

**Prevent risk assessment for schools - Pinewood Infant School & Foundation Unit.**

Person completing: Dave Armstrong-Jones (School Business Manager) Date Implemented: November 2023 (Review Date Sept 2025) Date for review: Sept 2026

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.

**National Risks – risk of radicalisation generally**

What national risks are you aware of that could impact to your area, setting, students or families? For example, online radicalisation

Risk 1-	Risk 2-	Risk 3-	Risk 4-
Extremism threat. Violent and non-violent. Some groups that promote extremist ideologies which can support hateful narratives towards others.	Online radicalisation. Learners are at risk of accessing inappropriate and harmful extremist content online.	Grooming. Either vulnerable adults or young people can be groomed for a number of reasons. (e.g. Finances, Sexual gratification, trafficking).	Radicalisation of working professions within the education setting. Or promotion of extremist views from working professionals within the education setting.

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

What specific local risks are you aware of that could impact to your area, setting, students or families? E.g. local extremist activity (groups active in the area)

Risk 1-	Risk 2-	Risk 3-	Risk 4-
White supremacy / supremacists within the local area.	Online Grooming	Gang links through older siblings / families. Radicalisation and extremist opinions through parents of custodial sentences.	Multi religious extremism

**Leadership and Partnership**

Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Date for completion	Support available
Leadership	What is the risk here?	What are the hazards?	What has your institution put in place to ensure sufficient understanding and buy-in from Leadership?		What does your institution need to further action to address the identified risk(s)?			Prevent e-learning Home Office offer a free e-learning package on Prevent covering: - Prevent awareness - Prevent referrals - Understanding Channel Users that complete this training will receive a certificate. <a href="https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/">https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/</a>
	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.	Leaders (including governors and trustees) 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.	Prevent training/briefing for staff (including SLT) and governors. Training is completed every two years via recognised CPD providers. All staff receive annual in house Safeguarding training to ensure staff are aware of revised guidelines and recommendations including Prevent Training provided by recognised CPD providers. Certificates are kept on file and training is logged electronically for review. Certificates are only obtainable once a 20 question exam is completed by each staff member, with a minimum passrate of 16 - incorrect answers can be reviewed by each staff member to enable further learning.  Staff members who are new to role complete Prevent training as part of their induction and are then included within the rolling training programme.  All staff read the most up to date KCISE document and sign to register their understanding. The KCISE is always available for staff to read and refer to if required.  The Prevent Lead regularly informs staff of their duties as set out within the 'Prevent Duty'.	Green	Ensure training is kept up to date.	Rachel Otter	Annually	
	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.	Lead governor for safeguarding/Prevent lead is at appropriate seniority. (Rachel Makey, Chair of Governors - rmakey@pinewood.notts.sch.uk)  All staff know who the Prevent Lead is and this person/s acts as a source of advice and support within school. (Rachel Makey, Chair of Governors - rmakey@pinewood.notts.sch.uk)  Our DSL team act as Prevent Leads also, and are easily identified on	Lead governor for safeguarding/Prevent lead is at appropriate seniority. (Rachel Makey, Chair of Governors - rmakey@pinewood.notts.sch.uk)  All staff know who the Prevent Lead is and this person/s acts as a source of advice and support within school. (Rachel Makey, Chair of Governors - rmakey@pinewood.notts.sch.uk)  Our DSL team act as Prevent Leads also, and are easily identified on	Green	Ensure training is kept up to date.	Rachel Otter	Annually	
	Leaders do not communicate and promote the importance of the duty.	Sufficient leadership ownership – risk assessments, safeguarding policies, etc. are being signed off by SLT. Some responsibilities are delegated to other members of the team but overseen by Leadership teams within school.	Sufficient leadership ownership – risk assessments, safeguarding policies, etc. are being signed off by SLT. Some responsibilities are delegated to other members of the team but overseen by Leadership teams within school.	Green	Keep updating policies inline with current changes in safeguarding and prevent.	Rachel Otter	Annually	
