

FERNDALE PRIMARY AND NURSERY SCHOOL



**Prevent Risk Assessment
2023/2024**

Prevent Risk Assessment	
Written by: B Nolan	Date completed: January 2024
Monitored by: B Nolan, Governing Body and Senior Leadership Team	Date for Review: Reviewed annually or more frequently in response to specific incidents

Prevent is supported by three objectives:

- Responding to the ideological challenge of terrorism and the threat we face from those who promote it (ideology)
- Preventing people from being drawn into terrorism and ensure that they are given appropriate advice and support (individuals)
- Working with sectors and institutions where there are risks of radicalisation which we need to address (institutions)

Swindon Safeguarding Partnership

Department of Education guidance

- [Prevent Duty Guidance: England and Wales](#) (2023)
- [Counter Terrorism and Security Act](#) (2015)
- [Channel and Prevent Multi-agency Panel Guidance](#)
- [Making a Referral to Prevent](#)

Safeguarding referrals: channel and Prevent case management

One of the key requirements of the Prevent Duty is that staff know how to identify people at risk of radicalisation or extremism and the safeguarding pathways they should use. If you are concerned that an individual may be at risk of radicalisation, you should treat this as you would any other safeguarding issue; and escalate it using your normal, internal procedures, such as informing your safeguarding lead and/or LADO. View [the right help at the right time](#) guide for more information on making a referral in these circumstances.

If a referral is then made to the Prevent team, and it is determined that there are concerns around radicalisation and violent extremism in relation to the referred individual, they can be supported through either Channel or Prevent case management processes.

Channel

What is Channel?

Channel is an early intervention multi-agency process designed to safeguard vulnerable people from being drawn into violent extremism and/or terrorism. Channel works in a similar way to other safeguarding partnerships such as case conferences for children in need.

Channel is a pre-criminal process that is designed to support vulnerable people at the earliest possible opportunity, before they become involved in illegal activity.

Who can make a referral to Channel?

Referrals to Channel come from a wide range of partners including education, health, youth offending teams, and social services. When referrals are received, they are screened for suitability by the police and Council Prevent teams. If a referral is considered to be suitable, it will be discussed at the Channel Panel meeting.

How does Channel work?

Each Channel Panel is chaired by a Local Authority and brings together a range of multi-agency partners to collectively assess the risks in relation to an individual and decide whether a support package is needed. The panel may include statutory and non-statutory partners, as well as lead safeguarding professionals.

If the panel feels that an individual who has been referred would benefit from support, a bespoke package of support will be tailored for that individual, based on their particular needs and circumstances.

When an individual is referred to Channel, the referrer, or an appropriate person from the referring institution, will be invited to attend the Channel Panel meeting. Similarly, other professionals who are working with an individual will also be invited to attend. This partnership approach ensures that the people who work most closely with vulnerable individuals, and who best understand their specific needs and risks have a key role to play in developing support packages for them.

Extremism

If you are concerned that a child, young person and/or their parents may hold extremist views or are at risk of being radicalised you have a duty to ensure that they receive support to protect them from being drawn into terrorism.

Swindon

There are several ways you can seek advice:

- Speak to your designated safeguarding lead (if applicable)
- Call the local Prevent team on 01380 826454
- Call 101 and state you would like some advice regarding a Prevent concern
- If you see or hear something that could be terrorist related call the anti-terrorist hotline on 0800 789 321
- If you require urgent police assistance dial 999

To make a referral:

Email: PreventReferrals@wiltshire.police.uk

Wiltshire Police

You can also call the national police Prevent advice line [0800 011 3764](tel:08000113764), in confidence, to share your concerns with our specially trained officers.

DfE – Prevent Risk Assessment for Schools

A risk assessment is a core part of implementing the Prevent duty. All providers should read guidance from the department on how to complete a risk assessment and on safeguarding students vulnerable to radicalisation. Schools should assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.

Providers may choose to have a specific separate 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 should be proportionate to the level of risk, type of provision, size and phase of education.

This is an internal document and should be reviewed annually, in line with Keeping Children Safe in Education requirements, or following a serious incident.

Risk:

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.

	Key questions which may highlight a potential risk	Level of risk (L,M,H)	Action taken to mitigate risk	Future actions
1	<p>Awareness and understanding of leadership:</p> <p>Do the following people have a good understanding of their own and school responsibilities in relation to the Prevent Duty?</p> <ul style="list-style-type: none"> • Governors • Senior leadership team • Designated Safeguarding Lead • Staff 	L	<p>Review February 202 at LGB meeting.</p> <p>DSL and DDSL accessed Prevent training (from DFE) Level 1,2,3.</p> <p>Ongoing actions since initial introduction: DSL accesses termly safeguarding briefings and is aware of literature provided by DfE and Home Office. 2021 – all staff and all governors completed online Home Office training (module 1) – evidenced in staff and governor minutes.</p>	<p>Staff meeting agenda and training for teachers January 2024.</p> <p>Support staff meeting and training for TAs and admin staff January 2024.</p> <p>All teachers and TAs to complete Home Office refresher training: https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/portal#refresher-awareness-course yearly</p>

