedIT, all staff have completed Heven Diricit Prevent Duy training Annual Saliguarding training and policy cover PREVENT duy Prevent raining the Diricit Devent training, RedIT, all staff have completed Homo Office Prevent Duy training All staff have completed Homo Office Prevent training All staff have completed Plane Office Prevent training All staff stated ranget and signarding poly statubed to all staff. Chahier Policie regulary completes CPD sessons with staff (tat INCEL, Aprel 2021) Students: Readinationationation to commer the phase read the Academy atsignarizing policy which constains information reguring prevent completed anel re		What doer your initiation need to lab pathol acoust to advest the behaviour and the second second second second second second completed at Automa Governance Messing October 2024 Messing October 2024	276	Oct-24	Prevent clearanting trans Offer offer sine a e-kenning package on Prevent covering - Provent parameters - Provent anarouses - Provent anarouses - Provent anarouses - International Channel Users that complete the transmig will receive a certificate. target/lowexapport-pace/s-sub-ratio-to-raticization service gorula/
Working in Partnership	The setting in not fully appraised of national and local rinks does not work with partners to adiguard children winerable or radicalisation, and does not have access to good practice advice, guidance or supportive peer networks.	The organization does not establish effective partnerships with organizations such as the Local Aushority and Police Prevent Team. The organization does not proactively improve their knowledge & understanding of the risk of radicalization through work with partnership agencies	uberoare noroble all members are Ormission Bellongheike Academy has strong partnerships web: • Local Safeguarding Children's Partnership • SSL / handbenether Forums • LODO • Community Safety Partnerships • Police Prevent Tam • Child and family teams • Child and family teams • Child and family teams • Ormission Academise Trust • Regular attendance at Halson & OAT CPD/Training • In receipt of newdetters r.g. Educate Agains Hate • Alke to demonstrate effective partnerships by use of the referral process or involvement in Channel					Perent darp guldance Outlins the requirements of the day, holding working in partnership with other. Impailment genuldigoermenthylabilitation je neven, day, guldanci heinde, perent-darg. Understanding of the day of the day of the day of the day perent-day. More and the day of the day of the day of the day of the day height/invegous/algoermentpublication/chanal and prevent-multi-gener panel string paintice. Signoop for Efficient Agalant Hate newselter Later news, blag informares to high stachers, school ludiers and designs subgarding leads protect students from radicitation.
Capabilities	Self do not recognee ages of abuse or volfenzbilliss and the risk of harm is not reported property and promptly by staff.	Frontine staff including governors, do noc understand what radicalisation means and why people may be vulnerable to being drawn into terrorium	All staff bave completed Home Office Prevent training All staff steed annual adeguarding training including Prevent (Las: Segmebre 24) All staff steed registar seliguarding policy distibuted to all staff. Cheshire Police regularly completes CPD sessions with staff (Las INECLE, April 2023) The Chair of governors and Safeguarding governor have both completed PREVNT training. The DL Sinckes PREVENT in governor training sinnually for all governors. All governors have received PREVENT drag guidance. All 9.1 have completed Level 3 Safeguarding training inclding Prevent and completed the Home Office Prevent Duty training					Anno communication and a set of the second set of the set of the second set of the s

Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Date for	Summers available
		Frontline staff including governors, do not	All staff have completed Home Office Prevent training				completion	Support available
		know what measures are available to prevent	All staff attend annual safeguarding training including Prevent					
		people from being drawn into terrorism and do not know how to obtain support for people	(Last: September 24) All staff attend regular safeguarding briefings including Prevent					
Staff training		not know now to obtain support for people who may be exploited by radicalising influences.	All staff attend regular safeguarding prietings including prevent Prevent duty risk assessment & safeguarding policy distibuted					
		Staff do not access Prevent training or refresher						
		training.	Cheshire Police regularly complete CPD sessions with staff (last INCEL April 2023)					
			The chair of governors and Safeguarding govenor have both					
			completed PREVENT training. The DSL includes PREVENT in					
			governor training annually for all govenors. All governors have received PREVENT duty guidance.					
			received the vertil day guarder.					
			All SLT have completed Level 3 Safeguarding training inclding					
			Prevent and completed the Home Office Prevent Duty training.					
