

Prevent risk assessment for schools

Person completing: Mrs Z Porsche (Vice Principal - DSL)	Date implemented:	Date for review:							
<p>This risk assessment is a core part of implementing the Prevent duty. We have had guidance from the Department for Education on how to complete a risk assessment and on safeguarding students vulnerable to radicalisation. We have assessed the risk of child and young people being exposed to extremist ideas that are part of terrorist ideology. The purpose of this risk assessment is to have an awareness and understanding of the risk of radicalisation in our area and our Academy. The type and scale of activity that will address the risk will vary but should be proportionate to the level of risk, 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 following a serious incident.</p>									
National Risks - risk of radicalisation generally									
Risk 1 A domestic terrorist threat which is less predictable, harder to detect and mitigate In the UK, the primary domestic terrorist threat comes from Islamist terrorism, which has resulted in approximately 67% of attacks since 2018, about three quarters of MIs (Met) arrested and 44% of those in custody for terrorism-connected offences. Of those in custody for terrorism-connected offences in Great Britain as at 30 June 2024, 63% were categorised as holding Islamist-extremist views, 29% were categorised as holding Extreme Right-Wing ideologies, and the remaining 9% were categorised as holding beliefs related to other ideologies. These figures include those that had been convicted and those being held on remand (that is, held in custody until a later date when a trial or sentencing hearing will take place).	Risk 2 A persistent and evolving threat from Islamist terrorist groups overseas The threat from ERWTF in Western countries is increasing a transnational issue in terms of radicalising influence, inspiration and communication.	Risk 3: An operating environment where accelerating advances in technology Accelerating availability of new technologies and online platforms provides opportunity and risk to our counter-terrorism efforts. Propaganda exploit technology to hide their networks, spread their propaganda and enable their attacks. Technology is a critical enabler of our counter-terrorism efforts, where careful and proportionate use of cutting-edge techniques can make our response more efficient and effective, provide both opportunity and risk to our counter-terrorism efforts.	<p>1 Of all the Prevent referrals in 2023/2024:</p> <p>36% were related to individuals with a vulnerability present but no ideology or CT risk</p> <p>19% to Extreme Right-Wing</p> <p>13% regarding Islamist radicalisation</p> <p>2% to other forms of radicalisation</p> <p>1% of concerns were multi-related, encompass all forms of terrorism. Of all the Channel cases adopted in 2023/2024:</p> <p>45% were related to extreme right-wing radicalisation (230)</p> <p>23% were linked to Islamist radicalisation (118)</p> <p>18% related to individuals with conflicted concerns (90)</p> <p>4% for school massacre concerns (19)</p> <p>2% for sexual related concerns (9) Where age was known, individuals aged 11 to 15 accounted for the largest proportion (40%) referrals.</p>						
Local Risks - risk of radicalisation in your area and institution									
Risk 1 - Increased risk of young people being radicalised Prevent referrals are increasing nationally (increase of 30% from 2020-2021) Education sector made the highest number of referrals (2,305, 36%) In recent years there has been a small increase in the number of minors investigated and arrested by Counter Terrorist Police. 31 Minors adverse activity conducted by minors has occurred online, over half of under 18s convicted of terrorist offences have been under 18 (few were charged with non-violent offences (the collection or dissemination of terrorist publications). While a small number of minors continue to engage in terrorist planning and pose a credible threat, there have not been any completed terrorist attacks carried out by a minor in the UK. The majority of minors investigated for engaging with terrorism are male and aged 15 to 17, although younger children have also been investigated. A number of minors who engage with terrorism also have additional complex needs.	Risk 2 Online Radicalisation Learners are at risk of accessing inappropriate and harmful extremist content online. There is a rapid proliferation of terrorist content online and the internet has become the preferred avenue for those terrorist groups to recruit and radicalise individuals, including download or sharing terrorist material, which could be a criminal offence. The most recent data published shows the continued high numbers of under 18's being arrested for terrorist offences. The latest data indicates that 14% of those arrested year ending 31st March 2023 were 17 and under.	Risk 3 - Risk from growing notoriety of key groups/individuals promoting male to female violence via social media (e.g. Andrew Tate/NCLE) The wide-ranging report by the NPPC and College of Policing published on Tuesday said violence against women and girls had reached "epidemic" levels.	Risk 4 - Extreme Right Wing Terrorism & Right Wing Extremism (ERWTF & RWE) Regionally reporting has decreased over the intelligence period and has primarily related to aggravated activism and extremism. • The online space has remained the primary area of activity, being used to share extremist narratives, facilitate communication between like minded individuals and the dissemination of extremist material. • Threats towards outgroups have been made online with varying levels of severity or intent. • Callum PARLOW was found guilty of attempted murder in connection to terrorism after stabbing an individual outside a hotel formerly used by house migrants in Worcester, this was in part motivated by an anti-immigration narrative. • C-Sex and S-Invane narratives have continued to be shared online and physically and have commonly related to anti-immigration and anti- Muslim narratives. • The access and dissemination of extremist music has been reported and indicates extremist beliefs.						
