

Pedmore High 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

****T**his 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.**

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| **Assessment information:** | | | |
| Assessment conducted by: Mr A Fisher | Job title: Designated Safeguarding Lead/Assistant Headteacher | | |
| Date of assessment: April 2024 | Review interval: **Quarterly** | Date of next review: | |
| **Related documents** | | | |
| Acceptable Internet Use Policy, Anti-bullying Policy, Behaviour and Discipline Policy, Child Protection and Safeguarding, E-safety Policy, Lockdown Procedures, Prevent Strategy, SEND Policy, Whistleblowing Policy | | | |
| **Prevent contact details:** | | | |
| DMBC Prevent SPOC | WMP CTU | | Safeguarding in Education |
| Mark Wilson   * Tel: 01384 816 883 * Mob: 07966 503 370 * Email: mark.wilson@dudley.gov.uk |  | |  |

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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: On-line radicalisation.** | | **Risk 2: Threats from the Far Right** | | | | **Risk 3: Terrorist attacks and growing tension with regard to the Israeli / Palestine conflict.** | | | **Risk 4: Growing resentment towards immigration.** | | | |
| **Local Risk – These are the risks of radicalisation in your area and institution.**  **What specific local risks are you are of that could impact on your area, setting, students, or families, E.g, Local extremist activity (groups active in the area)** | | | | | | | | | | | | |
| **Risk 1: Groups from the Far Right.** | | **Risk 2: A developing gang culture amongst young people in the area.** | | | | **Risk 3:** | | | **Risk 4:** | | | |
| **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. | | Staff have completed 2 sessions of Prevent training with Mark Wilson  They have had bespoke session on Prevent so they are aware of the risk factors and how these may present.  All staff have completed An Annual Certificate in Prevent Training 2024/2025. | | G | All staff have completed An Annual Certificate in Prevent Training 2024/2025.  Staff to be updated during staff briefing on current news regarding Prevent if relevant. SNA to look at the recommendations from the Southport Shootings | | **AFR** | **3rd May** | 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/> |
| **School leaders are not fully aware of the safeguarding processes and therefore cannot support staff accordingly.** | | 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 and has undergone appropriate training by the Head of Safeguarding Across the Trust AJA. | | G | All members of SLT have undergone adequate, certified safeguarding training in Prevent. | | **AFR** | Oct 24 |
| **Not all staff understand the importance of Prevent and the National Agenda** | | Leaders do not communicate and promote the importance of the duty. | | Sufficient training has taken place – risk assessments, safeguarding policies, etc. being signed off by DSL. The DDSL is very experienced and screens all CPOMS logs to ensure they are appropriately triaged. | | G | Staffing update will provide a flow chart so staff understand the process of a Prevent referral and a lockdown procedure to support with risks | | **AFR** | APR 25 |
| **That all stakeholders fail to understand the importance and that safeguarding is everyones responsibility.** | | Leaders do not drive an effective safeguarding culture across the institution. | | Leadership have clear understanding of reporting and referral mechanisms. We have also commissioned a review of our safeguarding procedures from an external provider (Schools Safeguarding) who praised a range of strategies that demonstrate a safeguarding culture across the school. | | G | Continued CPD as part of a two year CPD programme  Mark Wilson to deliver again witin the 2 year period – last training Feb 2024 | | **AFR** | **Ongoing** |
| **Staff do not clearly understand what is required from them from the statutory documentation.** | | 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. | | G | Records of staff training are kept and audited periodically. The DSL is set to work with the trust so we can plan ahead for next academic year to ensure staff have adequate time to complete the training. | | **AFR** | MAY 25 |
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| **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:   * Local Safeguarding Children's Partnership * DSL / headteacher forums * Police liaison officer * Reflexions * Phase Trust * Here 4 Youth | | A | We are building up partnerships with a range of outside agencies to support students. It also allows us to sign post them to the appropriate providers. | | **AFR** | **Ongoing** | 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.  <https://signup.es-mail.co.uk/Signup/da659377ec9fa9e8d40363308d4a84ac> |
| The setting lacks safeguarding knowledge on a national level. | | Safeguarding is constantly evolving and it is easy to fall behind. | | The school has a membership to the Safeguarding Network, the Director of Safeguarding sits on several panels and the information is disseminated accordingly. | | A | By pooling our knowledge from a variety of sources we are able to attempt to keep up to date and respond accordingly. | | **AFR** | Ongoing |
| Capabilities | | | | | | | | | | | | |
