

# Maiden Erlegh Trust THE PREVENT DUTY: RISK ASSESSMENT



MAIDEN ERLEGH  
TRUST



## Prevent risk assessment for schools

Person completing:	Date Implemented:	Date for review:
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A risk assessment is a core part of implementing the Prevent duty. All providers should read guidance from the department on how to complete a risk assessment and on safeguarding students vulnerable to radicalisation. Schools should assess the risk of 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 mitigate any risks. The purpose of the risk assessment is to have an awareness and understanding of the risk of radicalisation in your area and your institution. 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.

### 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, online radicalisation

<p><b>Risk 1</b> The UK threat level has been at SUBSTANTIAL (meaning an attack is likely) since 09/02/2022.</p> <p>It is assessed that an attack would most likely be conducted by a 'self-initiated terrorist' (S-IT) acting independently of an established terrorist group or organisation. The public should remain vigilant and report any concerns they may have to the Police at www.gov.uk/ACT or call 101. In an emergency where there is immediate risk to life or property, always use 999.</p>	<p><b>Risk 2</b> A self-initiated terrorist attack could relate to either <b>Islamist terrorism (IT)</b> or <b>Extreme Right-Wing Terrorism (ERWT)</b> and would likely involve low-sophistication methods.</p>					
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### Local Risks – risk of radicalisation in your area and institution

What specific local risks are you aware of that could impact to your area, setting, students or families? E.g. local extremists activity (groups active in the area)

<p><b>Risk 1</b> A self initiated attack has already impacted the area following the Forbury Gardens terrorist attack in 2020 and the loss of one Wokingham teacher. <b>The overall risk means spotting the signs within schools and intervening early are important, use NOTICE CHECK SHARE as a reminder to staff</b></p>	<p><b>Risk 2</b> Thames Valley continues to face a persistent threat from both Islamist Terrorism (IT) (an attack is considered likely) and Extreme Right Wing Terrorism (ERWT) (an attack is considered a realistic possibility). Propaganda relating to both IT and ERWT continues to circulate and be easily accessible online, and each uses local, national and international events to promote grievance narratives and encourage attacks. Attacks are highly likely to target victims or locations of symbolic, iconic or ideological significance, or which relate to an attacker's specific grievances. Training, awareness-raising, liaison between partner agencies Protective security also remain key to the early identification of self-initiated terrorist threats</p>	<p><b>Risk 3</b> Local statistics for Prevent referrals and CT arrests confirm the continuing increase in young people (minors and under 25s) coming to attention for extremist or terrorism-related activity. A significant proportion of these young people experience mental health, cognitive, behavioural, emotional or familial difficulties and at least half are active online to varying degrees. 47% of minors coming to attention display an ideology, and 49% display a 'vulnerability' present but no ideology or CT risk.</p> <p>Local initiatives should consider how to engage with younger audiences, including those in geographically or socially isolated communities. Safeguarding initiatives focused on online behaviour and resilience to grievance narratives are necessary to help mitigate the risks of unsupervised online activity and the</p>	<p><b>Risk 4</b> The ideological landscape is influenced by local, national and international concerns used as a vehicle to promote grievance narratives and racial, ethnic or religious hatred. Small boat landings, local authority and hotel housing of asylum seekers and immigrants, and the Israel-Hamas conflict have resulted in local community tension, peaceful vigils and local activism. Cultural nationalist and white nationalist groups, and others who sympathise with them, have attended hotels and planned immigrant housing locations to protest and have used the issue to highlight anti-immigrant and pro-British narratives. This is likely to continue in 2024. The Israel-Hamas Conflict has since October 2023 provoked renewed hatred of both Jews and Palestinian Muslims from those sympathising with opposing sides of the conflict. Future unanticipated events could have similar implications.</p> <p>Prevent-related training will support local staff to recognise the implications of emerging issues and identify those vulnerable to radicalisation. Schools should maintain awareness of the Israel-Hamas conflict alongside any local</p>			
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### Leadership and Partnership

Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Date for completion	Support available
Leadership	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 risks?			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. <a href="https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/">https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/</a>
	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.	Prevent training/briefing for staff (including SLT) and governors. All staff complete this in line with Trust Guidelines and updates are included in the Safeguarding briefing at the start of each academic year.				In place	
	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.	Leaders do not communicate and promote the importance of the duty.	Lead governor for safeguarding/Prevent lead is at appropriate seniority. Designated Safeguarding Lead sits on SLG and SAB member meets with DSL and Headteacher to review.					
	Leaders do not provide a safe environment in which children can learn.	Leaders do not drive an effective safeguarding culture across the institution.	Sufficient leadership ownership – risk assessments, safeguarding policies, etc. being signed off by SLT.					
	Leaders do not provide a safe environment in which children can learn.	Leaders do not provide a safe environment in which children can learn.	Leadership have clear understanding of reporting and referral mechanisms. All Notice concerns are logged via CROMS to the safeguarding team who complete Check and then Share, on Prevent referral extreme as appropriate.		Staff currently do not sign to say they have read the safeguarding policies. They could do this at the start of the academic year when they confirm they have read KCFE	DSL	Sep-24	
	Leaders do not provide a safe environment in which children can learn.	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. All staff receive safeguarding briefing at the start of every year.					
Working in Partnership	The setting is not fully apprised 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.	The providers has strong partnerships with: • Local Safeguarding Children's Partnership • DSL / headteacher forums • LADO • Community Policing Team and school assigned police officer • Police Prevent Team (Aware of relevant referral procedures)					Prevent duty guidance Outlines the requirements of the duty, including working in partnership with others. <a href="https://www.gov.uk/government/publications/prevent-duty-guidance/revisioned-prevent-duty-guidance-for-england-and-wales/a-risk-based-approach-to-the-prevent-duty">https://www.gov.uk/government/publications/prevent-duty-guidance/revisioned-prevent-duty-guidance-for-england-and-wales/a-risk-based-approach-to-the-prevent-duty</a>
			Effective partnerships include: • Regular attendance of meeting with local police office and Designated Safeguarding Leads. • In receipt of newsletters e.g. Educate Against Hate • Being able to demonstrate effective partnerships by use of the referral process or involvement in P/Board		Make referrals to Channel when required. Have the contact details to do this, but wouldn't say we have an effective partnership model			Understanding channel An overview of channel support and the Prevent Multi-Agency Panels (PMAP). <a href="https://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-mpag-guidance">https://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-mpag-guidance</a>
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	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					Prevent e-learning Home Office offer a free e-learning package on Prevent covering: Prevent awareness

