



National Risks – risk of radicalisation generally							
Crimes and Locations are not currently identified as areas of particularly high extremist activity. However regional resilience and community cohesion are important.	Risk 2	Risk 3	Risk 4				

Local Risks – risk of radicalisation in your area and institution							
Crimes and Locations are not currently identified as areas of particularly high extremist activity. However regional resilience and community cohesion are important.	Risk 2	Risk 3	Risk 4				

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 are your mitigation just in place to ensure sufficient understanding and buy in from staff?		What does your mitigation need to further action to address the identified risk?			<p>Prevent e-learning</p> <p>Home Office offer a free e-learning package on Prevent covering:</p> <ul style="list-style-type: none"> Prevent awareness Prevent referrals Understanding Channel <p>Users that complete this training will receive a certificate.</p> <p>http://www.support-people-vulnerable-to-radicalisation.amazonaws/</p>
	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 embedded in a sufficiently senior level.	The Headteacher and Chair of Governors have completed Prevent Training Dates					
	Leaders do not have understanding and ultimate ownership of their overall safeguarding processes, nor ensuring that all staff have sufficient understanding and that staff implement the duty effectively.	The Lead Governor for Safeguarding/Prevent has appropriate seniority in the Chair of Governors. The Prevent Lead is the Headteacher, again with appropriate seniority.						
	Leaders do not communicate and promote the importance of the duty.	Leaders take full ownership of the duty – completing risk assessments and safeguarding policies. These are routinely shared with staff. Safeguarding is an agenda on every SLT meeting, LGB meeting and weekly staff briefing.						
	Leaders do not drive an effective safeguarding culture across the institution.	Prevent Lead has a clear understanding (and experience) of reporting and referral mechanisms. Promotion of a safeguarding culture through regular training (Annual refresher, weekly briefing) with senior staff widely involved. Clear induction for new members of staff, trainee teachers and volunteers. Leaders completed the annual safeguarding self-assessment . Adults do safeguarding self-assessment .						
	Leaders do not provide a safe environment in which children can learn.	Safeguarding policies are reviewed and shared with all staff and governors annually in a response. All staff are required to sign in acknowledgement receipt and reading (every 5 years).						
Working in Partnership	The setting is not fully apprised 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.	St Anne's has strong partnerships with: <ul style="list-style-type: none"> Local Safeguarding Children's Partnership & LADO Regularly attends DfE & headteacher forums In receipt of (and reads) fortnightly Safeguarding LA newsletters 					<p>Prevent duty guidance</p> <p>Outline the requirements of the duty, including working in partnership with others.</p> <p>http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/438184/understand-and-embed-a-risk-based-approach-to-the-prevent-duty.pdf</p> <p>Understanding Channel</p> <p>An overview of channel support and the Prevent Multi-Agency Panels (PMAP)</p> <p>http://www.prevent.gov.uk/prevent-publications/understand-and-embed-a-risk-based-approach-to-the-prevent-duty</p> <p>Sign up for Educators' Register Home newsletter</p> <p>Learn how, sign and resources to help teachers, school leaders and safeguarding leads protect students from radicalisation.</p> <p>http://register.educatorsregister.gov.uk/sign-up</p>
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.	Prevent 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. We communicate information to staff e.g. via weekly briefing discussions and emails		Headteacher to check meeting log for Radicalisation training (for all staff)			<p>Prevent e-learning</p> <p>Home Office offer a free e-learning package on Prevent covering:</p> <ul style="list-style-type: none"> Prevent awareness Prevent referrals Understanding Channel <p>Users that complete this training will receive a certificate.</p> <p>http://www.support-people-vulnerable-to-radicalisation.amazonaws/</p>
		Prevent 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.	All staff attend safeguarding training and are familiar with key school safeguarding and security policies					<p>Prevent resources, guidance and support</p> <p>The department's Educators' Register Home newsletter provides a range of training and guidance resources.</p> <p>www.educatorsregister.gov.uk</p>
		Staff do not access Prevent training or refresher training.	We ensure all staff attend Prevent training with a focus on Notice, Check, Share. We maintain records of all staff training (CPD). Refresher training takes place regularly.					
Information Sharing	Staff do not share information with relevant partners in a timely manner.	Staff do not feel confident sharing information with partners regarding radicalisation concerns.	We have a culture of safeguarding that supports arrangements to: <ul style="list-style-type: none"> identify children who may need early help or who are at risk of neglect, abuse, grooming or exploitation 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 					<p>Resources for support information sharing</p> <p>The department has published guidance on making a Prevent referral.</p> <p>http://www.prevent.gov.uk/prevent-publications/making-a-prevent-referral</p>
		Staff are not aware of the Prevent referral process.	The Headteacher is aware of the process for making a Prevent referral. Staff are aware of the process of using CPDPS to log (Safeguarding Category of Safeguarding - Radicalisation)		Staff should be made more aware of the processes of making a Prevent referral. Staff being to complete to assess awareness and understanding			
Reducing Permissive Environments								
Building children's resilience to radicalisation	Children and young people are exposed to unrealistic or harmful 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.	We have a culture of concern for all staff (meeting and non-meeting staff). Pupils are regularly made aware of the role of DfEs and other support staff.		CPD: Leaders to ensure curriculum (in opportunities to discuss controversial issues and for students to develop critical thinking and digital literacy skills			<p>Resources for having difficult classroom conversations</p> <p>Educators' Register Home 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, terrorism, religious services and human rights.</p> <p>www.educatorsregister.gov.uk</p> <p>www.educatorsregister.gov.uk/category/teacher/classroom-resources</p> <p>www.educatorsregister.gov.uk/category/teacher/classroom-resources/1684-lets-discuss</p>
		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.	We carry out our safer recruitment checks on all staff. We ensure that discussions of controversial issues are carried out in a safe space. We embed fundamental British values (and our school values) into the curriculum, while also ensuring specific discussions can take place in a safe environment.					

