

## Prevent Risk Assessment & Action Plan

**Radicalisation** is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist groups.

“**Extremism** is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas” (HM Government Prevent Strategy 2011)

Since the publication of the ‘Prevent Strategy’, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been attempts to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Keeping children safe from these risks is a safeguarding matter and is approached in the same way as safeguarding children from other risks. Children should be protected from messages of all violent extremism including, but not restricted to, those linked to extreme Islamist ideology, or to Far Right/Neo Nazi/White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

Prevent, in the context of counter-terrorism is intervention before any criminal offence has been committed with the aim of preventing individuals or groups from committing crimes.

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| <b>Subject:</b>                  | PREVENT                           | <b>Assessment Conducted By (Name/Role):</b> Joy Smith Senior Pastoral Lead (DSL) Glenbrook Spencer Academy |
| <b>Risk Assessment Coverage:</b> | Pupils, staff & external visitors |                                                                                                            |
| <b>Date:</b>                     | September 2024                    |                                                                                                            |
| <b>Review Date:</b>              | September 2025                    |                                                                                                            |

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| Risk Area                                                              | Hazard                                                                                                                                                                                                                                               | Individuals at Risk | Risk L/M/H | Control Measures                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Notes/Additional Controls                                                                                                                                                                      | Residual Risk L/M/H |
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| <b>Safeguarding and Welfare</b>                                        | Staff or other persons in school are not aware of the school procedures for handling concerns and or do not feel comfortable sharing issues internally.                                                                                              | Pupils              | High       | <ul style="list-style-type: none"> <li>Designated Safeguarding Lead (DSL) has received “Prevent” awareness training and has disseminated the training and other key parts to all staff, governors and other regular staff in the setting.</li> <li>Supply staff, students and volunteers are made aware of the person who concerns are to be reported.</li> <li>Preventing pupils from being exposed to radicalisation or extremism is part of safeguarding policies and procedures</li> <li>DSL has been allocated the role of Single Point of Contact (SPOC)</li> <li>Staff have received appropriate training and are familiar with our Safeguarding and Child Protection procedures</li> <li>Concerns are reported to the DSL</li> <li>Records are held of any referrals with an audit trail being maintained – regular monitoring by the DSL takes place.</li> <li>Prevent Duty is referenced in key safeguarding policies.</li> </ul> | <p>Part of the induction process, training package available on EVERY for all staff.</p> <p>Safeguarding audit completed annually</p> <p>Refresher training for all staff during 2024/2025</p> | Low                 |
|                                                                        | Pupils are radicalised by factors internal or external to the school                                                                                                                                                                                 | Pupils              | High       | <ul style="list-style-type: none"> <li>The school has a range of activities to promote the spiritual, moral, social and emotional needs of pupils aimed at protecting them from radical and extremist influences.</li> <li>Staff deliver developmentally appropriate levels of support to help young people develop their awareness of how to keep themselves safe from radicalisation.</li> <li>Staff and other adults working with pupils are challenged if opinions or language expressed are contrary to community cohesion or “British values”</li> </ul>                                                                                                                                                                                                                                                                                                                                                                              | Curriculum map overview                                                                                                                                                                        | Low                 |
|                                                                        | Specific factors that make the school community potentially vulnerable to being radicalised remain unknown (e.g. extreme religious views promoted locally, tensions between local communities, promotion of radical websites by some pupils/parents) | Pupils/ Staff       | Medium     | <ul style="list-style-type: none"> <li>Engage with wider services to establish a local perspective of extremist of radicalisation crime or any other activity that threatens pupils safeguarding</li> <li>Where increase of this type crime is reported, school increases key messages to staff and pupils via assemblies, newsletters etc.</li> <li>Knowledge/awareness of the County Terrorism local profile.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                | Low                 |
|                                                                        | School does not work with statutory partners and agencies and/or does not feel comfortable sharing extremism related concerns externally.                                                                                                            | Pupils              | High       | <ul style="list-style-type: none"> <li>School communicate regularly with statutory partners and agencies regarding a range of concerns</li> <li>All staff are aware that concerns are reported to the DSL/SPOC</li> <li>School have appropriate internal referral processes in place for all Child Protection matters including extremism and DSL/SPOC is aware of how to report and share these concerns with other agencies e. call Police Prevent</li> <li>DSL is aware of the key contact for the Police and this is named in the school’s safeguarding and child protection policy.</li> <li>DSL holds records of concerns which are kept securely and monitored regularly.</li> </ul>                                                                                                                                                                                                                                                 |                                                                                                                                                                                                | Low                 |
| <b>Action Plan</b>                                                     |                                                                                                                                                                                                                                                      |                     |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                |                     |
| 1. All staff, including Governors, have received some Prevent training |                                                                                                                                                                                                                                                      |                     |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                |                     |
| 2. Prevent is a standard item in termly reports to governors           |                                                                                                                                                                                                                                                      |                     |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                |                     |
| 3. Hot topics PREVENT link                                             |                                                                                                                                                                                                                                                      |                     |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                |                     |

