

## Prevent Risk Assessment & Action Planner

**Owner: Alastair Heath-Robinson**

**Reviewer – Board of Trustees**

### Risk Scoring

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

### Risk Levels

<b>HIGH RISK</b>	<b>12 &gt;</b>
<b>MEDIUM RISK</b>	<b>7 - 11</b>
<b>LOW RISK</b>	<b>6 &lt;</b>

### Current Terror Threat Level

**SUBSTANTIAL** A terrorist attack on the UK mainland is likely

All risk scoring will take account of the current terror threat level.

**Local Risk: Right Wing Extremism and Self-Initiated Terrorism**

No	Risk Title	Summary	Risk	Existing Controls	Residual Risk	Prevent Action Plan – what/when/who/how	Progress
1	Online Safety	<p>A) Extremist organisations are able to share extremist materials&amp; views online to radicalise students and encourage them to commit acts of violence or incite others to do so.</p> <p>B) Learners (and staff) are able to access unlawful &amp;/or radicalising material which promotes proscribed terrorist groups.</p> <p>C) The CTLP &amp; police risk briefings identify that virtually all cases of radicalisation referred for support have an identified element of online/internet facilitation evidencing the significant risk posed to students, staff &amp; the organisation.</p>	<p>4 x 5 = 20</p> <p><b>High</b></p>	<ol style="list-style-type: none"> <li>OMAT Safeguarding Policy contains specific reference to the Prevent Duty.</li> <li>Staff are provided with online safety certified training as part of initial induction, which is regularly updated.</li> <li>Staff and pupil use of the internet is filtered by Co-Connect and monitoring is provided by Net Support. These systems are monitored by the IT team and designated members of the leadership team within each school. Agreed “flags” are reported to Safeguarding/Prevent Lead and the IT Team.</li> <li>Online Safety education is provided through the PSHE and Computing curriculum.</li> </ol>	Low		

No	Risk Title	Summary	Risk	Existing Controls	Residual Risk	Prevent Action Plan – what/when/who/how	Progress
2	Partnership	<p>The organisation does not establish effective partnerships with organisations such as the Local Authority, Police Prevent Team, DfE Regional Coordinator and others.</p> <p>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.</p>	<p>4 x 4 =16 <b>High</b></p>	<ol style="list-style-type: none"> <li>1. The trust engages with the local authority Community Safety Team and receives quarterly CTLP updates which are shared with all schools.</li> <li>2. All DSLs within the Trust have completed the certified Prevent Referrals training and have contact details for the Norfolk and Suffolk Prevent Team <a href="mailto:prevent@norfolk.police.uk">prevent@norfolk.police.uk</a>.</li> <li>3. DSLs across the trust work collaboratively to ensure consistency in safeguarding protocols including PREVENT.</li> <li>4. All staff have completed certified Prevent Awareness training and receive updates on the local context.</li> <li>5. All staff are confident to report concerns regarding Prevent in line with the Trust's safeguarding reporting system.</li> <li>6. Schools across the trust have established links with their local Policing Community Engagement Team.</li> </ol>	Low		
3	Leadership	<p>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.</p> <p>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.</p>	<p>3 x 4 =12 <b>High</b></p>	<ol style="list-style-type: none"> <li>1. All leaders have received Prevent training.</li> <li>2. All governors have received Prevent Training.</li> <li>3. Safeguarding including Prevent is a standing item on all Local Governing Committee agendas.</li> <li>4. Prevent forms part of the OMAT Safeguarding Strategy.</li> </ol>	Low		
4	Staff training and awareness	<p>A) 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.</p> <p>B) Leaders and staff feel unable or unwilling to challenge extremist narratives or exemplify British Values throughout the organisation.</p> <p>C) Staff are unclear on how to deal with or refer concerns resulting in individuals not being supported and potentially radicalisation remaining unchecked.</p>	<p>5 x 5 =25 <b>High</b></p>	<ol style="list-style-type: none"> <li>1. All staff and trainees receive certified training on Prevent on induction.</li> <li>2. Safeguarding updates, including Prevent for staff are provided regularly with specific information on the local context.</li> <li>3. DSL meetings are held termly to review the local context and prioritise training need.</li> </ol>	Medium		

