



Withymoor Primary School
Prevent Risk Assessment - 2024-2025

The purpose of a Prevent risk assessment.

A risk assessment encourages settings to consider how learners may be susceptible to radicalisation into terrorism. It should allow settings to consider risks and mitigations to effectively safeguard learners from being drawn into or supporting terrorism. Settings should have proportionate and appropriate capabilities to manage risk and have a clear approach to deal with radicalisation concerns.

What to consider when conducting a risk assessment.

In complying with the duty, education settings and childcare providers should demonstrate an awareness and understanding of the threat and risk in the local area, sector or institution. This risk will vary and can change, but no area or setting is risk free.

This means being able to demonstrate:

- an understanding of the national threat picture
- a general understanding of the risks affecting children, young people or adult learners
- a specific understanding of local risks and the potential impact on your setting or learners
- a proportionate response to the level of threat and risk, considering the phase of education, the size and type of setting
- While the type and scale of activity that will address the risk will differ, all settings should give due consideration to it.

Any decisions made should be proportionate to the risk of radicalisation into terrorism.

Before you begin your risk assessment, we recommend you consider:

- what awareness leaders and managers have of national, regional and local risks
- what training staff have received to demonstrate an awareness and understanding of radicalisation risk
- what actions leaders, managers and staff need take to protect learners from these risk
- how effectively providers collaborate with local partners including the local authority, Prevent leads, the police and community safety partnerships, and DfE regional Prevent coordinator
- how aware learners are of local risks and how to protect themselves
- what is being done to build resilience to radicalisation including protection learners online and raising awareness of online safety
- the actions you have taken to protect learners from radicalisation proportionate to the risk posed in your area, cohort of learners and size of institution
- what options may be available and appropriate to take in response to local risks



This document contains sensitive information that will help you identify and manage the potential risk and threat to extremism that could exist within your locality.

Please do not display in public areas such as public facing school websites, reception areas etc. The information within is for potential risk mitigation purposes only.

Assessment information:		
Assessment conducted by: Rebecca Tong	Job title: Designated Safeguarding Lead/Deputy Head Teacher	
Date of assessment: April 2024	Review interval: Quarterly	Date of next review: September 2024
Related documents		
Acceptable Internet Use Policy, Anti-bullying Policy, Behaviour and Discipline Policy, Child Protection and Safeguarding, Online Safety Policy, Lockdown Procedures, Prevent Strategy, SEND Policy, Whistleblowing Policy		
Prevent contact details:		
DMBC Prevent SPOC	WMP CTU	Safeguarding in Education
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National Risks – Risk of radicalisation generally
What national risks are you aware of that could impact in your area, setting, students or families? For example, online radicalisation

Risk 1: Extreme Far Right Online Radicalisation	Risk 2: Antisemitism	Risk 3: White Lives Matter Incels Misogyny	Risk 4: Islamist Extremism
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Local Risk – These are the risks of radicalisation in your area and institution.
What specific local risks are you aware of that could impact on your area, setting, students, or families, E.g, Local extremist activity (groups active in the area)

Risk 1: Extreme Far Right Combat 18	Risk 2: Islamist Extremism	Risk 3: Misogyny Antisemitism	Risk 4: Left-Wing, Anarchist, Online Harms
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Leadership and Partnership

Category	Risk	Hazard	Risk Management	Rag	Further action needed	Lead	Date of Completion	Support/Advice
	What is the risk	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)?			
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.	Prevent training/briefing for staff (including SLT) and governors.		Book in briefings and bi annual training	R Tong	Spring 1 2024	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.
		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.		On going into HVT – this situation will alter	SLT		https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/

		Leaders do not communicate and promote the importance of the duty.	Sufficient leadership ownership – risk assessments, safeguarding policies, etc. being signed off by SLT.		When radicalisation risk assessment complete – upload to website			
		Leaders do not drive an effective safeguarding culture across the institution.	Leadership have clear understanding of reporting and referral mechanisms.		Other DSLs to be upskilled	RTong		
		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.		Ongoing September annually	RTong	Annually 4.9.23	
		There is no promotion of safeguarding and no culture	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		Tasks, questionnaires, briefing and training ongoing throughout the year. Training plan completed and updated	RTong	Ongoing	
		Priorities are not known or shared.	Leaders use self-evaluation to identify key priorities for continuous improvement.		HVT regular audits and meetings to aid self evaluation. Supported by use of The Key Audit Tools	RTong	Ongoing at least half termly	
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.	The providers has strong partnerships with: <ul style="list-style-type: none"> Local Safeguarding Children's Partnership DSL / headteacher forums LADO Community Safety Partnerships Police Prevent Team Channel panel Child and family 		Leaders need to look at ways in which partnerships can be further strengthened – seek advice re <ul style="list-style-type: none"> Community Safety Partnerships Police Prevent Team Channel panel 	RTong	At least termly	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
		No links made with organisations – local picture not known and systems/processes not adhered to	Effective partnerships might include: <ul style="list-style-type: none"> Regular attendance at meetings, boards or forums In receipt of newsletters e.g. Educate Against Hate Being able to demonstrate effective partnerships by use of the referral process or involvement in Channel 		Forums attended, RT attended local area knife crime meeting with local MP. Newsletters subscribed. Need clarity on Being able to demonstrate effective partnerships by use of the referral process or involvement in Channel	DSLs	At least termly	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.

