**RISK ASSESSMENT**

A risk assessment is a core part of the Prevent duty for education settings. All settings should read [Prevent Duty Guidance: for England and Wales](https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty). It is recommended that settings assess the risk of students 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, 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 school. The type and scale of activity that will address the risk will vary but all schools will need to give due consideration to it.

It is recommended that the below risk assessment on pages 5 -16 is completed and reviewed annually.

**Risk Scoring**

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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 |

| **O** | **Risk Title** | **Summary** | **Likelihood** | **Existing Controls** | **Severity** | **Further Action Needed** | **Lead officer** | **Date for completion** | **Progress** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1** | **Leadership** | Leaders (including governors and trustees/proprietors) within the organisation do not understand the requirements of the Prevent Duty or the risks faced by the organisation. The Duty is not managed or enabled at a sufficiently senior level.  Leaders do not understand, nor have ultimate ownership of their safeguarding processes. Leaders do not ensure all staff have sufficient understanding and that staff implement the duty effectively.  Leaders do not communicate and promote the importance of the duty.  Leaders do not drive an effective safeguarding culture across the school.  Leaders do not provide a safe environment for students.  *What is the risk here?*  *The result is that the school does not attach sufficient priority to Prevent and risk assessment/action plans (or does not have one). Understanding and risk mitigation to meet the requirements of the Duty are not effective.* | **1** | Prevent training for all staff (including SLT) and governors minimum annually with regular update briefings.  Training is delivered and incorporates scenario-based learning to ensure depth of understanding  Lead governor for safeguarding/Prevent is Paul Ludlow  Prevent lead is at appropriate seniority. Helen Walker (SLT) is the Prevent Lead and Designated Safeguarding Lead. The Prevent Lead has been trained by the local authority.  Sufficient leadership ownership – risk assessments, safeguarding policies, etc. are signed off by SLT and Governors.  All policies are shared and saved centrally to ensure ease of accessibility for all staff. Staff sign to confirm that they have read and understood the relevant policies.  Leadership has clear understanding of reporting and referral mechanisms and this is shared with the wider staff body.  Promotion of a safeguarding culture through regular training, discussions, etc with senior staff visibly involved.  All policies and risk assessments are regularly reviewed. | **4** | What does your school need to further action to address the identified risk(s)? |  |  |  |
| **2** | **External speakers and events** | Ineffective or disproportionate policies and procedures for external speakers and events.  External speakers and events policy does not exist, or does not encompass all staff, students, and visitors.  No consideration of freedom of speech implications.  Freedom of speech stifled by a disproportionate process or the use of Prevent to shut down legitimate debate.  Allowing any sort of discussion to take place under the banner of freedom of speech which could leave open the potential of the hosting of proscribed organisations, which would be against the law.  No risk assessment process attached to events. Ineffective or no thought on appropriate mitigations to risk, or event cancellation in place of effective risk mitigation which impacts freedom of speech.  Focus is only on events taking place on site. Consideration needs to be made to include provider-affiliated events that could take place off site.  Support staff lack understanding of the Prevent duty. Information sharing process with other partners not in place.  *What is the risk here?*  *Ineffective external speaker and events policies/processes increases the chances of extremist infiltration through events and speaking opportunities.* | **1** | External speaker and events policy, which includes reference to freedom of speech and would include off site events within the remit.  Clear, proportional external speakers and events process, which would include due diligence, sign off and appropriate mitigations put in place.  Risk assessment focus on external events and speakers process, where appropriate.  Training on Prevent (to include threat and internal processes) to staff, including support staff. Delivered at minimum annually.  The advertisement of any event is taken into consideration when risk assessing, e.g., will social media be used, will it be through official accounts, will leaflets be posted and where? | **4** | What does your school need to further action to address the identified risk(s)? |  |  |  |