		2023 – DSL completed all updated Home Office training modules.	
<p>2 Policy and procedure:</p> <ul style="list-style-type: none"> Does the school’s safeguarding and child protection policy contain specific reference to and inclusion of the Prevent Duty? Do safeguarding and welfare staff receive additional and on-going training to enable the effective understanding and handling of referrals relating to radicalisation and extremism? 	L	<p>CP and safeguarding policy updated January 2024 in line with model policy produced by external provider, Sarah Turner. Policy contains specific reference to the Prevent Duty.</p> <p>See above re. 2024 training opportunities for staff.</p> <p>Prevent (radicalisation/extremism) included on annual safeguarding map as regular item for update training including briefings, scenario reviews, knowledge checks and case file reviews.</p> <p>All staff read and review updated safeguarding policy and KCSiE on an annual basis with regular reviews throughout the year.</p> <p>There is a strong culture of safeguarding across the school (LGB meeting October and January 2024) and staff are vigilant for signs and indicators of harm.</p>	<p>24 term 3 – Prevent policy review completed</p> <p>See above re. staff training.</p> <p>New lockdown policy in place – practice drill planned feb 2024</p>
<p>3 Staff training:</p> <p>Do all staff have the knowledge and confidence to:</p> <ul style="list-style-type: none"> Exemplify British Values in their teaching and through general behaviours in the school Understand the factors that make people be vulnerable to being drawn into terrorism and to challenge extremist ideas 	L	<p>British Values (BV) included in school curriculum policy and displayed on school website. BV discussed in staff meetings. BV included in school assembly themes.</p> <p>November 2023 - school has bought into Picture News which has a weekly BV focus.</p> <p>March 2023 – DSL completed all Home Office training modules.</p>	<p>BV to be a focus for pupil voice and to complete BV audit from staff.</p> <p>See above re. 2023/24 term 3 training.</p>

	<ul style="list-style-type: none"> Have sufficient training to be able to recognise this vulnerability and be aware of what action to take in response. 			
4	<p>Safety online:</p> <ul style="list-style-type: none"> Does the school have a policy relating to the use of IT and does it contain a specific reference and inclusion of the Prevent Duty. Does the school employ filtering/firewall systems to prevent staff/pupils/visitors from accessing extremist websites and materials. 	<p>L</p> <p>L</p>	<p>School is part of SWGfL and as such is protected by a robust filtering system. Acceptable use policy (AUP) in place for staff and pupils.</p> <p>Ongoing actions since initial introduction: Annual review of computing policy to ensure fit for purpose including reference to online risks re. prevent.</p> <p>Staff, visitor and pupil AUP updated 2023. Annual PCSO workshops for Year 5/6 – online safety and age of criminal responsibility.</p> <p>Ongoing concern/issue – more and more young children accessing smart technology/devices and spending more time online with access to unknown people. Key focus continually in newsletters and communication to parents.</p>	<p>2024 – school considering moving to new filtering provider which will enable more robust tracking of staff/pupil online searches. DSL/DDSL (HT/AHT) in discussion with RM and SWGfL.</p> <p>2024 term 1 – significant work led by BN to ensure filtering and monitoring provision is working effectively and to ensure appropriate action taken when needed.</p>
5	<p>Partnership with other agencies:</p> <p>Are relevant staff clear about the processes to follow when making a referral to Channel Duty Programme.</p> <ul style="list-style-type: none"> Does the school know who the LA Prevent lead is and how to contact them? 	M	<p>HT is aware of processes to follow when making a referral to Channel. Other staff may not be aware but risk assessment updated to include current and correct referral routes and contact details.</p> <p>The school has strong partnerships with:</p> <ul style="list-style-type: none"> MASH Police LADO EHH SSP 	

6	<p>Partnership with parents and carers:</p> <ul style="list-style-type: none"> Does the school work with parents and carers to support them in their understanding of the Prevent agenda. 	L	<p>Safeguarding Policy and Prevent Policy available for parents on school website.</p> <p>Information included in school newsletters re. CP and safeguarding. Prevent Policy available on school website.</p> <p>Ongoing actions since initial introduction: Monthly newsletters always have a safeguarding section. Sometimes this may refer to Prevent, radicalisation/extremism.</p>	2023/24 HT to review information provided for parents about Prevent Duty.
7	<p>Speakers and events:</p> <ul style="list-style-type: none"> Is there an effective policy/framework for managing speaker requests? Is it well communicated to staff/pupils and complied with? 	L	<p>Visitors in School Policy in place. Any requests by visitors to come into school to lead assemblies/discussion etc. has to be approved by HT. Staff inform HT of requests to invite speaker in to school.</p> <p>Some whole school assemblies led by outside visitors but from a known and approved list, references checked beforehand and content of presentation discussed with HT prior to working with children.</p> <p>SLT robust in checking/completing: Request an outline of what the speaker intends to cover:</p> <ul style="list-style-type: none"> Research the person/organisation to establish whether they have demonstrated extreme views/actions. Deny permission for people/organisations to use school premises if they have links to extreme groups. 	
8	<p>School Curriculum:</p> <ul style="list-style-type: none"> Does the school provide a broad and balanced curriculum that help protect children from extremism/radicalisation and 	L	<p>School curriculum is broad and balanced. PSHE, computing, RE lessons used to support children. British Values promoted within lessons and classroom displays. British Values linked to school assembly themes. Curriculum policy reflects British Values.</p>	<p>Develop children's safeguarding curriculum ensuring that key elements identified as having a low focus within our provision are addressed.</p> <p>https://www.educateagainsthate.com/</p>