			Annual Safeguarding training and policy cover PREVENT duty					
			Desiganted Safeguarding Leads have advanced training on making referalls to Prevent, when it is appropriate to do so,					
		Staff do not access Prevent training or refresher	All staff have completed Home Office Prevent training					+
		training.	All staff attend annual safeguarding training including Prevent					
			(Last: September 24) All staff attend regular safeguarding briefings including Prevent					
			Prevent duty risk assessment & safeguarding policy distibuted					
	Staff do not share information with relevant	Staff do not feel confident sharing information	The provider has a culture of safeguarding that supports					Resources to support information sharing
	partners in a timely manner.	with partners regarding radicalisation concerns.	effective arrangements to:					
								The department has published guidance on making a Prevent referral.
			 identify children who may need early help or who are at risk of neglect, abuse, grooming or exploitation 					https://www.gov.uk/guidance/making-a-referral-to-prevent
			 help children reduce their risk of harm by securing the 					
			support they need, or referring in a timely way to those who					
Information Sharing			have the expertise to help					
		Staff are not aware of the Prevent referral	The provider has clear processes for raising radicalisation					
		process.	concerns and making a Prevent referral. Examples of previous					
			PREVENT referalls are available for members of the					
	1		Safeguarding team to support if required.					
	1							
Reducing Permissive Environments		r						
	Children and young people are exposed to	The setting does not provide a safe space in	The institution has codes of conduct for all staff (teaching and					Resources for having difficult classroom conversations
	intolerant or hateful narratives and lack	which children and young people can	non-teaching staff. All staff sign an annual declaration to					
	understanding of the risks posed by terrorist organisations and extremist ideologies that	understand and discuss sensitive topics, including terrorism and the extremist ideas that	confirm they have read and will adhere to the code of conduct.					Educate Against Hate has a range of resources to help teachers conduct difficult conversations with students. The 'Let's Discuss' teaching packs have been
	organisations and extremist ideologies that underpin them.		Radicalisationand keeping yourself features within the schools					developed to help facilitate conversations about topics such as fundamental British
		challenge these ideas.	Lessons for Life (PSHE) programme. It is also addressed via					values, extreme right-wing terrorism and Isalmist extremism.
			tutor time and assemblies to ensure students are kept up to					www.educateagainsthate.com
			date regarding risks.					www.educateagainsthate.com/category/teachers/classroom-resources
Building children's resilience to radicalisation			The Academy provides opportunities within the curriculum to					www.educateagainstratee.com/category/teachers/catesr.com-resources
Building Children's resilience to radicalisation		The setting does not teach a broad and	he institution embeds fundamental British values into the					www.educateagainsthate.com/category/teachers/classroom-resources/filter=lets-
		balanced curriculum which promotes spiritual, moral, cultural mental and physical	curriculum, while also ensuring specific discussions can take place in a safe environment.					discuss
		development of students and fundamental	piace in a sate environment. Radicalisation and keeping yourself features within the schools					
		British values and community cohesion.	Lessons for Life (PSHE) programme. It is also addressed via					
			tutor time and assemblies to ensure students are kept up to					
			date regarding risks. Teaching of lessons for life is monitored via the same processes as any subject within the school.					
			Observations and book looks occur to ensure high quality					
	Ineffective IT policies increases the likelihood of	Students can access terrorist and extremist	learning. Our students are regularly taught about how to stay safe when					Web filtering and online safety
	students and staff being drawn into extremist	material when accessing the internet at the	using the internet and are encouraged to recognise that people					
	material and narratives online. Inappropriate	institution.	are not always who they say they are online. Our pupils are					The Department for Education have issued comprehensive guidance on how schools and colleges should be using filtering and monitoring standards, including
	internet use by students is not identified or followed up.		taught to seek adult help if they are upset or concerned about anything they read or see on the internet. Students are also					specific measures to comply with the Prevent duty.
	lonowed up.		taught about security settings.					
			Monitoring and filtering systems are in place within the					https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools- and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges
			Academy and regularly checked to ensure they are effective.					
		Studente may distribute	Regular checks by a member of the order condition to an include					Further guidance is available at https://saferinternet.org.uk/guide-and- resource/teachers-and-school-staff/appropriate-filtering-and-
		Students may distribute extremist material using the institution IT system.	Regular checks by a member of the safeguarding team using soft-wall and impero software of inappropriate sites and					monitoring/appropriate-monitoring
IT policies			materials accessed by students. Appropriate actions taken from					You can test whether your internet service provider removes terrorist content
	1		this information. Access restricted to known sites via Impero software and smooth-wall.					at http://testfiltering.com/
			Software and smooth-wall. Daily checks by the DSL team to monitor Internet usage and					The Joint Information Systems Committee (JISC) can provide specialist advice and
			activity.					support to the further and higher education sectors to help providers ensure
	1		DSL & e-safety lead undertakes regular checks using student					students are safe online and appropriate safeguards are in place.
