

Prevent Risk Assessment

LEADERSHIP INFORMATION

ROLE	NAME	CONTACT DETAILS
Principal	H. Sharpe	Hsharpe@boothwoodacademy.co.uk
Designated Safeguarding Lead	H. Sharpe	Hsharpe@boothwoodacademy.co.uk
PREVENT Lead	H. Sharpe	Hsharpe@boothwoodacademy.co.uk
Local PREVENT Police Officer	H. Sharpe	Prevent.team@leicestershire.pnn.police.uk

REVIEW TIMETABLE

Date of Review	Review Completed by:	Comments
14.03.2025	1. H. Sharpe 2. A. Hall	New Principal in place
<i>New row for second review DD/MM/YYYY</i>	1. 2.	

Current National Threat Level	SUBSTANTIAL
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Threat levels - There are 5 levels of threat:

- low - an attack is highly unlikely
- moderate - an attack is possible but not likely
- substantial - an attack is likely
- severe - an attack is highly likely
- critical - an attack is highly likely in the near future



Point of note	Summary	Existing Controls	Vulnerability	Action to remove vulnerability (What/When/Who/How)	Owner	Deadline (DD/MM/YYYY)	Risk Rating
STRATEGY OBJECTIVE ONE: LEADERSHIP							
For all specified authorities, we expect that those in leadership positions: • establish or use existing mechanisms for understanding the risk of radicalisation • ensure staff understand the risk and build the capabilities to deal with it • communicate and promote the importance of the duty; and • ensure staff implement the duty effectively.							
The school must identify a Single Point of Contact for staff to raise concerns and report issues	Schools do not have a clear referral policy and process in place regarding safeguarding and PREVENT concerns. PREVENT concerns are not clearly identified and monitored.	Through annual safeguarding training, H.Sharpe (DSL) is identified as PREVENT SPOC as well as the other DDSLs. Clear safeguarding referral processes should be embedded across the school through reporting on safeguarding.	<i>Staff unclear about who leads on PREVENT concerns and what are the area of concern.</i>	All staff to undertake up to date Home Office Prevent Awareness training. Part 1. DSLs to also complete Part2 PREVENT referral course. Any new members of staff throughout the year also receive training as part of their induction.	HS		



Leadership	Leaders within the organisation do not understand the requirements of the Prevent Statutory Duty or the risks faced by the organisation and the Duty is not managed or enabled at a sufficiently senior level. The result is that the organisation does not attach sufficient priority to Prevent Action plans (or does not have one) and therefore action to mitigate risks and meet the requirements of the Duty are not effective.	All safeguarding concerns including those related to Prevent are recorded on Safeguard which is monitored by the DSL and DDLs. Where there is a concern around immediate danger or concern then the member of staff will report their concern to the DSL. These processes are shared with all new members of staff as part of their induction as well as part of the annual safeguarding training. In response to any concerns these will be reviewed alongside relevant Trust policies including Prevent, Safeguarding.	Staff do not report concerns or with limited information which could result in the concern not being identified linked with Prevent.	Ensure all staff are clear about how they should report concerns. Ensure all staff recognise changes in children's behaviour and how this can be an indicator of radicalisation or extremism. Ensure all leaders understand their responsibilities with regards to Prevent and potential risks. Provide staff with updates and reminders throughout the year via the weekly bulletin. All staff receive CPD in relation to Prevent throughout the academic year.	HS SLT	Ongoing	1
Local issues	Schools are not aware of contextual PREVENT Concerns	DSL and DDSs receive the Safeguarding and prevent local newsletter.	Social media inappropriate internet	Ensure staff are kept fully updated about local concerns.	HS/SLT	Ongoing	2