Leadership and Partnership									
Leadership	Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Due for completion	Support available
	What is the risk here?	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)?					Prevent e-learning Home Office offer a free e-learning package on Prevent covering: <ul style="list-style-type: none">- 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/
	The setting does not place sufficient priority to Prevent and risk assessment/plan (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 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.	The chair of governors and Safeguarding governor have both completed PREVENT training. The DSL includes PREVENT in governor training annually for all governors. All governors have received PREVENT duty guidance. All SLT have completed Level 3 Safeguarding training including Prevent and completed the Home Office Prevent Duty training. Annual Safeguarding training and policy cover PREVENT duty	Annual training for 2024-25 completed at Autumn Governance Meeting October 2024	ZPE	Sep-25			
	Leaders do not have understanding and ultimate ownership of their internal safeguarding processes, nor ensure that all staff have sufficient understanding and that staff implement the duty effectively.	Leaders do not have understanding and ultimate ownership of their internal safeguarding processes, nor ensure that all staff have sufficient understanding and that staff implement the duty effectively.	Lead governor for PREVENT/safeguarding is a long serving DSL member. Member of SLT responsible is Vice Principal alongside Designated Safeguarding Lead The chair of governors and Safeguarding governor have both completed PREVENT training. The DSL includes PREVENT in governor training annually for all governors. All governors have received PREVENT duty guidance. All SLT have completed Level 3 Safeguarding training including Prevent and completed the Home Office Prevent Duty training. Annual Safeguarding training and policy cover PREVENT duty	Annual training for 2024-25 completed at Autumn Governance Meeting October 2024	ZPE	Sep-25			
	Leaders do not communicate and promote the importance of the duty.	Leaders do not communicate and promote the importance of the duty.	Prevent risk assessment completed and updated annually. Safeguarding policy containing PREVENT duty updated annually - signed off by governors, shared with all staff and available on school website. Prevent duty included within annual Safeguarding INSET, all staff have completed Home Office Prevent training. Regular safeguarding briefings occur with Prevent being included within the CPD plan.	Included within CPD plan. All staff to complete the Key Prevent course upon induction/training	ZPE	Sep-25			
	Leaders do not drive an effective safeguarding culture across the institution.	Leaders do not drive an effective safeguarding culture across the institution.	All SLT have undertaken Level 3 safeguarding training and Prevent training. All staff have completed Home Office Prevent 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 distributed to all staff. Cheshire Police regularly complete CPD sessions with staff (last INCEL April 2023) Students: Radicalisation and keeping yourself safe within the schools Lessons for Life (PSHE) programme. It is also addressed via tutor time and assemblies to ensure students are kept up to date regarding risks.						
	Leaders do not provide a safe environment in which children can learn.	Leaders do not provide a safe environment in which children can learn.	All staff sign an annual declaration to confirm they have read the Academy safeguarding policy which contains information regarding Prevent alongside all safeguarding risks, reporting and importance of a safe environment.						
	Ensuring recruitment procedures rigorously reflect the values of the school as well as the importance the school places on Safeguarding.	Ensuring recruitment procedures rigorously reflect the values of the school as well as the importance the school places on Safeguarding.	The SLT take collective responsibility to interview to make the schools values explicit clear. Safeguarding is explored as part of the interview process always. All other elements of the recruitment process (adverts, application form, job description etc) all make the schools values of safeguarding explicit. At least 1 member of every interview panel is safer recruitment trained, wherever possible all members are.						
