Ormiston Bolingbroke Academy

Prevent risk assessment for schools

Person completing: Mrs Z Porschke (Vice Principal - DSL)			Date Implemented:	Date for review:
This risk assessment is a core part of implementing the Prevent duty. We have read guidance from the Department for Education on how to complete a risk assessment and on safeguarding students vulnerable to radicalisation. We hace assessed the risk of children being drawn into terrorism, including support for 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 out 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			1st September 2026	1st September 2027

National Risks – risk of radicalisation generally

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Risk 1 **A domestic terrorist threat which is less predictable, harder to detect and investigate** *In the UK, the primary domestic terrorist threat comes from Islamist terrorism, which accounts for approximately 67% of attacks since 2018, about three quarters of MI5 caseload and 64% 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 both 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 ERWT in Western countries is increasingly 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 both opportunity and risk to our counter-terrorism efforts. Terrorists 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*	Of all the Prevent referrals in 2023/2024: 36% were related to individuals with a vulnerability present but no ideology or CT risk 19% to Extreme Right-Wing 13% regarding Islamist radicalisation 2% to concerns regarding school massacres, 1% of concerns were incel-related. revent addresses all forms of terrorism. **Of all the Channel cases adopted in 2023/2024:** 45% were related to extreme right-wing radicalisation (230) 23% were linked to Islamist radicalisation (118) 18% related to individuals with conflicted concerns (90) 4% for school massacre concerns (19) 2% for incel related concerns (9) Where age was known, individuals aged 11 to 15 accounted for the largest proportion (40%) referrals, with	**National threat level to the UK (England, Wales, Scotland and Northern Ireland)** low - an attack is highly unlikely moderate - an attack is possible but not likely **- an attack is likely (June 25)** severe - an attack is highly likely critical - an attack is highly likely in the near future

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 referalls (2,305, 36%)* *In recent years there has been a small increase in the number of minors investigated and arrested by Counter Terrorism Police.31 Most adverse activity conducted by minors has occurred online; over half of under-18s convicted of terrorism offences over the past five years were charged with non-violent offences (the collection or dissemination of terrorist publications). While a small number of minors continue to engage in attack 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 searching for terrorist propaganda. This could include downloading 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 terrorism offences. The latest data indicates that 14% of those arrested year ending 31st March 2023 were 17 and under.*	**Risk 3 - Risk fromgrowing notority of key groups/individuals promoting male to female violence via social media (e.g. Andrew Tate/INCEL)** *The wide-ranging report by the NPCC and College of Policing published on Tuesday said violence against women and girls had reached "epidemic" levels.* *The report estimated that one in 20 adults - or 2.3 million people - were perpetrators of violence against women and girls every year. Police say more than one million such crimes were recorded in England and Wales last year alone, accounting for 20% of all crimes recorded by the police. Halton*	**Risk 4 - Extreme Right Wing Terrorism & Right Wing Extremism (ERWT & 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 PARSLOW was found guilty of attempted murder in connection to terrorism after stabbing an individual outside a hotel formerly used to house migrants in Worcester, this was in part motivated by an anti-immigration ideology. •Crisis and grievance 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				

Leadership and Partnership

Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Date for completion	Support availale
	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: - 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/
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.	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. 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					
		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 PREVENT/safeguarding is a long serving DSL with sound knowledge. Member of SLT responsible is Vice Principal alongside Deisgnated Safeguarding Lead 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. 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					
		Leaders do not communicate and promote the importance of the duty.	Prevent risk assessmented 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		*Included within CPD plan. All staff to complete the Key Prevent course upon induction/annual training*	ZPE	Sep-26	
		Leaders do not drive an effective safeguarding culture across the institution.	All SLT have undertaken Level 3 safeguarding training and Prevent training. **Staff:** 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 distibuted to all staff. Cheshire Police regularly complete CPD sessions with staff (last INCEL April 2023) **Students:** Radicalisationand keeping yourself features 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.	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 rigoursly reflect the values of the school as well as the importance the school places on Safeguarding.	The SLT take collective responsibility at interview to make the schools values explicity clear. Safeguarding is explored as part of the interview process always. All other elements of the recruitment process (advert, application form, job desciption etc.) all make the schools value of safegaurding explicit. At least 1 member of every interview panel is safer recruitment trained, wherever possible all members are.					
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.	Ormiston Bolingbroke Academy has strong partnerships with: • Local Safeguarding Children's Partnership • DSL / headteacher forums • LADO • Community Safety Partnerships • Police Prevent Team • Channel panel • Child and family teams • Ormiston 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#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
		The organisation does not proactively improve their knowledge & understanding of the risk of radicalisation through work with patnership 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					

Capabilities

	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 distibuted to all staff. 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. 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					**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.

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Staff training		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 distibuted to all staff. Cheshire Police regularly complete CPD sessions with staff (last INCEL April 2025) 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. 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, signs/symptoms of radicalisation					www.educateagainsthate.com
		Staff do not access Prevent training or refresher 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 distibuted to all staff.					
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 deparment 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. Examples of previous PREVENT referalls are availabe for members of the Safeguarding team to support if required.					
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. Radicalisationand keeping yourself features 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. The Academy provides opportunities within the curriculum to discuss contemporarial issues and for students to develop critical					**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
		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 yourself features 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. 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.					
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 read or see 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.					**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 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
		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 materials accessed by students. Appropriate actions taken from this information. Access restricted to known sites via Impero software and smooth-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					
		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.					
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.					**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
		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 & due diligence checks are carried out on those using/booking and organisations that they represent. 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					
		The setting does not conduct any due diligence checks on visitors or the materials they may use.						
Martyn'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		Development of school procedures, complete training, update policies/risk assessments as appropriate. Create action plan to ensure implemntation succesful.			