| **3** | **Partnership** | The provider does not establish effective partnerships with other partners including police and Prevent Officers, LA Prevent Lead, Channel Panel members.  Students not engaged on Prevent duty implementation.  No Prevent Lead for Prevent-related activity.  No safeguarding information sharing consideration or agreement (where appropriate) in place at the local level. Necessity, proportionality, consent, power to share and data protection not a consideration when sharing information with partners.  *What is the risk here?*  *The result is that the organisation is not fully appraised of national and local risks, does not have the best safeguarding contacts and links, and does not have access to developing good practice advice or supportive peer networks.* | **1** | Contact made with appropriate partners.  Is linked into relevant Prevent networks (e.g., Prevent, local authority, police)  In receipt of Prevent updates from LA/Prevent Teams. Attends Prevent Lead Network meetings facilitated by the Education Safeguarding Team in partnership with local Prevent Officers and/or Department of Education Prevent representative.  Students engaged in PSHCE programme covering the implementation of Prevent Duty  Information sharing agreement in place. ???????????? | **4** | What does your school need to further action to address the identified risk(s)?  Student representation at relevant strategic board Prevent reports into. |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **4** | **Risk assessment and action plans** | No risk assessment or ineffective risk assessment that does assess where and how students or staff may be at risk of being drawn into terrorism.  Risk assessment has not considered school site and student welfare, safety of students and staff, physical management of the estate, relationships with external bodies.  Risk Assessment not appropriately updated when changes take place e.g., change of school location, introduction of external speakers.  Does not have a policy / procedure for managing whistleblowing and complaints.  No action plan in place to address risk identified.  *What is the risk here?*  *The provider may not be responding to the correct and relevant, identified risk and as a result may be leaving them more vulnerable to students and staff being drawn into terrorism.* | **1** | Risk assessment undertaken, which is regularly reviewed, updated, and signed off at an appropriate level.  Necessary actions to mitigate risks (i.e., the action plan) are clearly stated and a plan put in place to address within a specified timeframe.  Risk assessment covers welfare, safety, estate management, relationships. (Not an exhaustive list)  Whistleblowing and complaints policy in place.  Risk assessment considers local risk, information accessible via local authority, Prevent Officers.  The online space is considered. | **5** | What does your school need to further action to address the identified risk(s)? |  |  |  |
| **5** | **Staff Training** | Appropriate staff/governors not trained. Staff do not understand what extremism is and radicalisation means and why people may be vulnerable to being drawn into terrorism.  Appropriate staff do not know what measures are available to prevent people from becoming drawn into terrorism and do not know how to obtain support for people who may be being exploited by radicalising influences. This includes what behaviours to look out for and how to make a referral, including Channel.  Appropriate Staff and governors do not undertake the appropriate level of training and lack the knowledge to recognise vulnerabilities that may be exploited by extremist narratives.  Volunteers and subcontractors missed out of training plan as not considered as staff.  *What is the risk here?*  *Staff do not recognise behavioural signs of radicalisation and vulnerabilities. The risk of harm is not reported properly and promptly by staff.* | **1** | Training plan that details that staff are trained, how and with justification.  Ensures **all** staff attend a form of Prevent training with a focus on *Notice, Check, Share*. Prevent Lead (Helen Walker has completed depth training with the Local Authority)  Prevent Lead training and Prevent Lead Network meetings are facilitated by the Cambridgeshire Education Safeguarding Team in partnership with local Prevent Officers.  Ensures Governors attend Prevent training.  Maintains records of all staff and Governor training  Refresher training to take place regularly (every 2 years as a min, but also to update on any changes)  Training is evaluated for effectiveness on a regular basis. | **5** | What does your school need to further action to address the identified risk(s)? |  |  |  |
| **6** | **Welfare and pastoral care** | Student susceptibilities are not addressed appropriately and lead to potential radicalisation or safeguarding issues.  Insufficient appropriate pastoral and welfare support that is available to all students.  Ineffective policies in place regarding the use and management of prayer room, including detailing the procedure for managing any issues that arise with the use of the area.  *What is the risk here?*  *Student susceptibilities are not appropriately addressed resulting in potential for radicalisation.*  *Prayer facilities could be inappropriately utilised to propagate extremist narratives. Inappropriate management of the faith facilities could result in tensions and a lack of student cohesion.* | **1** | The school has a vetted and robust signposting system where students who are susceptible but who cannot be dealt with in house can be referred to or supported.  Students and staff alike are aware of the welfare and pastoral support available within the school. This is shared and made clear at point of entry as part of verbal induction and in handbooks. Posters detailing how to access support can be found throughout school buildings including boarding houses.  Students and staff alike are aware of the expected conduct within the faith related space (prayer room) | **4** | What does your school need to further action to address the identified risk(s)? |  |  |  |