<p>promotes community cohesion?</p>	<p>Ongoing actions since initial introduction: Regular pupil voice built into annual calendar with focus from PSHE and computing leads as well as from senior leaders. Multicultural theme weeks, diversity days etc. used to enhance curriculum offer.</p>	
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National Risks

<p>Risk 1: Far Right concerns. Following Brexit and with the current cost of living crisis, across the country, there is a negative rhetoric about asylum seekers and immigrants.</p>	<p>Risk 2: Conflict between Palestine and Israel has increased likelihood of anti-semitic or anti-muslim rhetoric.</p>
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Local Risks (in addition to national risks)

<p>Risk 1: Upper KS2 children having increased unsupervised access to the internet and the risks this presents re. misinformation and potential radicalisation.</p>	<p>Risk 2:</p>
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Glossary of Terms

Radicalisation

Is the process of a person legitimising support for, or use of, terrorist violence.

Susceptibility

Is complex and unique to a person’s circumstances. Within Prevent, susceptibility refers to the fact that a person may be likely or liable to be influenced or harmed by terrorist and extremist ideologies that support or radicalise people into terrorism. Please see the ‘susceptibility to radicalisation’ section of the Prevent duty guidance 2023. As set out in the Prevent duty guidance, a person’s susceptibility may be linked to their vulnerability (see vulnerability below), but not all people susceptible to radicalisation will be vulnerable. There may be other circumstances, needs or other underlying factors that may make a person susceptible to radicalisation but do not constitute a vulnerability.

Extreme Right-Wing Terrorism (ERWT)

Describes those involved in Extreme Right-Wing activity who use violence in furtherance of their ideology. These ideologies can be broadly characterised as Cultural Nationalism, White Nationalism and White Supremacism. Individuals and groups may subscribe to ideological tenets and ideas from more than one category.

Ideology

A terrorist ‘ideology’ is a set of beliefs, principles, and objectives to which an individual or group purports to adhere and attempts to instil in others to radicalise them towards becoming terrorists or supporting terrorism. There are several concepts or ‘tools’ that often feature in terrorist and extremist ideologies, including: narrative, propaganda, grievances, and conspiracy theory.

Islamist terrorism

Is the threat or use of violence as a means to establish a strict interpretation of an Islamic society. For some this is a political ideology which envisions, for example, the creation of a global Islamic caliphate based on strict implementation of shari’ah law. Many adherents believe that violence (or jihad as they conceive it) is not only a necessary strategic tool to achieve their aims, but an individual’s religious duty. In the UK the Islamist terrorist threat comes overwhelmingly from those inspired by, but not necessarily affiliated with, Daesh and/or al-Qa’ida, but they operate within a wider landscape of radicalising influences as set out in the government’s response to the Independent Review of Prevent. Islamist should not be interpreted as a reference to individuals who follow the religion of Islam.

Left Wing, Anarchist and Single-Issue Terrorism (LASIT)

Encompasses a wide range of ideologies. It includes those from the extreme political left-wing as well as anarchists who seek to use violence to advance their cause in seeking to overthrow the State in all its forms.

<p>Online radicalisation Describes situations where the internet is believed to have played a role in a person’s radicalisation pathway. The internet can play two broad roles in radicalisation (offering mechanisms often unavailable to people offline). These are: exposure to extremist and terrorist content and socialisation within ‘likeminded’ networks. Often this is facilitated by highly permissive environments online.</p>	<p>Permissive environment A ‘permissive environment’ may be characterised as being tolerant of behaviour or practices strongly disapproved of by others, such as an environment where radicalising ideologies are permitted to flourish. Radicalisers create and take advantage of permissive environments to promote or condone violence and to spread harmful ideologies that undermine our values and society. Permissive environments can exist both online and offline. Permissive online environments can contribute to online radicalisation.</p>
<p>Terrorism The current UK definition is set out in the Terrorism Act 2000 (TACT 2000). In summary this defines terrorism as ‘The use or threat of serious violence against a person or serious damage to property where that action is:</p> <ul style="list-style-type: none"> • designed to influence the government or an international governmental organisation or to intimidate the public or a section of the public; and • for the purpose of advancing a political, religious, racial or ideological cause.’ 	<p>Terrorist-related offences Are those (such as murder) which are not offences in terrorist legislation (TACT 2000), but which are judged to be committed in relation to terrorism.</p>
<p>Vulnerability Describes the condition of being in need of special care, support, or protection because of age, disability, risk of abuse or neglect.</p>	