	and are not able to respond to specific risks posed. Staff are not able to identify local risks regarding extremism and radicalisation. Content delivered to students regarding extremism and radicalisation does not reflect national or local risks.	The DSL attendance local authority HT briefings to establish local issues. The school works with 'The Hut' a local hub that brings community groups together to work on community issues. Multi agencies are in attendance and local intelligence is shared. Information is shared with staff as part of the ongoing training and updates. PSHE including online safety curriculum is regularly reviewed, planning focus adapted to meet needs and risks of local area. PSHE and SMSC curriculum embraces and celebrates difference, tolerance and respect with in diverse local community.	content GANGS- exploitation.	Ensure internet filters are secure to prevent access to inappropriate materials. Work with families to support parents to keep their children safe online. Ensure children and staff are confident to report concerns. Curriculum promotes British Values and encourage children to be confident to share views and opinions.			
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STRATEGY OBJECTIVE TWO: WORKING IN PARTNERSHIP							
Prevent work depends on effective partnership. To demonstrate effective compliance with the duty, specified authorities must demonstrate evidence of productive co-operation, in particular with local Prevent co-ordinators, the police and local authorities, and co-ordination through existing multi-agency forums, for example Community Safety Partnerships.							
Partnership	The organisation does not establish effective partnerships with organisations such as the Local Authority, Police Prevent Team, DfE Regional Coordinator and others. The result is that the organisation is not fully appraised of national and local risks and does not have access to developing good practice advice or supportive peer networks.	Key contacts are identified in the school's Safeguarding Appendix which is found on the school's website. DSL and DDSLs attend local intelligence sharing meetings if invited.	Staff are unaware of key contact information and the effectiveness of partnership working.	All staff are expected to read the Safeguarding Appendix annually and when there are any significant changes and is a requirement for new members of staff. Information regarding local intelligence by DSL and DDSLs where required. DSL makes local contacts with external agencies when required.	HS	Ongoing	1
Channel Panel	The organisation does not have an effective working relationship with the Channel	In Leicestershire referral to the Channel Panel is via the Police Prevent team.	Staff do not have a full understanding	Staff to receive further training about the Channel Panel Process	HS/SLT	Ongoing	1



	Panel, and this may cause delays in the effective reporting of concerns. Staff have a limited understanding of the Channel Panel process and the support available to vulnerable people.	DSL would represent school at channel Pannel as requested.	of the Channel Panel Process.	in addition to annual training. Any new members of staff throughout the year also receive this training as part of their induction. Staff have updates re: Channel where appropriate.			
Engagement with Parents	Parents are not aware of the risks posed by extremism and radicalisation. Parents are unable to identify vulnerabilities or risk factors in relation to PREVENT and Radicalisation. Parents failed to report concerns to school regarding local or individual related PREVENT concerns.	The academy provides updates for parents where appropriate. Communication is done both through electronic communication and face-face where appropriate. Pastoral team work closely with parent to support this on a 1:1 basis too.	Ensuring parents have access to training via National Online Safety tool.	Encourage all parents to access UK safer internet centre website as a tool for support. Encourage all parents to access training independently at home too. Pastoral team / Online Safety lead to provide support for parents as needed.	HS/SLT/Pastoral team	Ongoing	1



STRATEGY OBJECTIVE THREE: APPROPRIATE CAPBILITIES

Frontline staff who engage with the public should understand what radicalisation means and why people may be vulnerable to being drawn into terrorism as a consequence of it. They need to be aware of what we mean by the term “extremism” and the relationship between extremism and terrorism.

Staff need to know what measures are available to prevent people from becoming drawn into terrorism and how to challenge the extremist ideology that can be associated with it. They need to understand how to obtain support for people who may be being exploited by radicalising influences.

All specified authorities subject to the duty will need to ensure they provide appropriate training for staff involved in the implementation of this duty. Such training is now widely available.

Staff Training	Staff are not aware of the factors that make people vulnerable to radicalisation and terrorism and are unable to recognise the signs of vulnerability and therefore are unable or unwilling to refer concerns. Leaders and staff feel unable or unwilling to challenge extremist narratives or exemplify British Values throughout the organisation.	All staff complete the HM Government training part 1: Prevent awareness training annually. DSL also complete part2: Making Prevent Referrals or local authority equivalent training. Prevent is included in all whole school safeguarding training especially the September training day. All new staff complete the Prevent training as part of the onboarding process. PHSE curriculum supports staff with supporting children	Staff are not up to date with latest development.	Ensure that staff's understanding is regularly checked through mini quizzes throughout the year. Staff have safeguarding updates including Prevent as part of weekly briefing as required.	SLT	Ongoing	1
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	Staff are unclear on how to deal with or refer concerns resulting in individuals not being supported and potentially radicalisation remaining unchecked.	to understand British Values and awareness of potential extremist views. The academy also has policies and procedures that refer to extremism and radicalisation.					
Promoting British Values	The school does not have a culture and ethos where British Values are celebrated, which leads to a culture of disrespect and intolerance and where tensions are allowed to flourish. Staff and learners do not understand BV (or feel confident about) and extremist views and narratives are allowed to flourish unchallenged.	British values are embedded across the school, through the broad and balanced school curriculum especially within PSHE and SMCS calendar linked with themed days and assemblies throughout the year. Children are encouraged to share concerns through direct communication with their class teacher. The PSHE curriculum encourages children to identify key trusted adults in the school. The children also have access to the Pastoral team and worry monsters to share concerns.	Ensure all staff fully understand what the British Values are and how they should be promoted.	Refresher training of all staff on what is meant by British Values and how they are promoted. Rigorous monitoring of incidents both related to Safeguarding and behaviour.	All staff SLT	Ongoing	1