No	Risk Title	Summary	Risk	Existing Controls	Residual Risk	Prevent Action Plan – what/when/who/how	Progress
		D) Staff fail to complete mandated Prevent (&/or safeguarding) training.					
5	Speakers and events	<p>A) Extremist organisations are given a platform to radicalise young people because the organisation has ineffective processes in the place for vetting speakers and events.</p> <p>B) Inappropriate or extremist materials are shared with learners (face to face or via weblinks) because insufficient due diligence checks are made of external speakers and materials that they promote or share.</p> <p>C) Learners (&amp; staff) receive &amp;/or share invitations to events (face to face or online) which may promote or involve radicalising ideas &amp; materials.</p>	<p>3 x 3 = 9</p> <p>Medium</p>	<ol style="list-style-type: none"> <li>1. The Trust has a Visiting Speakers Policy.</li> <li>2. All materials that are due to be shared with pupils are received in advance.</li> <li>3. School staff monitor sessions delivered through direct observation and pupil feedback.</li> <li>4. Links are checked for any external materials.</li> </ol>	Low		
6	Welfare & Pastoral Care	<p>A) 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.</p> <p>B) Welfare &amp; learner support is inadequately signposted, or needs are not identified either early enough or often enough to allow learners to access welfare/learner support.</p>	<p>3 x 3 = 9</p> <p>Medium</p>	<ol style="list-style-type: none"> <li>1. Multi-layered support for pupils from a range of adults including DSLs and senior leaders.</li> <li>2. Staff have access to employee assistance programme.</li> <li>3. All offer signposted support.</li> </ol>	Low		
7	Prayer & Faith Facilities	<p>A) Requirements of learners (or staff) requiring faith support, or the use of facilities are not met by the organisation resulting in individuals seeking external support of unknown suitability.</p> <p>B) Facilities (either prayer rooms or quiet space type facilities) provided are not effectively managed or supervised and become ungoverned spaces where radicalising, inappropriate or dangerous activities can take place.</p>	<p>2 x 4 = 8</p> <p>Medium</p>	<ol style="list-style-type: none"> <li>1. Schools have space available upon need.</li> </ol>	Low		
9	Promoting British Values	A) The school does not have a culture and ethos where British Values are celebrated, which leads to a culture of disrespect and intolerance and	<p>3 x 4 = 12</p>	<ol style="list-style-type: none"> <li>1. British Values are taught in schools and are embedded in the curriculum intent.</li> </ol>	Low		

No	Risk Title	Summary	Risk	Existing Controls	Residual Risk	Prevent Action Plan – what/when/who/how	Progress
		<p>where extremist views &amp; ideas are allowed to flourish.</p> <p>B) Staff and learners do not understand British Values (or do not feel confident about them) and extremist views and narratives are allowed to flourish unchallenged.</p> <p>C) British Values are not embedded in the curriculum &amp; are seen by learners (&amp; staff) as unimportant or of no value.</p>	High	<p>2. The PSHE curriculum explicitly teach British Values.</p> <p>3. British Values are taught and explored through whole school assemblies.</p>			
10	Campus Security	<p>A) The organisation does not have sufficient security of its premises and learners can be targeted by individuals or groups seeking to share their extremist views or endanger their personal safety.</p> <p>B) Charities are allowed on campus without effective checks allowing charitable collections to be inadvertently diverted to inappropriate or unlawful causes.</p> <p>C) On site dangerous or hazardous substances are not kept secure and are allowed into the possession of individuals or groups seeking to use them unlawfully.</p>	<p>2 x 4 =8</p> <p>Medium</p>	<p>1. Only authorised personnel are allowed on site.</p> <p>2. No external visitors are allowed on site unaccompanied without full background checks carried out including confirmation of enhanced DBS.</p> <p>3. All hazardous substances, e.g. cleaning products, are locked away and registered as part of the schools' health &amp; safety procedures and monitoring.</p>	Low		
11.	National Terrorism Risk Level	<p>a) The organisation does not have access to terrorism &amp; extremism risk information in each in order to understand the level of risk from either nationally or locally &amp; is therefore unable to carry out an effective risk action or put in place mitigating actions.</p> <p>b) The organisation does not how to respond effectively to changing risk level (either in response to national or local events) to ensure that the risk assessment/action plan remains effective.</p>	<p>4 x 5=20</p> <p>HIGH</p>	<p>1) The Headteachers and CEO have been briefed by the Community Safety Team quarterly on the way in which the risk from terrorism is assessed &amp; the current risk level via the DfE Regional Prevent Coordinator &amp; also through local Police Prevent team.</p> <p>2) The Police CTLP or other suitable in-person briefing or document is shared with the organisation/summarised &amp; shared.</p> <p>3) The organisation has a process/policy in place that ensures that the Prevent risk assessment/action plan is reviewed at suitable intervals, a process which is facilitated by briefing &amp; support from the DfE Regional Prevent Coordinator.</p>	Low		