			The designated safeguarding lead takes lead responsibility for			1	1	Teach about online extremism
1		Unclear linkages between IT policy and the						
1		Prevent duty. No consideration of filtering as a	safeguarding and child protection (including online safety)					The 'Going Top Far?' resource from Educate Amount Hate and the London Cont
								The 'Going Too Far!' resource from Educate Against Hate and the London Grid for Learning to help teach students about staying safe online
		Prevent duty. No consideration of filtering as a	safeguarding and child protection (including online safety) supported by the Academy Digital Safeguarding Lead and					for Learning to help teach students about staying safe online
	External speakers or visitors being given a	Prevent duty. No consideration of filtering as a means of restricting access to harmful content.	safeguarding and child protection (including online safety) supported by the Academy Digital Safeguarding Lead and deputy designated safeguarding leads. [Example] A process is in place to manage site visitors.					
	platform to radicalise children and young	Prevent duty. No consideration of filtering as a means of restricting access to harmful content.	safeguarding and child protection (including online safety) supported by the Academy Digital Safeguarding Lead and deputy designated safeguarding leads.					for Learning to help teach students about staying safe online https://www.educatesgainsthate.com/resources/going.coo-far/ Political Impartiality Guidance
	External speakers or visitors being given a platform to radicalize children and young people or spread hateful or divisive narratives.	Prevent duty. No consideration of filtering as a means of restricting access to harmful content.	safeguarding and child protection (including online safety) supported by the Academy Digital Safeguarding Lead and deputy designated safeguarding leads. [Example] A process is in place to manage site visitors.					for Learning to help seach students about staying safe online https://www.educateappianthitsc.com/resourced/ping-too-for/ Political Impartiality Guidation When using costernal agencies, schools is insighted music be mindful of their exoting discise reporting policy impartiality and to ensure the balanced presentation of
	platform to radicalise children and young	Prevent duty. No consideration of filtering as a means of restricting access to harmful content.	safeguarding and child protection (including online safety) supported by the Academy Digital Safeguarding Lead and deputy designated safeguarding leads. [Example] A process is in place to manage site visitors.					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
	platform to radicalise children and young	Prevent dary. No consideration of filtering as a means of restricting access to harmful content. Landers do not provide a safe space for children to learn. Settings do not have clear protocols for	safegurarding and child protection (including online safety) toported by the Academy Digtal Safegurarding Lead and deputy designated safeguarding leads. [Example] A process is in place to manage site visitors, including sub-contractors. The Academy has a robust trik assessment and carries out due					for Learning to help teach moders about anying self-online heign://www.exicategoruntaise.com/resource/geleg-too-but/ Philical Impartially Goldance When using exernar digences, schools in Eighted must be minded of their exoting doelse regreding political impartiality and to smart the balanced presentation of prioritical interes. Guidence on their a available on GOV LIK. https://www.gov.uk/government/publics/availup/actical-impartiality-sin-
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	platform to radicalise children and young	Prevent dary. No consideration of filtering as a means of restricting access to harmful content. Landers do not provide a safe space for children to learn. Settings do not have clear protocols for	safegurdnig and child protection (including online safety) tapported by the Academy Digtal Safegurding Lead and deputy designated safegurding leads. [Example] A process is in place to manage site visitors, including sub-contractors. The Academy has a robust risk assessment and carries out due diligence checks on visitors, seakers, the organisation they represent and the materials they promote or Arars. The					for Learning to help teach moders about stuying self-orthom heign: Three-advances provides and the self-self-self-self-self-self-self-self-
	platform to radicalise children and young	Prevent day, No consideration of filtering a a means of rearricing access to harmful content. Leaders do not provide a safe space for children to learn. Settings do not have clear protocols for ensuring that any visiting speakers are suitable	utiguorating and child protection (including online stery) supported by the Academy Digital Safetyaning Lead and deputy designated attiguarding leads. [Etample] A protects is in place to manage site visitors, including sub-contractors. The Academy has a robust risk assessment and carries out due diligence checks on visitors, paekers, the organisations they represent and the materials they promote or share. The privateformmercial use of the institution's spaces is directively managed & & de diligence checks are curred out on those					for Learning to help seach moders above anying safe orthen height?www.ex.dcs.caragoinstina.com?exacuras/going-too-for? Petitical Impactality Goldance When using examal agroces, schools in England must be hindful of their assoing dostes regreding political impartially and to source the bialend presentation of priotical liness. Guiden on this is available on GOV JKK. https://www.gov.ukigournment/publics.cimputchical-impartially-sin-
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