	Leaders do not drive an effective safeguarding culture across the institution.	Leadership have clear understanding of reporting and referral mechanisms if and when required.  Further information can be found via the following link: <a href="https://www.gov.uk/guidance/making-a-referral-to-prevent">https://www.gov.uk/guidance/making-a-referral-to-prevent</a> .  <b>How to make a referral:</b> Contact Nottinghamshire Police Prevent Team. Telephone: 101 ext. 800 2962/2963 or email <a href="mailto:prevent@nottinghamshire.pnn.police.uk">prevent@nottinghamshire.pnn.police.uk</a> . You can speak to the team informally before making a full referral.  For more information on Prevent and how to get support, please visit the GOV.UK website  If you are worried about someone being drawn into radicalisation, call the Act Early support line on 0800 011 3764, 9am to 5pm every day to share your concern in confidence with a specially trained officer.	Leadership have clear understanding of reporting and referral mechanisms if and when required.  Further information can be found via the following link: <a href="https://www.gov.uk/guidance/making-a-referral-to-prevent">https://www.gov.uk/guidance/making-a-referral-to-prevent</a> .  <b>How to make a referral:</b> Contact Nottinghamshire Police Prevent Team. Telephone: 101 ext. 800 2962/2963 or email <a href="mailto:prevent@nottinghamshire.pnn.police.uk">prevent@nottinghamshire.pnn.police.uk</a> . You can speak to the team informally before making a full referral.  For more information on Prevent and how to get support, please visit the GOV.UK website  If you are worried about someone being drawn into radicalisation, call the Act Early support line on 0800 011 3764, 9am to 5pm every day to share your concern in confidence with a specially trained officer.	Green	Keep up to date with referral and reporting arrangements.	Rachel Otter	When required / as needed	
	Leaders do not provide a safe environment in which children can learn.	Ensuring the sharing of safeguarding policies – staff sign to confirm the reading of such policies.  School will also host a safeguarding quiz that all staff must take part in. Answers are reviewed as a team to identify any areas for knowledge to be improved or learning to be applied.  New starters are targeted during safeguarding inductions to highlight the importance of safeguarding in school, including all aspects of this. All staff are reminded of their responsibilities to safeguarding children when reviewing their job descriptions.	Ensuring the sharing of safeguarding policies – staff sign to confirm the reading of such policies.  School will also host a safeguarding quiz that all staff must take part in. Answers are reviewed as a team to identify any areas for knowledge to be improved or learning to be applied.  New starters are targeted during safeguarding inductions to highlight the importance of safeguarding in school, including all aspects of this. All staff are reminded of their responsibilities to safeguarding children when reviewing their job descriptions.	Green	Continue to do this annually.	Rachel Otter	Annually	
Leaders do not know where the schools weaknesses in Safeguarding are.	Leaders use self-evaluation to identify key priorities for continuous improvement.	Leaders use self-evaluation to identify key priorities for continuous improvement.	Green	Find new ways to assess areas for development.	Rachel Otter	Annually		
Working in Partnership	The setting is not fully appraised of national and local risks, does not work with partners to safeguard children vulnerable to radicalisation, and does not have access to good practice advice, guidance or supportive peer networks.	The organisation does not establish effective partnerships with organisations such as the Local Authority and Police Prevent Team.	The providers has strong partnerships with: • Local Safeguarding Children's Partnership • DSL / headteacher forums • LADO • Community Safety Partnerships • Nottinghamshire Police Prevent Team • Channel panel	Green	Keep attending meetings and networking with other agencies.	Rachel Otter	When required / as needed	Prevent duty guidance Outlines the requirements of the duty, including working in partnership with others. <a href="https://www.gov.uk/government/publications/prevent-duty-guidance/revise-prevent-duty-guidance-for-england-and-wales/a-risk-based-approach-to-the-prevent-duty">https://www.gov.uk/government/publications/prevent-duty-guidance/revise-prevent-duty-guidance-for-england-and-wales/a-risk-based-approach-to-the-prevent-duty</a>
		The organisation doesn't work with other agencies successfully.	Effective partnerships might include: • Regular attendance at meetings, boards or forums • In receipt of newsletters e.g. Educate Against Hate • Being able to demonstrate effective partnerships by use of the referral process or involvement in Channel	Green	Keep attending meetings and networking with other agencies.	Rachel Otter	When required / as needed	Understanding channel An overview of channel support and the Prevent Multi-Agency Panels (PMAP). <a href="https://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance">https://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance</a>

