**Prevent Risk Assessment and Action Plan**

**Current Terror Threat Level**

**SUBSTANTIAL-** **A terrorist attack on the UK mainland is likely**

All risk scoring will take account of the current terror threat level

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| **RAG Rating** | |
| **HIGH RISK** | **12 >** |
| **MEDIUM RISK** | **7 - 11** |
| **LOW RISK** | **6 <** |

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| --- | --- |
| **Owner** |  |
| **Ratified by** |  |
| **Date** |  |
|  |  |
|  |  |

**Risk Scoring Risk Levels**

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| --- | --- | --- | --- |
| **Likelihood** | | **Severity** | |
| Almost Certain | 5 | Catastrophic | 5 |
| Very Likely | 4 | Major | 4 |
| Likely | 3 | Moderate | 3 |
| Unlikely | 2 | Minor | 2 |
| Improbable | 1 | None or Trivial | 1 |
| **Likelihood x Severity = Risk** | | | |

**Examples of school/college provision** (replace these suggestions with your own current activities)

| **No** | **Risk Theme/Title** | **Risk** | **Risk Score** | **Existing Controls (Please complete this section to meet the requirements of your setting, these are examples)** | **Residual Score** | **Prevent Action Plan – what/when/who/how** | **Progress (RAG)** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | Online Safety | Extremist organisations are able to share extremist materials and views online to radicalise students and encourage them to commit acts of violence or incite others to do so.  Learners (and staff) are able to access unlawful and/or radicalising material which promotes proscribed terrorist groups. |  | The organisation’s IT Acceptable Use policy contains specific reference to the Prevent Duty.  Learners are equipped with an understanding of how to use the internet safely and protect themselves online.  Filtering & monitoring of learners use of the internet is carried out by IT Team & agreed “flags” are reported to Safeguarding/Prevent Lead.  School communicates clearly to parents and pupils about potential risks posed by online activity.  Parents are invited to events linked to online safety.  Awareness for parents is supported through availability of British values (or Prevent / Radicalisation / Extremism) online information leaflet or webpage.  Online safety information is signposted on school or college website. |  |  |  |
| 2 | Partnership | The organisation does not establish effective partnerships with organisations such as the Local Authority, Police Prevent Team, DfE Regional Coordinator and others.  The result is that the organisation is not fully appraised of national and local risks and does not have access to developing good practice advice or supportive peer networks. |  | Senior members of staff attend local briefings / seminars/ conferences as needed to ensure secure local knowledge.  Key local contacts are known by the headteacher / DSL / SLT.  The organisation is familiar with the latest version of the Prevent referral form and recent Local Authority Prevent factsheets.  In the same way as the school/college has always taken safeguarding seriously, we take this (as an element of safeguarding) seriously and the headteacher / DSL leads, are fully aware of the actions to take and who to contact in the event of concern. |  |  |  |
| 3 | Leadership | Leaders within the organisation do not understand the requirements of the Prevent Statutory Duty or the risks faced by the organisation and the Duty is not managed or enabled at a sufficiently senior level.  The result is that the organisation does not attach sufficient priority to Prevent Action plans (or does not have one) and therefore action to mitigate risks and meet the requirements of the Duty are not effective. |  | Headteacher/ DSL has engaged with local authority’s risk assessment to determine the potential risk of individuals being drawn into terrorism in the local area.  The headteacher ensures parental awareness of the risks and the duty of the school through availability of a Prevent brochure.  Robust safeguarding procedures are in place and followed to identify pupils at risk.  The headteacher provides appropriate guidance and challenge to parents, staff and pupils who express racist, extremist, homophobic or other views and options contrary to the inclusive values promoted by the school. These are instilled in school policy, the curriculum and the ethos of the school.  The Prevent Policy will be reviewed and updated annually (within safeguarding policy).  The CP/ Safeguarding policy clearly reflects the school’s duty towards Prevent and has been ratified by governors and is available on the website.  Information on the school’s Prevent duty is on the school website.  Safer Recruitment procedures are followed  All staff and volunteers are subject to rigorous ongoing safeguarding checks including annual Declaration of Disqualification and all other checks in line with safer recruitment procedures  The Senior Leadership Team is proactive in supporting staff and children pastorally |  |  |  |