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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.	Ensure all staff attend safeguarding training and are familiar with key school safeguarding and statutory policies					<ul style="list-style-type: none"> <li>Prevent resources</li> <li>Prevent referrals</li> <li>Understanding Channel</li> </ul> <p>Users that complete this training will receive a certificate.</p> <p><a href="https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/">https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/</a></p> <p><b>Prevent resources, guidance and support</b></p> <p>The department's Educate Against Hate website provides a range of training and guidance materials.</p> <p><a href="http://www.educateagainsthate.com">www.educateagainsthate.com</a></p>
		Staff do not access Prevent training or refresher training	Ensure all staff attend Prevent training with a focus on Notice, Check, Share					
		[Insert additional hazards here]	Ensure governors attend Prevent training - All staff completed Prevent training in accordance with Trust guidelines.					
		[Insert additional hazards here]	Ensure SLT and DSL receive additional support from local partnerships and training on local processes for Prevent. DSL receives information, disseminate to SLG.		Training on the Prevent process, but do not receive local training. Training on new prevent system has been attended by DSL			
		[Insert additional hazards here]	Maintain records of all staff and governor training - All training recorded on Handspan and National College					
		[Insert additional hazards here]	Refresher training to take place regularly - Completed in accordance with Trust guidelines					
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"> <li>identify children who may need early help or who are at risk of neglect, abuse, grooming or exploitation</li> <li>help children reduce their risk of harm by securing the support they need, or referring in a timely way to those who can help</li> </ul>					<p><b>Resources to support information sharing</b></p> <p>The department has published guidance on making a Prevent referral.</p> <p><a href="https://www.gov.uk/guidance/making-a-referral-to-prevent">https://www.gov.uk/guidance/making-a-referral-to-prevent</a></p>
		Staff are not aware of the Prevent referral process.	The provider has clear processes for raising radicalisation concerns and making a Prevent referral. Concerns raised by staff with safeguarding team and via CPOMs and then Safeguarding Team makes Prevent referral.					
<b>Reducing Permissive Environments</b>								
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)					<p><b>Resources for having difficult classroom conversations</b></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 Islamist extremism.</p> <p><a href="http://www.educateagainsthate.com">www.educateagainsthate.com</a></p> <p><a href="http://www.educateagainsthate.com/category/teachers/classroom-resources">www.educateagainsthate.com/category/teachers/classroom-resources</a></p> <p><a href="http://www.educateagainsthate.com/category/teachers/classroom-resources/filterless-discuss">www.educateagainsthate.com/category/teachers/classroom-resources/filterless-discuss</a></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.	The institution carries out safer recruitment checks on all staff					
			Teaching is monitored by senior leaders through observations, book checks and is quality assured					
			The institution provides opportunities within the curriculum to discuss controversial issues and for students to develop critical thinking and digital literacy skills. Refer to Personal Development Programme	<a href="https://www.maidenlighthighschool.co.uk/page/title=Personal+Development&amp;pid=91">https://www.maidenlighthighschool.co.uk/page/title=Personal+Development&amp;pid=91</a>				
			Settings should ensure that discussions of controversial issues are carried out in a safe space	<a href="https://www.maidenlighthighschool.co.uk/page/title=Personal+Development&amp;pid=91">https://www.maidenlighthighschool.co.uk/page/title=Personal+Development&amp;pid=91</a>				
IT policies	Ineffective IT policies increase 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.	Settings should ensure appropriate internet filtering is in place. This is monitored daily by a member of the safeguarding team.					<p><b>Web filtering and online safety</b></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><a href="https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges-filtering-and-monitoring-standards-for-schools-and-colleges">https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges-filtering-and-monitoring-standards-for-schools-and-colleges</a></p>
		Students may distribute extremist material using the institution IT system.	Settings should ensure that there is a clear reporting process in place should filtering systems flag any safeguarding or Prevent-related concerns. This is monitored daily by a member of the safeguarding team.					<p>Further guidance is available at <a href="https://safeschools.org.uk/guide-and-resource/teachers-and-school-staff/appropriate-filtering-and-monitoring/appropriate-monitoring">https://safeschools.org.uk/guide-and-resource/teachers-and-school-staff/appropriate-filtering-and-monitoring/appropriate-monitoring</a></p> <p>You can test whether your internet service provider removes terrorist content at <a href="http://testfiltering.com/">http://testfiltering.com/</a></p>
		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).					<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>
			Settings should equip children and young people with the skills to stay safe online, both in school and outside.					<p><b>Teach about online extremism</b></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><a href="https://www.educateagainsthate.com/resources/going-too-far/">https://www.educateagainsthate.com/resources/going-too-far/</a></p>
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.	A process is in place to manage site visitors, including sub-contractors.					<p><b>Political Impartiality Guidance</b></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><a href="https://www.gov.uk/government/publications/political-impartiality-in-schools/political-impartiality-in-schools-in-the-law">https://www.gov.uk/government/publications/political-impartiality-in-schools/political-impartiality-in-schools-in-the-law</a></p>
		Settings do 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.		Hoodbecher confirmed he does DD check when signing CPJ forms			
		The setting does not conduct any due diligence checks on visitors or the materials they may use.	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.			Due Diligence process required for external organisations booking the site		
		The setting seeks advice and support from partners where necessary to make an assessment of suitability.			Due Diligence process required for external organisations booking the site			