| **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 | | Training is broader than face to face or e-learning. Information shared to staff e.g. via staff updates, notices, email.  We have regular safeguarding briefings, and all the key signs of vulnerabilities are in the staff handbook | | G | Regular safeguarding CPD calendared to support information giving and briefings weeklt | | **AFR** |  | 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.  [www.educateagainsthate.com](http://www.educateagainsthate.com) |
| **Knowledge is inconsistent within the workforce.** | | 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. | | Ensure all staff attend safeguarding training and are familiar with key school safeguarding and statutory policies | | A | A spreadsheet records all the safeguarding training to ensure all the workforce and not just the teachers have up to date knowledge. The information is tailored to their roles in school. However, an ever changing workforce is an ongoing challenge. | | **AFR** | **Ongoing** |
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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:   • 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 | | G | Staff are trained on how to record and raise information via CPOMS. The school now has six qualified DSLs to support the lead and Deputy to ensure students are supported accordingly. | | **AFR** | **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. | | G | Information is shared on CPOMS and escalated accordingly by the safeguarding team. | |  |  |
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| 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). Safer recruitment checks are carried out and all members of SLT are trained in safer recruitment. | | G | The Code of Conduct introduced to staff annually | | **AFR** | **Sept 24** | 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.  [www.educateagainsthate.com](http://www.educateagainsthate.com)  [www.educateagainsthate.com/category/teachers/classroom-resources](http://www.educateagainsthate.com/category/teachers/classroom-resources)  [www.educateagainsthate.com/category/teachers/classroom-resources/?filter=lets-discuss](http://www.educateagainsthate.com/category/teachers/classroom-resources/?filter=lets-discuss) |
| **Opportunities to educate students are not taken** | | 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 setting has a well-developed pastoral system. Stand alone PSHE and assemblies allows students to be taught about British Values and the importance of an inclusive society. Students receive basic prevent training during assemblies and are informed about what Prevent is and how to report concerns. In 2024 students were taught about the school’s lockdown procedure and educated on the issue of Prevent  Students Also receive a prevent module in Year 11 entitled ‘Extremism and Radicalisation. | | G | The scheme will need to be developed each summer to reflect the ever changing nature of society. | | **AFR** | **July 25** |
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| **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. | | Internet filters are in place and internet usage is monitored by the DSL who send alerts if anything worrying is searched or typed into the computer. The school uses the Smoothwall monitoring system. The Trust has a filtering and monitoring policy which guides staff on their responsibilities when using ICT in the classroom. The Director of ICT also works closely with the Head of ICT to ensure up to date lessons on e-safety are delivered. | |  | Further training to take part on Smoothwall. The setting will look at filtering levels and we can use the dashboard data to identify trends so we can be pre-emptive in our interventions. | | **AFR** | **April 25** | 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 providerremoves 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/> |
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| **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. | | The school is an inclusive community. Outside speakers are vetted accordingly to ensure they are suitable. Political speakers are not usually invited in by school and if so we apply the principles of a ‘No Platform policy’ whereby the school balances the right of freedom of speech against the potential use of its facilities for the promotion of extremist ideological, religious or political beliefs. In this context beliefs are considered to be extremist if they include the expression of racist or fascist views; if they incite hatred based on religious interpretation, ideology or belief; or if they promote discrimination on the grounds of political opinion, age, colour, disability, ethnic or national origin, gender, marital status, race, religion or sexual orientation. Therefore they would not be permitted in school | |  | All school staff need a refresher session on the protocols of inviting visitors into school and the procedure for vetting. | | **AFR** | **April 25** | 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. | | All visitors that are visiting the school on a one off basis are supervised. If the visitor is from an outside agency that is conducting work with the child the letters of comfort are pre sent where possible and their DBS is submitted. Rules are altered accordingly when working with partners that are looking to safeguard the child. | |  |  | |  |  |