

# Highgate Primary Academy Prevent Duty - Risk Assessment

**2023- 2024**

## **RISK ASSESSMENT FORM**

*Prevent Duty- Risk Assessment (Written with reference to The Prevent Duty Guidance; duty in the Counter Terrorism and Security Act 2015 to have due regard to the need to prevent people being drawn into terrorism.)*

Introduction Everyone who comes into contact with children and their families has a role to play in safeguarding children.

Schools have a duty of care to their pupils and staff which includes safeguarding them from risk of being drawn into terrorism.

This includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit.

Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of the terrorist ideology and learn how to challenge these ideas.

School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating.

Schools and colleges and their staff form part of the wider safeguarding system for children.

This system is described in statutory guidance Working Together to Safeguard Children (July 2018) and Keeping Children Safe in Education (September 2023).

Schools and colleges should work with Social Care, the Police, Health Services and other services to promote the welfare of children and protect them from harm. Radicalisation is listed as a specific safeguarding issue within this statutory guidance and is addressed within the Government Prevent Strategy.

The Counter-Terrorism and Security Act 2015 places a duty on Schools to have “due regard to the need to prevent people from being drawn into terrorism”

The Prevent Strategy has three main objectives:

- Respond to the ideological challenge of terrorism and the threat we face from those who promote it.
- Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support.
- Work with sectors and institutions where there are risks of radicalisation which we need to address Prevent Risk Assessment

Highgate Primary Academy recognises that it has a duty under Section 26 of the Counter-Terrorism and Security Act, 2015, in the exercise of its functions, to have due regard to the need to prevent people from being drawn into terrorism.

IDENTIFY THE HAZARD	WHO MIGHT BE HARMED AND HOW	RISK-LEVEL <ul style="list-style-type: none"> <li>• low risk</li> <li>• at risk</li> <li>• medium risk</li> <li>• high risk</li> </ul>	LIST EXISTING PRECAUTIONS	IDENTIFY ADDITIONAL PRECAUTIONS NEEDED
Children being drawn into terrorism /radicalisation	<p>All children; specifically, those children who:</p> <ul style="list-style-type: none"> <li>• Find it difficult to make friends.</li> <li>• May have an SEN that means it is difficult to interact with other people.</li> <li>• May be vulnerable due to family circumstances.</li> <li>• See other indicators with risk categories below.</li> </ul>	<p>Low Risk</p> <p>Low Risk</p> <p>Low Risk</p> <p>Low Risk</p>	<ul style="list-style-type: none"> <li>• Inclusion Register set up; vulnerable pupils lists kept. Individuals are kept under review - Inclusion Team.</li> <li>• Preventing radicalisation guidance is part of the safeguarding policy.</li> <li>• Safer Recruitment procedures followed.</li> <li>• Online searches undertaken.</li> <li>• All staff have completed online Prevent Training – National College /Government Website.</li> <li>• Module PREVENT training and Channel General Awareness training.</li> <li>• Acceptable ICT use policy for adults and pupils.</li> <li>• DSL and DDSL trained in safeguarding referrals.</li> <li>• Anti bullying policy, behaviour policy, safeguarding policy.</li> <li>• Zones of Regulation – develop pupil voice.</li> <li>• Safeguarding curriculum teaches children how to assess risk.</li> <li>• PSHE/JIGSAW Curriculum teaches children strategies on keeping themselves safe.</li> <li>• PSHE scheme of work which promotes open discussion and sharing of thoughts, feelings, and opinions.</li> <li>• National Online Safety Programme.</li> <li>• Schools Internet has appropriate filters and is regularly monitored by IT technician so as to ensure children are not exposed to inappropriate materials in this case access to extremist ideas.</li> <li>• AUP- policies for all staff, visitors and pupils.</li> <li>• Notifications received by Principal/DSL</li> <li>• RE curriculum based on Plan Bee which promotes deep understanding of different faiths so similarities as well as differences are recognised and understood.</li> <li>• Strong SMSC and school ethos which promotes fundamental British Values</li> <li>• Assemblies that are aimed at age and stage of development – phase and whole school.</li> <li>• Worry Boxes.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff to attend Safeguarding briefing sessions led by the DSL.</li> <li>• Undertake prevent training online annually as required.</li> <li>• Visitors to school are members of recognised organisations.</li> <li>• Visitors to school, particularly those leading assemblies or lessons in class, are supported by a member of Highgate Primary Academy staff.</li> <li>• DBS requested for all visitors to school who will be working with or have access to the children.</li> </ul> <p>Lead Devinder Riat</p>