**Capabilities**

Staff training	Staff do not recognise signs of abuse or vulnerabilities and the risk of harm is not reported properly and promptly by staff.	Frontline staff including governors, do not understand what radicalisation means and why people may be vulnerable to being drawn into terrorism	Training is broader than face to face or e-learning. Staff receive updates via staff briefings, updates, email bulletins and notices. Any concerns can be logged by staff members via our safeguarding MIS system CPOMS which will automatically alert the DSL's within school.  School Governors have all completed Prevent Training via the same platforms as school staff. Chair of Governors has strong awareness / knowledge of Prevent. Multiple Governors hold roles within other schools / MATs and have good awareness of Prevent through their professional routes.	Green	Keep up to date with new information and share it with staff.	Rachel Otter	When required / as needed	Prevent e-learning Home Office offer a free e-learning package on Prevent covering: - Prevent awareness - Prevent referrals - Understanding Channel Users that complete this training will receive a certificate. <a href="https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/">https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/</a>
		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. Staff do not access Prevent training or refresher training.	School ensures all staff attend safeguarding training and are familiar with key school safeguarding and statutory policies, whether that be through annual refresher training or at the point of induction.	Green	Keep training up to date for all stakeholders.	Rachel Otter	At least once a year	Prevent resources, guidance and support The department's Educate Against Hate website provides a range of training and guidance materials. <a href="http://www.educateagainsthate.com">www.educateagainsthate.com</a>
		Staff & Governors do not access Prevent training or refresher training.	School ensure all staff attend Prevent training with a focus on Notice, Check, Share. This is monitored, reviewed and signed off by the School Business Manager.	Green	Keep staff training up to date.	Rachel Otter	Annually	
		Governors do not access Prevent training or refresher training. Governor training and knowledge is outdated. SLT do not access relevant updates for Prevent.	School to ensure governors attend Prevent training and access the schools refresher training in line with the renewal process.  Ensure SLT and DSL receive additional support from local partnerships and training on local processes for Prevent.	Green	Keep Governor training up to date.  Keep SLT training up to date.	Rachel Otter	Annually	

