

## Prevent Risk Assessment for schools

Person completing:	Sarah Cox ( Business Manager)	Date implemented:	07.08.2024	Date for review:	August 2025 or as national situation develops
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A risk assessment is a core part of the Prevent duty. All settings should read [Protecting children from radicalisation: the prevent duty](#). It is a statutory requirement that schools assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. Settings may choose to have a written risk assessment to better communicate to staff and document actions taken to mitigate any risks. The purpose of the risk assessment is to have an awareness and understanding of the risk of radicalisation in your area and your institution. The type and scale of activity that will address the risk will vary but all settings will need to give due consideration to it. This is an internal document and should be reviewed annually or following a serious incident. This is an internal document and should be reviewed annually or following a serious incident.

### National Risks – risk of radicalisation generally

**What national risks are you aware of that could apply to your area, setting, pupils or families? E.g. online radicalisation**

**There is currently a heightened risk of domestic extremism leading to violent protests and damage. Threats are currently targeting asylum seekers however there have been instances of mosques being attacked. There has been racial chanting against all ethnic minority groups. there have also been a small number of counter attacks. The national situation remains heightened and we receive regular updates from Supt. Shane O’Neil from Leicestershire police.**

### Local Risks – risk of radicalisation in your area and institution

**I chair the local Community Safety Partnership and we have not been alerted to any specific risks to any of our students or families. We continue to monitor behaviour and language of students.**



Category	Hazard	Risk	Risk Management	RAG	Further Action Needed	Lead officer	Date for completion
Leadership	<p>Leaders and Directors 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.</p> <p>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.</p> <p>Leaders do not communicate and promote the importance of the duty.</p> <p>Leaders do not drive an effective safeguarding culture across the institution.</p> <p>Leaders do not provide a safe environment in which children can learn.</p>	<p><b>What is the risk here?</b></p> <p>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.</p>	<p><b>What has your institution put in place to ensure sufficient understanding and buy-in from Leadership? Examples might include:</b></p> <ul style="list-style-type: none"> <li>• Prevent training/briefing for staff (including SLT) and governors</li> <li>• Nominated Lead governor for safeguarding- Kate Theobold/Prevent Pam posnett</li> <li>• Nominated Prevent lead at appropriate seniority- sarah Cox business Manager and chair of CSP</li> <li>• Sufficient leadership ownership – risk assessments, safeguarding policies, etc. being signed off by Board of Directors</li> <li>• Leadership have a clear understanding of reporting and referral mechanisms (including the management of cases led by DSL)</li> <li>• Reporting/reviewing mechanism of Action Plan/Risk Assessment. Should be owned by someone and reviewed yearly and signed off by someone at a senior level- signed off by Board of Directors</li> <li>• Ensuring the sharing of safeguarding policies e.g. KCSIE- all staff and Directors attend yearly training. Read receipts for new KSCIE.</li> <li>• Promotion of a safeguarding culture through regular training, discussions, etc- Safeguarding is discussed at weekly staff meetings with updates and feedback being given by DSL.</li> <li>• Clear induction for new members of staff and trainee teachers- New staff must attend the Safeguarding training session. They are provided with Induction presentation and DSL's and processes are explained. All are supported re incident and safeguarding incident report writing.</li> </ul>		<p><b>What does your institution need to further action to address the identified risk(s)?</b></p> <p><b>The Directors need Prevent training. Discuss with LEBC how we can access this.Pam P Chair has had training through LCC.</b></p>	Sarah	

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Partnership	The organisation does not establish effective partnerships with organisations such as the Local Authority and Police Prevent Team.	<p><b>What is the risk here?</b></p> <p>The setting is not fully appraised of national and local risks, does work with partners to safeguard children vulnerable to radicalisation, and does not have access to good practice advice, guidance or supportive peer networks.</p>	<p><b>What has your institution put in place to ensure effective partnerships? Examples might include:</b></p> <p>The Melton learning hub has a culture of safeguarding that supports effective arrangements to:</p> <ul style="list-style-type: none"> <li>• identify children who may need early help or who are at risk of neglect, abuse, grooming or exploitation</li> <li>• 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</li> </ul> <p>Our Partners include:</p> <ul style="list-style-type: none"> <li>• Commissioning schools</li> <li>• Local Safeguarding Children's Partnership</li> <li>• DSL</li> <li>• LADO</li> <li>• Community Safety Partnerships ( Sarah is Chair)</li> <li>• Police Prevent Team</li> <li>• Channel panel</li> <li>• Child and family</li> <li>• Local MBC ASB team</li> <li>• Local Police Officers ( Shane and Ryan)</li> </ul> <p>Working in partnership we attend:</p> <ul style="list-style-type: none"> <li>• People and place board chaired by MBC</li> <li>• Safer Melton partnership Meetings</li> <li>• In receipt of newsletters e.g. <u>Educate Against Hate - Prevent Radicalisation &amp; Extremism</u></li> <li>• We are aware and have previously reported in using the Channel process</li> </ul>		What does your institution need to further action to address the identified risk(s)?		
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Staff Training	Frontline staff including governors, do not understand what radicalisation means and	<p><b>What is the risk here?</b></p> <p>Staff do not recognise signs of abuse or vulnerabilities and the</p>	<p><b>What has your institution put in place to ensure effective staff training? Examples might include:</b></p>		What does your institution need to further action to		

