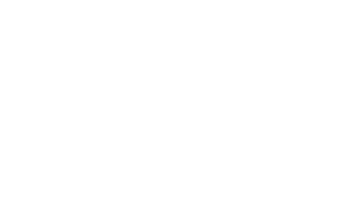
Prevent Risk Assessment

– Advice and Template

[www.coventry.gov.uk](http://www.coventry.gov.uk/)



COVENTRY

# A risk assessment is: The need for a risk assessment:

* **a systematic method of identifying, analysing actual and potential risks**
* **considering what could go wrong and its impact**
* **deciding on suitable control measures (an action plan)**

An action plan will identify and manage the control measures put in place to mitigate the identified risks.

# Five Stage Risk Assessment Process:

Determine who may be at risk

The Counter-Terrorism & Security Act 2015, Section 26 Prevent Statutory Duty states that designated specified authorities are:

# “To have due regard to the need to prevent people from being drawn into terrorism.”

Education is a specified authority defined in paragraph 65 of the Statutory guidance and is expected to demonstrate activity in the following areas:

* **Risk assessment**
* **Working in partnership**
* **Staff training**
* **IT Policies**

Identify risks

Review

Assess the risk and agree mitigation

Record findings

# Creating a risk assessment:

The general risks affecting pupils will vary depending on your local area and their age, and you must understand these risks so

# Risk assessment and action planning model

Management:

you can respond in an appropriate and proportionate way. If your school decides to produce a risk assessment for radicalisation and extremism, It could cover:

* **Signs of racist or sexist attitudes**
* **The likelihood of racist incidents**
* **The socioeconomic status of the community**

■ Indications of gang culture

* **Whether the school is in a Prevent priority area**
* **The referral pathways to be followed if concerns are raised**
* **Online radicalisation (terrorist organisations are increasingly seeing to radicalise young people through social media and the internet)**

You should base a risk assessment on:

* **Knowledge of your community**
* **Evidence from behaviour records and other internal monitoring systems**
* **Evidence gathered from pupil and parent voice activities**

Take a multi-agency approach to your risk assessment; consult with other agencies in your area such as the local safeguarding board, the police and other schools in your area.

Action Planning:

* **Identify mitigation measures**
* **Future actions and internal oversight/ governance**

■ Compliance with duty/EIF

Sources:

* **Institution held information and data**
* **Template**

■ Sector data, guidance

i.e ofsted, LSCBs

**Review cycle**

**Prevent Action Plan**

**Prevent Partnership information**

**Corporate Prevent Risk Assessment**

* **Annual or more**

frequent

* **SMT/Governor’s ownership**
* **Exernal expectation**

Consultation:

* + **APrevent Coordinators and PE**
  + **Students, other identified stakeholders**
  + **ECTLPs/Police briefings**

# Prevent Risk Assessments - Areas to cover

**Risk Assessment:**

The Duty says:

## “Specified authorities are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology”

* **Robust safeguarding policies**
* **Consideration of referrals to Childrens Social Care or Channel**
* **Prevent risk assessment**
* **The need to demonstrate that they are protecting children at risk**

**Working in Partnership**

The Duty says:

## “governing bodies … of all schools and registered childcare providers should ensure that their safeguarding arrangements take into account the

**policies and procedures of the Local Safeguarding Children Board (LSCB)”**

* **Partnership informs risk and understanding of good practice.**
* **Links to local Prevent partnerships, forums and networks**
* **DfE, Local Authority, Police, Safeguarding networks**

**Staff Training**

The Duty says:

## “should make sure that staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups ….

**“know where and how to refer children and young people for further help”**

* **Link to safeguarding training and local risk awareness/context**
* **Understand how/when to make a Prevent/safeguarding referral**
* **Challenge extremist ideas and narratives**

**IT Policies**

The Duty says:

## “expected to ensure children are safe from terrorist and extremist material when accessing the internet in school, including by establishing appropriate levels of filtering”

* **Robust oversight of access to unlawful, extremist material**
* **Effective monitoring systems to inform safeguarding oversight**
* **Online safety understanding and resilience for students**

## Other Areas which may be included are: Leadership



* + **Who has responsibility for Prevent? SMT lead &/or Governor lead?**
  + **Ownership of the risk assessment and action plan**

## Speakers & Events

* + **School security**
  + **A policy to manage external visitors (outside of agency teaching staff)**
  + **Supervision on site – link to visitors’ policy**
  + **Sharing of materials, ideas with students**

## School Security

* + **On site security – ID lanyards,**
  + **Visitors – contractors, parents,**
  + **Critical incident plans – “lockdown”**
  + **External messaging**

## What should a Risk Assessment look like?

There is no prescriptive format or style for a Prevent risk assessment or action plan and institutions have the flexibility to utilise existing corporate models or devise one to suit their own needs.

It is acceptable and often useful to combine the Prevent risk assessment with the action plan.