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Information Sharing		It is unclear / hard to establish who has received training.	School electronically maintains records of all staff and governor training. Paper certificates are kept on the staff members file.	Green	Keep records up to date.	Rachel Otter	As training is completed	Resources to support information sharing The department has published guidance on making a Prevent referral. <a href="https://www.gov.uk/guidance/making-a-referral-to-prevent">https://www.gov.uk/guidance/making-a-referral-to-prevent</a>
		Update training becomes out of date.	Refresher training is to take place regularly. School to actively challenge training as to whether better options are available. School to actively seek training that requires a test / or questionnaire at the end. This helps to evidence key learning objectives and overall understanding.	Green	Keep training up to date.	Rachel Otter	Annually	
		Training is not provided by an accredited body and is therefore not accurate.	Training is quality assured and evaluated for effectiveness on a regular basis. School to actively seek training that requires a test / or questionnaire at the end. This helps to evidence key learning objectives and overall understanding.	Green	Use regulated training providers.	Rachel Otter	When considering training routes	
	Staff do not share information with relevant partners in a timely manner.	Staff do not feel confident sharing information with partners regarding radicalisation concerns.	The provider has a culture of safeguarding that supports effective arrangements to: <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><li>• Ensure that the designated Prevent Leads are able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.</li></ul>	Green	Keep training around sharing concerns up to date.	Rachel Otter	Annually	
Information Sharing		Staff are not aware of the Prevent referral process.	There is a clear process for raising radicalisation concerns and making a Prevent referral.  Further information can be found via the following link: <a href="https://www.gov.uk/guidance/making-a-referral-to-prevent">https://www.gov.uk/guidance/making-a-referral-to-prevent</a> .  <b>How to make a referral:</b> Contact Nottinghamshire Police Prevent Team. Telephone: 101 ext. 800 2962/2963 or email <a href="mailto:prevent@nottinghamshire.pnn.police.uk">prevent@nottinghamshire.pnn.police.uk</a> .	Green	Make sure staff are reminded about this annually.	Rachel Otter	Annually	
		Information isn't shared over the fear of breaking GDPR regulations, rules and laws.	Staff are aware that the safeguarding needs of all children / adults outweigh GDPR rules & regulations.	Green	Remind staff annually.	Rachel Otter	Annually	
<b>Reducing Permissive Environments</b>								
Building children's resilience to radicalisation	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.	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.	The institution has codes of conduct for all staff (teaching and non-teaching staff) that must be followed. Failure to follow these codes of conduct could result in disciplinary action.  School carries out safer recruitment checks on all staff ensuring that all parts of KCSIE part 3 are adhered to if required, specific to the staff member role. This includes online portrait checks of each individual.	Green	Up date annually and share with staff and visitors.	Rachel Otter	Annually	Resources for having difficult classroom conversations Educate Against Hate has a range of resources to help teachers conduct difficult conversations with students. The 'Let's Discuss' teaching packs have been developed to help facilitate conversations about topics such as fundamental British values, extreme right-wing terrorism and Islamist extremism. <a href="http://www.educateagainsthate.com">www.educateagainsthate.com</a>  <a href="http://www.educateagainsthate.com/category/teachers/classroom-resources">www.educateagainsthate.com/category/teachers/classroom-resources</a>  <a href="http://www.educateagainsthate.com/category/teachers/classroom-resources/?filter=lets-discuss">www.educateagainsthate.com/category/teachers/classroom-resources/?filter=lets-discuss</a>
		The setting does not teach a broad and balanced curriculum which promotes spiritual, moral, cultural mental and physical development of students and fundamental British values and community cohesion.	A safe learning environment is created across the school, behaviours which harm the ability of different individuals and groups to work together are challenged.  Through PSHE and other curriculum activities, pupils are able to explore political, religious and social issues.  Pupils are taught about the diverse national, regional and ethnic identities in the UK and the need for mutual respect.  Relevant staff are aware of the Government guidance below: <a href="https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools">https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools</a>	Green	Continue to follow a recommended scheme for PSHE to enable teachers to teach quality lessons.	All Staff	Weekly	
	The quality of lessons is poor and doesn't cover the topics children need to be taught.	Teaching is monitored by senior leaders through observations, book checks and is quality assured.  School embeds fundamental British values into the curriculum, while also ensuring specific discussions can take place in a safe environment.	Green	SLT continue to monitor lessons regularly and subject coordinators carry out deep dives in their subjects annually.	SLT & Subject Leads	See monitoring cycle		