	<p>why people may be vulnerable to being drawn into terrorism</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.</p>	<p>risk of harm is not reported properly and promptly by staff.</p>	<p>Safeguarding training is considered continuous. Staff discuss and receive updates via weekly team meetings. Annual local authority training for the whole staff team. We circulate the termly updates from the LCSB to all staff.</p> <p>All staff attend safeguarding training and are familiar with key school safeguarding and statutory policies</p> <p>All staff attend Prevent training with a focus on Notice, Check, Share</p> <p><b>Directors attend Prevent training</b></p> <p>DSLs receive additional support from local partnerships and training on local processes for Prevent</p> <p>We Maintain records of all staff and Director training</p> <p>Refresher training to take place regularly (yearly minimum, but also to update on any changes)</p> <p>We quality assure training using only local authority approved trainers.</p> <p>Training on building resilience through the curriculum e.g. upskilling teachers to hold difficult conversations- this was done this year through Dynamis 3 days training on conversations and de-escalation</p>		<p><b>address the identified risk(s)?</b></p> <p><b>Sarah to source training opportunity for Directors</b></p>		
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IT Policies	<p>Learners can access terrorist and extremist material when accessing the internet at the institution.</p> <p>Learners may distribute extremist material using the institution IT system.</p> <p>Unclear linkages between IT policy and the Prevent duty. No consideration of filtering as a means of restricting access to harmful content.</p>	<p><b>What is the risk here?</b></p> <p>Ineffective IT policies increases the likelihood of learners and staff being drawn into extremist material and narratives online. Inappropriate internet use by learners is not identified or followed up.</p>	<p><b>What has your institution put in place to ensure appropriate filtering and online safety? E.g.</b></p> <p>The Melton Learning hub has appropriate internet filtering is in place. <a href="#">UK Safer Internet Centre Appropriate Monitoring Guidance</a></p> <p>Any flags that are raised on the computer system should be reported to the DSL on the incident form for them to assess.</p> <p>Sarah Cox/ Lucie Larke lead on responsibility for safeguarding and child protection (including online safety)</p>		<p><b>What does your institution need to further action to address the identified risk(s)?</b></p>		

			On line safety is taught to students before any are allowed to use electronic devices at the centre.				
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<b>Building children's resilience to radicalisation</b>	<p>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.</p> <p>The setting does not teach a broad and balanced curriculum which promotes spiritual, moral, cultural mental and physical development of pupils and fundamental British values and community cohesion.</p>	<p><b>What is the risk here?</b></p> <p>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.</p>	<p><b>What has your institution put in place to keep children and young people safe and to build resilience to radicalisation? E.g.</b></p> <p>The Melton Learning Hub has codes of conduct for all staff (teaching and non-teaching staff)</p> <p>The Melton Learning Hub carries out safer recruitment checks on all staff</p> <p>The Melton Learning Hub provides opportunities within the curriculum to discuss controversial issues and for pupils to develop critical thinking and digital literacy skills</p> <p>The Melton Learning Hub acknowledges that young people at times will want to discuss controversial issues. This should be done in a safe space where young people can explore different view points.</p>		<p><b>What does your institution need to further action to address the identified risk(s)?</b></p>		
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<b>Management of space</b>	<p>Leaders do not provide a safe space for children to learn.</p> <p>Settings do not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.</p> <p>The setting does not conduct any due diligence checks on visitors or the materials they may use.</p>	<p><b>What is the risk here?</b></p> <p>External speakers or visitors being given a platform to radicalise children and young people or spread hateful or divisive narratives.</p>	<p><b>What has your institution put in place to ensure due diligence checks are carried out on visitors? E.g.</b></p> <p>The Melton Learning Hub operates 2 secure sites with a visitors book at each. Contractors who cannot provide DBS can only come on site after students have left site.</p> <p>Due diligence checks are carried out on all visitors ( appointments made) no unsolicited calls to site. Identification is checked.</p> <p>We do not hire out any part of our premises.</p> <p>The Melton Learning Hub continually aims to improve its systems and processes. We seek advice and support from partners where necessary to make an assessment of suitability.</p>		<p><b>What does your institution need to further action to address the identified risk(s)?</b></p>		