However

* + **It should reflect the specifics of your institution and not obviously be a generic document**
* **It should clearly identify when it was last updated, reviewed, authorship and importantly executive oversight**
* **It should demonstrate how risks have been identified and assessed**

## A view from Ofsted

Risk assessments

* **“As ‘specified authorities’ under schedule 6 schools should ‘demonstrate an awareness and understanding of the risk of radicalisation in their area, institution or body and assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology’**
* **This doesn’t have to be a written risk assessment. We would ask leaders about their awareness of risk and what they do about it”**

## Local risks

* **“we would expect schools to be aware of these (for example through their work with the local authority or where such exists the local prevent coordinator)”**

## Staff training

* **“We look at Prevent as part of the inspection of safeguarding more widely. We might ask, for example, about staff training - again as part of a wider discussion on safeguarding”**

**The following is an example of a template you may wish to use. It’s essential to evaluate the risks of your own school’s context, so you shouldn’t rely on other schools’ risk assessments to create your own. You should work with the Coventry Prevent Team who will be able to provide contextual information to help you understand the risks in your area.**

**Please refer to the** [**Coventry Prevent Duty Toolkit**](https://www.coventry.gov.uk/downloads/file/31095/prevent_duty_toolkit) **for further guidance.**

**Template - Prevent Risk Assessment And Action Plan**

|  |  |
| --- | --- |
| **School:** | Date of Assessment: |
| Safeguarding Manager/Assessor: | Date for review: |
| **School Profile**  Complete with a pen picture or profile of the school, its demographics, its teaching principles or school ethos; describe in summary your educational, social or cohesion challenges. | |
| **Coventry - Situational Analysis**  (This should include your knowledge of risk and threat in the local area) | |
| **School Strategies, Policies and Procedures**  A shortlist of existing school policies and procedures which seeks to address or reduce the risks associated with extremism. E.g. Safeguarding policy, Prevent policy (if you have one). Procedures (safeguarding, school security management, disciplinary, behaviour, room booking, external speakers). | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Risk area** | **Hazard** | **Severity (A)**  **1 (Low)**  **5 (high)** | **Likelihood (B)**  **1 (Low)**  **5 (high)** | **Risk Rating A X B** | **Existing Measures** | **Proposed Action** | **LEAD** | **DATE** | **RAG** |
| **1. Leadership** | * 1. The senior leadership team are unaware of the Prevent strategy and its objectives   2. There is no identified strategic Prevent lead within the school   3. The strategic lead does not understand the expectations and key priorities to deliver Prevent and that this is embedded within safeguarding procedures   4. Prevent safeguarding responsibilities are not explicit within the schools safeguarding team   5. There is not a clear awareness of roles and responsibilities throughout organisation regarding Prevent   6. The prevent agenda and its objectives have not been embedded within the appropriate safeguarding processes |  |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Risk area** | **Hazard** | **Severity (A)**  **1 (Low)**  **5 (high)** | **Likelihood (B)**  **1 (Low)**  **5 (high)** | **Risk Rating A X B** | **Existing Measures** | **Proposed Action** | **LEAD** | **DATE** | **RAG** |
| **2. Working in Partnership** | * 1. The School does not work with statutory partners and agencies and/or does not feel comfortable sharing extremism related concerns externally   2. Pupils are radicalised by factors internal or external to the school |  |  |  |  |  |  |  |  |
| **3. Staff Training** | * 1. Staff are not aware of the school’s procedure for handling safeguarding concerns and/or do not feel comfortable   sharing issues internally.   * 1. There is no appropriate staff guidance and literature available to staff on the prevent agenda   2. Limited staff training time available on Prevent   3. Governors do not have a shared awareness of the   importance of this issue as a safeguarding one   * 1. Limited governor training time available. |  |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Risk area** | **Hazard** | **Severity (A)**  **1 (Low)**  **5 (high)** | **Likelihood (B)**  **1 (Low)**  **5 (high)** | **Risk Rating A X B** | **Existing Measures** | **Proposed Action** | **LEAD** | **DATE** | **RAG** |
| **4. IT Policies** | * 1. Pupils access extremist or terrorist material whilst using school networks   2. On-line/social media communications relating to extremist or terrorist materials feature the school’s branding   3. Pupils access extremist or terrorist materials out of the school setting   4. Pupils are not equipped to identify such websites when accessing the internet out of school.   5. Parents are not equipped with IT knowledge to ensure appropriate firewalls etc on put on digital technology   6. No filtering/firewall systems are in place to prevent individuals from accessing extremist websites   7. Filtering systems have not been tested and are not up to date?   8. School is unaware if somebody has access extremist sites |  |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Risk area** | **Hazard** | **Severity (A)**  **1 (Low)**  **5 (high)** | **Likelihood (B)**  **1 (Low)**  **5 (high)** | **Risk Rating A X B** | **Existing Measures** | **Proposed Action** | **LEAD** | **DATE** | **RAG** |
| **5. Speaker & Events** | * 1. Pupils/staff are exposed by visiting speakers to messages supportive of extreme ideologies or which contradict ‘British values’   2. Extremist or terrorist related material is displayed within the setting   3. School premises are used to host events supportive of extremism or which popularise hatred or intolerance of those with particular protected characteristics |  |  |  |  |  |  |  |  |
| **6. School Security** | * 1. There is no restrict access to the school site   2. Contractors and visitors are not aware of Hire and lettings agreements include the fact that the premises will not be hired out to extremist groups or those who popularise hatred or intolerance of those with protected characteristics   3. There is no Lockdown policy or procedures |  |  |  |  |  |  |  |  |