	Children aren't given the time to talk about important issues.	School provides opportunities within the curriculum to discuss controversial issues and for students to develop critical thinking and digital literacy skills.	Green	Continue to offer quality weekly PSHE lessons, with additional sessions support the children's	All Staff	Weekly		
	Children aren't given age appropriate lessons or guidance when they have concerns.	School ensures that discussions of controversial issues are carried out in a safe space. With the appropriate staff members.	Green	Keep offering children time to talk when needed on top of quality PSHE lessons.	All Staff	Weekly		
IT policies	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	Students can access terrorist and extremist material when accessing the internet at the institution.	School ensures that appropriate internet filtering is in place alongside Smoothwall and our IT provider. Termly reviews of the Filtering and Monitoring system are completed incorporating Governors, Staff, SLT & IT Providers.	Green	Work closely with Atom IT to make sure filters are working well.	Dave Armstrong Jones, ICT Coordinators, Rachel Otter	At least termly	Web filtering and online safety The Department for Education have issued comprehensive guidance on how schools and colleges should be using filtering and monitoring standards, including specific measures to comply with the Prevent duty. <a href="https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges">https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges</a>  Further guidance is available at <a href="https://saferinternet.org.uk/guide-and-resource/teachers-and-school-staff/appropriate-filtering-and-monitoring/appropriate-monitoring">https://saferinternet.org.uk/guide-and-resource/teachers-and-school-staff/appropriate-filtering-and-monitoring/appropriate-monitoring</a>  You can test whether your internet service provider removes terrorist content at <a href="http://testfiltering.com/">http://testfiltering.com/</a>  The Joint Information Systems Committee (JISC) can provide specialist advice and support to the further and higher education sectors to help providers ensure students are safe online and appropriate safeguards are in place.
		Students may distribute extremist material using the institution IT system.	We ensure that there is a clear reporting process in place, should filtering systems flag any safeguarding or Prevent-related concerns.	Green	Continue to check filtering system kept up to date, alters are given and any issues are reported quickly.	Dave Armstrong Jones, ICT Coordinators, Rachel Otter	At least termly	
	Unclear linkages between IT policy and the Prevent duty. No consideration of filtering as a means of restricting access to harmful content.	The designated safeguarding lead takes lead responsibility for safeguarding and child protection (including online safety).	Green	Keep policies and practice up to date with the latest changes.	Dave Armstrong Jones, ICT Coordinators, Rachel Otter	Annually		
	Lessons do not prepare children for working online safely, in and out of school.	School ensures that it equips children and young people with the skills to stay safe online, both in school and outside.  Regular one-page fact sheets are also sent out to parents on a weekly basis via the school newsletter.	Green	Ensure we teach using the quality IT resources and digital literacy resources the IT coordinators have sourced.	Dave Armstrong Jones, ICT Coordinators, Rachel Otter	At least termly		
Visitors	External speakers or visitors being given a platform to radicalise children and young people or spread hateful or divisive narratives.	Leaders do not provide a safe space for children to learn.	A process is in place to manage site visitors, including sub-contractors. Sign in, provide DBS where needed, or supervise whilst in school. All Visitors and VIPs are to be managed via the schools Visitor & VIP Policy.	Green	Maintain careful checks when visitors arrive.	Office Team	When required / as needed	Political Impartiality Guidance When using external agencies, schools in England must be mindful of their existing duties regarding political impartiality and to ensure the balanced presentation of political issues. Guidance on this is available on GOV.UK. <a href="https://www.gov.uk/government/publications/political-impartiality-in-schools/political-impartiality-in-schools-the-law">https://www.gov.uk/government/publications/political-impartiality-in-schools/political-impartiality-in-schools-the-law</a>
		Settings do not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.	School has a robust risk assessment and carries out due diligence checks on visitors, speakers, the organisations they represent and the materials they promote or share.	Green	Use guidance from EVOLVE to prevent unwanted risks.	Dave Armstrong-Jones	When required / as needed	
	The setting does not conduct any due diligence checks on visitors or the materials they may use.	The private/commercial use of the schools' space is effectively managed & due diligence checks are carried out on those using/booking and organisations that they represent.	Green	Continue to check and risk assess visitors before they come into school.	Office Team	When required / as needed		
	Unsuitable visitors / volunteers gain access to the school.	The setting seeks advice and support from partners where necessary to make an assessment of suitability.	Green	Keep following guidance on best practice when opening the school to visitors.	All Staff - vetted by office on arrival	When required / as needed		