Category	Risk	Hazard	Risk management	Rig	Further action needed	Last offer	Date to complete	Support enable
IT policies	Ineffective IT policies increase the likelihood of students and staff being drawn into extremist material and extremist activities. Inappropriate internet use by students is not identified or followed up.	Students can access terrorist and extremist material when accessing the internet at the institution.	We have appropriate internet filtering in place (Secomfy). The Headteacher receives weekly reports from Secomfy. We equip children and young people with the skills to stay safe online, both in school and outside (through regular teaching, assemblies and parent communications). We are proactive as well as reactive to any issues of concern.					Web filtering and online safety The Department for Education have issued comprehensive guidance on how schools and colleges should be using filtering and monitoring products, including specific measures to comply with the Prevent duty. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/640446/Filtering-and-monitoring-products-in-schools-and-colleges.pdf Further guidance is available at https://education.org.uk/guidance-and-resources/teacher-and-school-craft/appropriate-filtering-and-monitoring-appropriate-monitoring
		Students may distribute extremist material using the institution IT system.	Filtering systems flag any safeguarding or Prevent related concerns using Security Reports (sent to email to Headteacher)					You can test whether your internet service provider removes terrorist content at http://testfiltering.com/ 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.
		Clearer linkages between IT policy and the Prevent duty to consider the implications 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). They are supported in this by DSLs and Computing Lead/PSHE Lead					Teach about online extremism The 'Going Too Far?' resource from Educate Against Hate and the London Grid for Learning to help teach students about staying safe online. https://www.educateagainsthate.com/resources/going-too-far/
Visitors	External speakers or visitors being given a platform to radicalise children and young people or spread hateful or abusive messages.	Students do not provide a safe space for children to learn.	A process is in place (Visitor policy) to manage site visitors, including subcontractors.					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. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/640446/political-impartiality-in-schools-political-impartiality-in-schools.pdf
		Settings do not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.	We have a robust Visitor Policy and carry out due diligence checks on visitors, speakers, the organisations they represent and the materials they promote or share.					
		The setting does not conduct any due diligence checks on visitors or the materials they may use.	The pre-arranged use of the institution's spaces is effectively managed by the Headteacher & due diligence checks are carried out on those using/booking and organisations that they represent. Active Learning Policy in place with safeguarding provisions.					