| 4 | Staff training and awareness | Staff are not aware of the factors that make people vulnerable to radicalisation and terrorism and are unable to recognise the signs of vulnerability and therefore are unable or unwilling to refer concerns.  Leaders and staff feel unable or unwilling to challenge extremist narratives or exemplify British Values throughout the organisation.  Staff are unclear on how to deal with or refer concerns resulting in individuals not being supported and potentially radicalisation remaining unchecked.  Staff fail to complete mandated Prevent (and/or safeguarding) training. |  | Headteacher has ensured DSL and all staff and governors receive annual safeguarding and prevent training to help them identify pupils at risk, challenge extremist ideas through online resources, also ensuring that staff have a face to face session as part of CPD training every 2 years.  All members of staff have up to date CP / Safeguarding training to enable the effective understanding and handling of referrals relating to radicalisation and extremism.  All staff have completed Prevent Awareness Training (Channel) and Certificates of training are kept securely on file in School Office.  All staff and governors are aware of the factors that make an individual vulnerable and have a good awareness of stereotypes.  All governors, staff and parents know to contact in the event of concerns (headteacher / DSLs/ SLT). |  |  |  |
| 5 | Speakers and events | Extremist organisations are given a platform to radicalise young people because the organisation has ineffective processes in the place for vetting speakers and events.  Inappropriate or extremist materials are shared with learners (face to face or via weblinks) because insufficient due diligence checks are made of external speakers and materials that they promote or share.  Learners (and staff) receive and/or share invitations to events (face to face or online) which may promote or involve radicalising ideas and materials |  | A policy on use of visitors is in place and used, including pre visit discussions of input to be provided, how this will complement existing provision, alongside all practical arrangements for the session (staff to be present etc).  Visitors and visits are coordinated, with research into organisations involved (websites etc).  Any concerns around visitors and events are reported to senior member of staff. |  |  |  |
| 6 | Welfare and Pastoral Care | The organisation does not provide effective welfare and pastoral support which results in learners (and staff) being unsupported and the risk of vulnerabilities being exploited.  Welfare and learner support is inadequately signposted or needs are not identified either early enough or often enough to allow learners to access welfare/learner support. |  | A robust pastoral system is underpinned by the SEND and behaviour policies, supported by the headteacher.    There is a clear system of pastoral care and referral to ensure no issues of vulnerability are missed.    The education setting works effectively with families and other agencies in order to improve outcomes for children.  Within context of the organisation’s equalities objectives there is support for anyone who might be identified by Prevent (i.e. pro-active approach to avoiding stigma).  Staff wellbeing is prioritised, with clear signposting to support from the Local Authority and other organisations. |  |  |  |
| 7 | Prayer and Faith Facilities | Requirements of learners (or staff) requiring faith support or the use of facilities are not met by the organisation resulting in individuals seeking external support of unknown suitability.  Facilities (either prayer rooms or quiet space type facilities) provided are not effectively managed or supervised and become ungoverned spaces where radicalising, inappropriate or dangerous activities can take place. |  | The school considers and provides for the inclusive needs of families and pupils’ faith e.g. use of prayer room for faith-related activity.  Policies are in place to effectively manage prayer rooms or other faith-related and non-faith reflection type facilities.  These spaces are effectively managed and monitored to ensure appropriate use.  Any signposting to local facilities and support is subject to checks and a level of due diligence.  Teaching resources are used to help pupils understand a range of faiths. |  |  |  |
| 8 | Work based learners | The organisation does not have robust processes in place to protect work based learners from the risks of radicalisation or views and practices contrary to British Values.  Employers within work based settings are unaware of issues relating to Prevent the Statutory Duty and how to report concerns. |  | We ensure that employers are sufficiently well informed to understand their vital role when agreeing to take learners on training programmes including:   * the employer handbook setting out minimum requirements regarding safeguarding, including referral pathways. * minimum safeguarding requirements incorporated into contractual agreements * the provision of leaflets and flyers providing useful information about Prevent * providing or signposting safeguarding (Prevent) training for employers * through employer events   We have arrangements in place for ensuring the safety and wellbeing of all learners. This includes initial recruitment through induction, participation in learning and support programmes, and progression to subsequent learning and employment.  These arrangements include the identification of vulnerable learners who are in particular need of support and/or are at risk of harm.  The DSL ensures that appropriate referral arrangements are in place and communicates the need for regular training at appropriate levels for all categories of staff, whether directly employed or not. |  |  |  |