| **7** | **Safeguarding** | Safeguarding leads are unaware of the links between student susceptibilities and radicalisation.  Safeguarding leads are not aware of the Channel process, nor how to refer to it.  Prevent is not embedded within the safeguarding policy and within the culture of safeguarding within the school leading to confusion and potential for the risk of radicalisation to not be recognised.  Radicalisation and related susceptibilities are not referred to within safeguarding training which leaves staff with a knowledge gap and the risk to not be recognised.  The internal safeguarding referral process does not mention Prevent.  *What is the risk here?*  *Student susceptibilities are not appropriately addressed resulting in potential for radicalisation.*  *Staff are unsure how to recognise or refer a Prevent concern and see no link to Safeguarding, leaving student susceptibilities unmitigated.* | **1** | Designated Safeguarding leads and Prevent Leads are appropriately trained to recognise Prevent concerns or risks of radicalisation.  Designated Safeguarding leads and Prevent Leads undertake the Home Office training in relation to Channel and are aware of the referral path.  Designated Safeguarding Leads and Prevent Lead, Helen Walker, attend training (provided by Cambridgeshire LA Education Safeguarding Team)  Safeguarding leads ensure they are aware of their Local Authority contact and Local Prevent Officers  [Prevent@cambs.pnn.police.uk](mailto:Prevent@cambs.pnn.police.uk) or telephone 01480 422596  Safeguarding training for staff includes Prevent and appropriate links between radicalisation, susceptibilities and Safeguarding.  Prevent is embedded within the Safeguarding policy and a clear referral route is set out to all staff and students regarding concerns.  All concerns are reported to the DSL using CPOMS or in person or via the emergency phone. | **5** | What does your school need to further action to address the identified risk(s)?  Enhance student understanding of what to do if they have a concern (Prevent) |  |  |  |
| **8** | **IT Policies** | Students can access terrorist and extremist material when accessing the internet at the school.  Students may distribute extremist material using the school IT system.  Unclear linkages between IT policy and the Prevent duty. No consideration of filtering as a means of restricting access to harmful content.  *What is the risk here?*  *Ineffective IT policies increases the likelihood of students and staff being drawn into extremist material and narratives online. Inappropriate internet use by students is not identified or followed up.* | **2** | Appropriate internet filtering is in place with a robust follow-up system for any instances of access to restricted sites. Weekly reports are generated and shared with the Safeguarding Team for follow up. Alerts are in place for higher level concerns  Clear IT policy in place with explicit mention of the Prevent duty.  Guidance on appropriate filtering can be found at:  [Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK (www.gov.uk)](https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges).  [UK Safer Internet Centre Appropriate Monitoring Guidance](https://www.saferinternet.org.uk/advice-centre/teachers-and-school-staff/appropriate-filtering-and-monitoring/appropriate-monitoring)  [JISC also offer advice around cyber security and online filtering](https://www.jisc.ac.uk/further-education-and-skills).  Further links to support the schools monitoring and filtering can be found on pg. 39 of Keeping Children Safe in Education 2025  Students are equipped with the skills to stay safe online, both on school site and outside through the PSHCE programme.  Policy in place for students and staff using IT equipment to research terrorism/ counterterrorism in course of their learning. | **5** | What does your school need to further action to address the identified risk(s)? |  |  |  |
| **9** | **Building students resilience to radicalisation / curriculum** | The setting does not provide a safe space in which students 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.  The setting does not teach a broad and balanced curriculum which promotes the development of students and fundamental British Values and community cohesion.  British Values are not exemplified by staff and students are unaware of both the values and how they and Prevent relate to their life and course.  Students are exposed to intolerant views and become intolerant to others.  *What is the risk here?*  *The risk is students are exposed to intolerant or hateful narratives and lack understanding of the risks posed by terrorist organisations and extremist ideologies that underpin them.*  *A risk of students holding intolerant views and creating tensions both within the school and the community.* | **1** | The school has codes of conduct for all staff (teaching and non-teaching staff)  The school carries out safer recruitment checks on all staff.  Classroom teaching is monitored by senior leaders through observations, book checks and is quality assured.  The school provides opportunities within the curriculum to discuss controversial issues and for pupils to develop critical thinking and media and online literacy skills.  The school embeds fundamental British Values into the curriculum, while also ensuring specific discussions can take place in a safe environment. | **4** | What does your school need to further action to address the identified risk(s)? |  |  |  |
| **10** | **Management of space** | Access to the school by external parties is not monitored, and due diligence is not carried out.  Access to the school by students is not monitored.  The school does not provide a safe environment conducive to learning.  Dangerous substances are not stored correctly, and students have unsupervised access to dangerous substances including chemicals, bacteria, viruses, and toxins.  Rooms can be hired out at the school and could be used for meetings of an extremist nature due to a lack of due diligence.  *What is the risk here?*  *Access could be gained by an external party for the purpose of causing harm to students and staff. Students and staff could be exposed to extremist ideologies.*  *Chemicals and dangerous substances could be used in an act of harm.* | **1** | Dangerous products and cleaning materials are locked away and regularly inventoried with access only for those who absolutely need to access them.  Access to the building is monitored for both students and visitors with a robust system in place for visitor management and events. Card or code access required to enter school buildings. All visitors are escorted and are clearly visible by red lanyards.  Building access is monitored and recorded to ensure security and welfare in order that staff know who is on site and when. Whether in the main school building or boarding house, visitors have to sign in and out and be monitored by a member of the school staff.  No rooms are hired out to external parties during the academic year. During the summer holidays, the school is let to summer schools. Risk assessments and agreements in place for due diligence.  The setting has a robust risk assessment and carries out open source checks on visitors, the organisations they represent and the materials they promote or share.  The setting seeks advice and support from partners where necessary to make assessments of suitability. | **5** | What does your school need to further action to address the identified risk(s)? |  |  |  |

**Review Schedule:**

**Date of completion: 08.07.2025 By whom: Helen Walker – DSL and Prevent Lead**

**Signed…………………………………..**

**Date of review: July 2026 By whom: Helen Walker – DSL and Prevent Lead**