								<p>Latest news, blogs, and resources to help teachers, school leaders and designated safeguarding leads protect students from radicalisation.</p> <p>https://signup.es-mail.co.uk/Signup/da659377ec9fa9e8d40363308d4a84ac</p>
Capabilities								
Staff Training	<p>Staff do not recognise signs of abuse or vulnerabilities and the risk of harm is not reported properly and promptly by staff.</p>	<p>Frontline staff including governors, do not understand what radicalisation means and why people may be vulnerable to being drawn into terrorism</p>	<p>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</p>			<p>SLT DSLs</p>	<p>At least bi-terminly</p>	<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.support-people-vulnerable-to-radicalisation.service.gov.uk/</p> <p>Prevent resources, guidance, and support.</p>
		<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.</p>	<p>Ensure all staff attend safeguarding training and are familiar with key school safeguarding and statutory policies</p>			<p>SLT DSLs</p>	<p>Annually in September New Starters within induction period</p>	<p>The department's Educate Against Hate website provides a range of training and guidance materials.</p> <p>www.educateagainsthate.com</p>
		<p>Staff do not access Prevent training or refresher training.</p>	<p>Ensure all staff attend Prevent training with a focus on Notice, Check, Share</p>		<p>Prevent via Home Office done bi-annually Prevent refresher annually</p>	<p>School DSL</p>	<p>Annually</p>	
		<p>Trustees do not have an understanding of the radicalisation risks</p>	<p>Ensure Trustees attend Prevent training</p>		<p>HVT Trustees training</p>	<p>HVT</p>	<p>Annually</p>	
		<p>SLT do not know what support is available from local partnerships</p>	<p>Ensure SLT and DSL receive additional support from local partnerships and training on local processes for Prevent</p>		<p>Mark Wilson support in Twilights</p>	<p>DSLs</p>	<p>Annually</p>	

		No training recorded – staff and trustee need not clear	Maintain records of all staff and trustee training – awareness of gaps		HVT record of Trustee training	HVT School DSL	Annually	
		Staff not aware of local and national risks or how to spot signs in pupils	Refresher training to take place regularly – training plan in place at least 2 terms in advance		Prevent via Home Office done bi-annually Prevent refresher annually	School DSL	Annually	
		DSLs not aware of local and national risks	Training is quality assured and evaluated for effectiveness on a regular basis		Sourced by Trust or recommended by Safeguarding in Education team	HVT School DSI SLT	Termly Annually	
Information Sharing								
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 		Links with external agencies Whole school safeguarding training and regular briefings	All Staff DSLs	Ongoing	Resources to support information sharing. The department 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.		Follow policy	DSLs	As and when 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)		In place – edited and shared annually	DSLs SLT	Annually and shared with new starters as part of the induction process	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 Islamist extremism.
		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. At least 3 members of SLT are trained and training is refreshed in line with policy		Note of Trustees who are Safer Recruitment trained	School Business Manager SLT	All interviewees and when employment offers are given	www.educateagainsthate.com www.educateagainsthate.com/category/teachers/classroom-resources www.educateagainsthate.com/category/teachers/classroom-resources/?filter=lets-discuss
		Materials may not be suitable – staff may or may not be aware. Intent is not clear	Teaching is monitored by senior leaders through observations, book checks and is quality assured				SLT	At least half termly

		Children find out information for themselves that is not from trusted sources	The institution provides opportunities within the curriculum to discuss controversial issues and for students to develop critical thinking and digital literacy skills	Currently Y5 and 6 only. Support from WMP liaison officer Some collaborations with HVT for debate etc Digital Leaders in training	SLT Leader for RHSE and Teaching and Learning DSLs	Termly	
		Opportunities are not given for children to gain more knowledge of national or international issues	Settings should ensure that discussions of controversial issues are carried out in a safe space.	More opportunities needed	SLT Leader for RHSE and Teaching and Learning DSLs	Termly	
		Children are not aware or exposed to specific topics and therefore cannot start to understand in order to make correct choices if need be	The institution embeds fundamental British values into the curriculum, while also ensuring specific discussions can take place in a safe environment.	BV are discussed and used in class and in assemblies and pupils make links to focus in school. More specific discussions are needed at an age appropriate level across school	SLT Leader for RHSE and Teaching and Learning DSLs Teachers	Termly	
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.	Settings should ensure appropriate internet filtering is in place.		SLT DSLs HVT RM Smoothwall	ongoing	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.
		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.		SLT DSLs HVT RM Smoothwall	ongoing	https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges
		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).		DSL - RTong	ongoing	Further guidance is available at https://saferinternet.org.uk/guide-and-resource/teachers-and-school-staff/appropriate-filtering-and-monitoring/appropriate-monitoring
		Children have no understanding of the potential online risks and harms they face. Children do not have the correct level of control on personal devices	Settings should equip children and young people with the skills to stay safe online, both in school and outside.	Ten minutes at the beginning of each computing lesson focused on Online Safety. RHSE focus across school with age related specifics. More parental workshops needed and plan to form part of transition and new intake meetings	DSL RHSE lead All staff Parents/carers	ongoing	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/
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.	Identification and related checks carried out SCR updated	School Business Manager SLT	As and when required	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 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.	Identification and related checks carried out SCR updated SLT check materials to be shared	School Business Manager SLT	As and when required	
		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.	Identification and related checks carried out SCR updated Policy shared and followed	School Business Manager SLT	At least termly	
		No advice is sought or risk assessment carried out leaving school vulnerable	The setting seeks advice and support from partners where necessary to make an assessment of suitability.	References sought and other settings consulted	School Business Manager SLT	As and when required	