| 9 | Promoting British Values | The college/provider does not have a culture and ethos where British Values are celebrated, which leads to a culture of disrespect and intolerance and where extremist views and ideas are allowed to flourish.  Staff and learners do not understand British Values (or do not feel confident about them) and extremist views and narratives are allowed to flourish unchallenged.  British Values are not embedded in the curriculum and are seen by learners (and staff) as unimportant or of no value. |  | Personal Spiritual Moral Cultural education is integrated into the curriculum to promote British Values and the importance of respect, acceptance and understanding diversity.  The school has a range of high profile initiatives and activities that promote the spiritual, moral, social and emotional needs of children through both the explicit curriculum and through assemblies, celebration days, displays and newsletters.  Our curriculum teaches children how to assess risk, including risk of being drawn into gangs, as part of PSHE education.  The curriculum teaches children about keeping themselves safe online and offline.  Our RE/RS curriculum, includes teaching about other religions and challenging prejudices.  We ensure that all pupils within the school have a voice that is listened to and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils.  Opportunities are used, including general or local elections, to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view.  Included as parts of the curriculum, are age appropriate materials on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries.  We provide opportunities for children to: make positive connections and develop friendships with children of their own age, as well as adults; manage their own feelings and behaviour; negotiate and take turns; develop a positive view of themselves; share and respect each other’s opinions; challenge stereotypes and engage with the wider community. |  |  |  |
| 10 | Campus Security | The organisation does not have sufficient security of its premises and learners can be targeted by individuals or groups seeking to share their extremist views or endanger their personal safety.  Charities are allowed on campus without effective checks allowing charitable collections to be inadvertently diverted to inappropriate or unlawful causes.  Private venue hire from individuals and organisations are allowed on campus without effective checks, a clear understanding of the purpose and who will be attending.  On site dangerous or hazardous substances are not kept secure and are allowed into the possession of individuals or groups seeking to use them unlawfully. |  | There are effective arrangements in place to manage access to the site by visitors and other adults.  Visitors to show ID and only be allowed access when this has been checked and they are known to the school.  Dangerous substances involved with cleaning are kept on site in a locked cupboard (accessible only to premises manager and senior staff).  All off-site activities are risk assessed thoroughly.  Venue hire procedures include related checks on equality and diversity policies and practices.  We check that the venue will agree to the event subscribing to our equality and diversity policy.  The school has a critical incident management procedure, including Lockdown Procedure.  The headteacher will lead in the case of an incident. In the headteachers absence, the most senior member of staff will lead. |  |  |  |
| 11. | National Terrorism Risk Level | The organisation does not have access to terrorism and extremism risk information, in order to understand the level of risk from either nationally or locally and is therefore unable to carry out an effective risk action or put in place mitigating actions.  The organisation does not how to respond effectively to changing risk level (either in response to national or local events) to ensure that the risk assessment/action plan remains effective. |  | The Principal/CEO has been briefed on the way in which the risk from terrorism is assessed & the current risk level via the DfE Regional Prevent Coordinator & also through local Police Prevent team.  The Police counter terrorism local profile (CTLP), or other suitable in-person briefing or document, is shared with the organisation.  Local intelligence information is used to identify and manage any possible risks, if relevant.  The Prevent Lead attends Prevent Network meetings to receive briefings & discussion with sector colleagues.  The organisation has a process/policy in place that ensures that the Prevent risk assessment/action plan is reviewed at suitable intervals. |  |  |  |