	The organisation does not have an effective partnership with local authority 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.	Oxon Bolingbroke Academy has strong partnerships with: <ul style="list-style-type: none">• Local Safeguarding Children's Partnership• LADO• Community Safety Partnerships• Police Prevent Team• Channel panel• Child and family teams• Oxon Academies Trust						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-a-risk-based-approach-to-the-prevent-duty
	The organisation does not proactively improve their knowledge & understanding of the risk of radicalisation through work with partnership agencies	The organisation does not proactively improve their knowledge & understanding of the risk of radicalisation through work with partnership agencies	• Regular attendance at Halton & OAT CPD/Training • In receipt of newsletters e.g. Educate Against Hate • Able to demonstrate effective partnerships by use of the referral process or involvement in Channel						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://sign-up-as-mail.co.uk/5group/4d59377ec969bd403633084b4fc
Capabilities									

Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Date for completion	Support available
Staff training	Staff do not recognise signs of abuse or vulnerabilities and the risk of harm is not reported properly and promptly by staff.	Frontline staff including governors, do not understand what radicalisation means and why people may be vulnerable to being drawn into terrorism	All staff have completed Home Office Prevent 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 distributed to all staff. Cheshire Police regularly complete CPD sessions with staff (last INCEL April 2023) The chair of governors and Safeguarding governor have both completed PREVENT training. The DSL includes PREVENT in governor training annually for all governors. All governors have received PREVENT duty guidance. All SLT have completed Level 3 Safeguarding training including Prevent and completed the Home Office Prevent Duty training. Annual Safeguarding training and policy cover PREVENT duty	Green				<p>Prevent e-learning</p> <p>Home Office offer a free e-learning package on Prevent covering:</p> <ul style="list-style-type: none"> - Prevent awareness - Prevent referrals - understanding Channel <p>Users that complete this training will receive a certificate.</p> <p>https://www.support4people-vulnerable-to-radicalisation.service.gov.uk/</p> <p>Prevent resources, guidance and support</p> <p>The department's Educate Against Hate website provides a range of training and guidance materials.</p> <p>www.educateagainsthate.com</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.	All staff have completed The Key Prevent duty training. All staff attend annual safeguarding training including Prevent (Last September 25) All staff attend regular safeguarding briefings including Prevent. Prevent duty risk assessment & safeguarding policy distributed to all staff. Cheshire Police regularly complete CPD sessions with staff (last INCEL April 2025) The chair of governors and Safeguarding governor have both completed PREVENT training. The DSL includes PREVENT in governor training annually for all governors. All governors have received PREVENT duty guidance. All SLT have completed Level 3 Safeguarding training including Prevent and completed the Home Office Prevent Duty training. Annual Safeguarding training and policy cover PREVENT duty	Green				
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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: <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 	Green				<p>Resources to support information sharing</p> <p>The department has published guidance on making a Prevent referral.</p> <p>https://www.gov.uk/guidance/making-a-referral-to-prevent</p>
		Staff are not aware of the Prevent referral process.	The provider has clear processes for raising radicalisation concerns and making a Prevent referral. Examples of previous PREVENT referrals are available for members of the Safeguarding team to support if required.	Green				
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). All staff sign an annual declaration to confirm they have read and will adhere to the code of conduct.	Green				<p>Resources for having difficult classroom conversations</p> <p>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 far-right extremism.</p> <p>www.educateagainsthate.com</p> <p>www.educateagainsthate.com/category/teachers/classroom-resources</p>
		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.	he institution embeds fundamental British values into the curriculum, while also ensuring specific discussions can take place in a safe environment. Radicalisation and keeping young people safe within the schools Lessons for Life (PSHE) programme. It is also addressed in 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 learning.	Green				
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.	Our students are regularly taught about how to stay safe when using the internet and are encouraged to recognise that people are not always who they say they are online. Our pupils are taught to seek adult help if they are upset or concerned about anything they see or say on the internet. Students are also taught about security settings. Monitoring and filtering systems are in place within the Academy and regularly checked to ensure they are effective.	Green				<p>Web filtering and online safety</p> <p>The Department for Education has issued comprehensive guidance on how schools and colleges should be using filtering and monitoring standards, including specific measures to comply with the Prevent duty.</p> <p>https://www.gov.uk/guidance/implementing-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges</p> <p>Further guidance is available at https://usefinternets.org.uk/guide-and-resources/teachers-and-school-staff/appropriate-filtering-and-monitoring/appropriate-monitoring</p> <p>You can test whether your internet service provider removes terrorist content at http://testfiltering.com/</p> <p>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.</p> <p>Teach about online extremism</p> <p>The 'Going Too Far' resource from Educate Against Hate and the London Grid for Learning to help teach students about staying safe online</p> <p>http://www.educateagainsthate.com/resources/going-too-far/</p>
		Students may distribute extremist material using the institution IT system.	Regular checks by a member of the safeguarding team using soft-wall and Imporo software of inappropriate sites and materials accessed by students. Appropriate actions taken from this information. Access restricted to known sites via Imporo software and soft-wall. Daily checks by the DSL team to monitor internet usage and activity. DSL & e-safety lead undertakes regular checks using student Log in, to ensure firewalls are not compromised and students cannot access any materials, either deliberately or inadvertently which may result in a process of radicalisation.	Green				
		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) supported by the Academy Digital Safeguarding Lead and deputy designated safeguarding leads.	Green				
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.	[Example] A process is in place to manage site visitors, including sub-contractors.	Green				<p>Political Impartiality Guidance</p> <p>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.</p> <p>https://www.gov.uk/government/publications/political-impartiality-in-schools/political-impartiality-in-schools/the-law</p>
		Settings do not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.	The Academy 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 private/commercial use of the institution's spaces is effectively managed via due diligence checks carried out on those organisations and the organisations that attend the events.	Green				
		The setting does not conduct any due diligence checks on visitors or the materials they may use.	The Academy encourages the use of external agencies or speakers to enrich the experiences of our pupils; however we will positively vet those external agencies, individuals or speakers who we believe to provide such learning opportunities for our pupils.	Green				
Maryam's Law	Implementation phase allowing for training and development (24 months from April 2025)	Implementation of new guidance and training to be completed	ZPE has attended initial training with DfE September 2025	Red	Development of school procedures, complete training, update policies/risk assessments as appropriate. Create action plan to ensure implementation successful.			