		Trust values compliment the British Values and are basis of all expectations.					
Campus Security	The organisation does not have sufficient security of its premises and learners are targeted by individuals or groups seeking to share their extremist views or endanger their personal safety. Charities are allowed on campus without effective checks or charitable collections are inadvertently diverted to inappropriate or unlawful causes. On site dangerous or hazardous substances are not kept secure and are allowed into the possession of individuals or groups	The school cannot be accessed by unauthorised personal. Any people accessing the site are subject to rigorous checks and anyone without a current DBS is not allowed on the site unaccompanied. Only reputable charities are allowed on site following relevant checks and due diligence. All potentially dangerous and hazardous substances are locked away securely where children and unauthorised staff do not have access to them.	A member of staff could become radicalised and share their extremist views within the school.	Ensure there is a culture of vigilance and staff to be able to share concerns about colleagues. Addressed as part of Safeguarding training- low level concerns/ whistleblowing.	SLT/Site Supervisor	Ongoing	1



	seeking to use them unlawfully.						
STRATEGY OBJECTIVE FOUR: MONITORING All specified authorities must comply with this duty and will be expected to maintain appropriate records to show compliance with their responsibilities and provide reports when requested.							
Online Safety	Extremist organisations can radicalise students online and encourage them to commit acts of violence or incite others to commit acts of violence as 'lone actors'. Learners (and staff) are able to access unlawful radicalising material which promotes proscribed terrorist groups.	The academy has a very clear IT Acceptable use policy, and this makes reference to the Prevent Duty Act. Smoothwall is the filtering and monitoring system used by the school. In school members of DSL team are notified where there have been breaches. The DSL responsible for online safety is lead for monitoring. She will share any concerns with staff members and will speak with those responsible. Assess level of risk and put support if required in place and escalated to the DSL team if there are high levels of concern.	Online safety is taught specifically in computing lessons as well as part of PSHE curriculum. Online safety is addressed regularly through discussions and reminders as required.		SLT/Computing lead. DRET IT	Ongoing	1



		Online safety is embedded into the PSHE curriculum. If there are any additional concerns raised through analysis of behaviour incidents or safeguarding referrals then extra time is made in class to address the identified concern. Safeguard (Safeguarding recoding system) is monitored closely during the day by the DSL and DDSLs and responded to. Concerns and patterns or incidents (including online concerns) are also discussed during the weekly DSL meeting					
Speakers and Events	Extremist organisations are given a platform to radicalise young people because the organisation has ineffective processes in the place for	The academy completes appropriate checks when any external speakers are used. They follow the safeguarding policy and are vetted both by the staff member booking, SLT and then further checks on ID are done by the admin assistant and office manager.			SLT Senior Administrator Staff	Ongoing	1



	vetting speakers and events. Inappropriate or extremist materials are shared with learners (face to face or via weblinks) because insufficient checks are made of external speakers and materials that they promote or share.	Risk assessments are put in place for external visitors as needed. External speakers are not permitted to be with pupils without an academy member of staff.					
Welfare and Pastoral Care	The organisation does not provide effective welfare and pastoral support which results in learners (and staff) being unsupported and the risk of vulnerabilities being exploited. Welfare & learner support is inadequately signposted, or needs	The academy has a safeguarding system to flag any concerns about pupils. There is a referral process if there is a concern about a possible need of a child. All children flagged by staff are discussed in the weekly DSL meeting.		Staff are made aware of referral processes as part of their induction.	SLT	Ongoing	2



	are not identified either early enough or often enough to allow learners to access welfare/learner support.						
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Risk Rating			
Likelihood of occurrence For each issue/occurrence, determine the likelihood it will occur	High (3) Likely to occur sometime	Impact of Harm For each issue/occurrence, determine the potential impact of harm.	High (3) Causes physical or mental harm
	Medium (2) May occur sometime		Medium (2) Causes discomfort
	Low (1) Unlikely to occur		Low (1) None or trivial