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| 4. | Conspiracy theories and Fake news lessons for pupils where developmentally appropriate. |  |  |
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| Risk Area               | Hazard                                                                                                                                                   | Individuals at Risk | Risk L/M/H | Control Measures                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Notes/Additional Controls                                                                     | Residual Risk L/M/H |
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| Curriculum and Learning | Pupils are exposed by school staff or contracted providers to messages supportive of extremism, terrorism or material which contradicts "British Values" | Pupils              | High       | <ul style="list-style-type: none"> <li>There is a whistleblowing procedure and a range of policies which fall under the safeguarding umbrella which are known and understood by staff, volunteers and contracted staff.</li> <li>Staff and other adults working with pupils are challenged if opinions or language expressed are contrary to community cohesion or "British values"</li> <li>Opportunities to promote "British values" are clearly identified within all curriculum areas</li> <li>Areas of the curriculum e.g PSHE are used for controlled and safe debate and discussion</li> <li>School have appropriate filters in place which reduce the risk of pupils being able to access inappropriate information via the school IT system.</li> </ul> | Curriculum map overview                                                                       | Low                 |
|                         | Behaviours which harm the ability of different groups and individuals to learn and work together are left unchallenged                                   | Pupils/ Staff       | High       | <ul style="list-style-type: none"> <li>Pupils are taught about respect for other cultures and gain an understanding of community cohesion</li> <li>Opportunities are created both within the environment and the curriculum to promote the setting's ethos and values</li> <li>Displays and other literature available in school reflects and encourages diversity and community cohesion</li> <li>The behaviour policy and anti-bullying policy provides information on anti-bullying strategies and preventative measures for dealing with bullying</li> <li>Inappropriate behaviour, language and attitudes are challenged by staff and, where staff or other adults are involved, by SLT.</li> </ul>                                                         | Assemblies<br>Anti-Bullying Week<br>E-Safety days<br>PHSE curriculum map<br>Behaviour systems | Low                 |
| <b>Action Plan</b>      |                                                                                                                                                          |                     |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                               |                     |
| 5.                      | Curriculum plans and school information show a clear programme of SMSC and British Values                                                                |                     |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                               |                     |
| 6.                      | The curriculum shows a clear safeguarding theme throughout including child protection, e-safety, prevent duty, bullying etc.                             |                     |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                               |                     |
| 7.                      | Newsletters and website include key messages on all matters of safeguarding                                                                              |                     |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                               |                     |
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| Organisational Culture  | Staff or other persons in school are not aware of/do not subscribe to the ethos and values of the school                                                 | Pupils/ Staff       | High       | <ul style="list-style-type: none"> <li>SLT are aware of The Prevent Strategy and it's objectives as it relates to both national and local context and they take steps to ensure that the overall values and ethos of the school reflect strategies to support the Prevent Duty.</li> <li>Clear awareness of roles and responsibilities regarding Prevent exist across the setting</li> <li>Recruitment, selection and induction processes exist which include reference to the ethos and values of the setting</li> <li>Guidance and literature are available for staff on the Prevent Duty</li> </ul>                                                                                                                                                           |                                                                                               | Low                 |
|                         | Staff are unable to raise extremism related organisational concerns due to the lack of an appropriate whistleblowing procedure.                          | Pupils/ Staff       | High       | <ul style="list-style-type: none"> <li>Appropriate whistleblowing procedures are in place and adults working with pupils are made aware of them.</li> <li>Records are kept of incidents which are reported to the DSL/SPOC for consideration and, where appropriate, are referred to the appropriate agency.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                          | CPOMS is in place across the setting and all staff are users                                  | Low                 |

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| Action Plan |                                                                                                                                  |  |
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| 8.          | Review induction process for visitors and contractors                                                                            |  |
| 9.          | Refresher training to be delivered to all staff highlighting roles and responsibilities of key staff in relation to Prevent duty |  |

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| Visiting speakers/<br>environment | Pupils and staff are exposed by visiting speakers to messages supportive of extreme ideologies or which contradict British values | Pupils/<br>Staff            | High       | <ul style="list-style-type: none"> <li>Materials to be delivered by external speakers/virtual speakers are discussed with the speaker prior to delivery.</li> <li>Visiting speakers/virtual speakers are not left alone with pupils</li> </ul>                                                                                                                             | Assemblies and class speakers                                                                 | Low                 |
|                                   | Extremist or terrorist related material is displayed within the setting                                                           | Pupils/<br>Staff/<br>Others | High       | <ul style="list-style-type: none"> <li>The appropriateness and relevance of all materials or literature are considered prior to display</li> <li>Staff concerns are discussed with DSL/SPOC before materials are used</li> <li>Requests for externally provided materials to be distributed are considered and, where appropriate, authorised by the Principal.</li> </ul> | School distributes fliers for local organisations /out of school activities and will vet them | Low                 |
| Action Plan                       |                                                                                                                                   |                             |            |                                                                                                                                                                                                                                                                                                                                                                            |                                                                                               |                     |
| 10.                               | Visiting procedures are in place and explain safeguarding messages                                                                |                             |            |                                                                                                                                                                                                                                                                                                                                                                            |                                                                                               |                     |
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| ICT and on-line<br>study | Pupils access extremist or terrorist material while using school networks | Pupils              | High       | <ul style="list-style-type: none"> <li>ICT network has appropriate filters which block sites that are deemed inappropriate</li> <li>School have a robust acceptable use procedures for both pupils and staff which include advice on inappropriate attempts to subvert the network</li> <li>Pupils are encouraged to report to an adult any material which leaves them feeling worried or uncomfortable</li> <li>Procedure for reporting breaches in filtering in the e-safety policy</li> <li></li> </ul> | Staff handbook<br>IT use the DFE recommended solution for a robust procedure. | Low                 |
|                          | Pupils access extremist or terrorist materials out of the school setting  | Pupils              | High       | <ul style="list-style-type: none"> <li>Parents are provided with advice on where they can access information and support in relation to online extremism and radicalisation and how to help keep their children safe online</li> <li>Information sharing sessions are provided to pupils, staff and parents on staying safe online</li> </ul>                                                                                                                                                              | Shared via class dojo<br>Parent workshops<br>Newsletter                       | Low                 |
| Action Plan              |                                                                           |                     |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                               |                     |
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