		<ul style="list-style-type: none"> <li>• Circle time.</li> <li>• Contextual based information used by school leaders – many staff in school live in the school location and understand the challenges pupils face.</li> <li>• Lead will use the Risk Assessment Framework to support.</li> <li>• Educate Against Hate – Website Resources to be used if required/appropriate- Proactively.</li> </ul>	
<b>DUTY</b>	<b>WHAT THIS MEANS</b>	<b>ACTION – Application of Precautions</b>	
Assess the risk of children being drawn into terrorism:	Staff can demonstrate a general understanding of the risk of affecting young people	<ul style="list-style-type: none"> <li>- All staff have read “Keeping Children Safe in Education”, September 2023.</li> <li>- All staff have received annual Safeguarding Training</li> <li>- The Prevent Lead has informed staff of their duties as set out in “The Prevent Duty” (DfE, June 2015)</li> <li>- All staff have completed the online Prevent Training (Home Office)</li> <li>- Regular updates from DSL/Astrea.</li> </ul>	
	Staff can identify individual children who may be at risk of radicalisation and how to support them	<ul style="list-style-type: none"> <li>- The Prevent Lead has informed staff about signs and indicators of radicalisation.</li> <li>- Training undertaken.</li> <li>- Updates from Trust</li> </ul>	
	There is a clear procedure in place for protecting children at risk of radicalisation	<ul style="list-style-type: none"> <li>- All staff have read the Safeguarding Policy which includes a statement regarding the School’s “Prevent” duty</li> <li>- All staff understand how to record, and report concerns regarding risk of radicalisation – CPOMs</li> <li>- Bring concerns to Principal DDSL/DSL</li> </ul>	
	The school has identified a Prevent Lead D. S. Riat	<ul style="list-style-type: none"> <li>- All staff know who the Prevent Lead is and that this person acts as a source of advice and support.</li> <li>- The DSL will offer support also.</li> <li>- Additionally, BASI /Inclusion Teams Consider – Top level strategic concerns and On the ground individualised approaches.</li> </ul>	
Prohibit extremist speakers and events in the school	The school exercises “due diligence” in relation to requests from external speakers and organisations using school premises	<ul style="list-style-type: none"> <li>- Request an outline of what the speaker intends to cover</li> <li>- Research the person/organisation to establish whether they have demonstrated extreme views/actions</li> <li>- Deny permission for people/organisations to use school premises if they have links to extreme groups</li> </ul>	

Working in Partnership		
The school is using existing local partnership arrangements in exercising its Prevent duty	Staff record and report concerns in line with existing policies and procedures	- All staff record and report concerns to the Prevent Lead or DSL
	The Prevent Lead makes appropriate referrals to other agencies including the Multi-Agency Safeguarding Hub (MASH) and Chanel Panel	- Records of referrals are kept on Safeguard Software - Referrals are followed up appropriately
Staff Training		
Equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas	Assess the training needs of staff in the light of the school's assessment of the risk to pupils at the school of being drawn into terrorism	- The Designated Safeguarding Lead, Deputy Safeguarding Lead and Prevent Lead undertakes Prevent Awareness Training. - All staff have completed the online Prevent Training - Radicalisation Risk Indicators.
IT Policies		
Ensure that children are safe from terrorist and extremist material when accessing the internet in schools	The school has policies in place which make reference to the "Prevent" duty	- E-Safety - Online Safety - Acceptable User Policy.
	Children are taught about on-line safety with specific reference to the risk of radicalisation	- The curriculum reflects this duty

## Building children's resilience to radicalisation

Ensure that pupils have a "safe environment" in which to discuss "controversial issues"

Pupils develop "the knowledge, skills and understanding to prepare them to play a full and active part in society"

- Through PSHE/Citizenship, and other curriculum activities, pupils are able to explore political, religious and social issues. which to discuss "controversial issues" to prepare them to play a full and active part in society"
- 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 <https://www.gov.uk/government/news/guidanceon-promoting-british-values-in-schools-publish>

## Other documents

"Keeping Children Safe in Education: Information for all school and college staff" DfE, September 2023

"Working together to Safeguard Children" DfE 1 July 2022

The Prevent Duty: Departmental advice for schools and childcare providers", DfE, June 2015

**RISK ASSESSMENT FOR PREVENT DATE: September 2023 REVIEW DATE: July 2024 CARRIED OUT BY Devinder Riat**

## Radicalisation risk indicators

There is no single route to radicalisation. However, there are some behavioural traits that could indicate that a learner is susceptible to radicalisation into terrorism.

Radicalisation is not a linear process. Learners may express a combination of behaviours at different times. Designated safeguarding leads (DSLs) should consider an individual's behaviour in the context of wider influencing factors and vulnerabilities.

In most cases, you should speak with the learner and their parents or carers (if under 18). You should also consider contextual, vulnerability and protective factors to make a comprehensive assessment of risk and harm.

Keep a written record of all concerns, discussions and decisions made, and the reasons for those decisions.

Tell the police immediately if you think a learner:

- is about to put themselves or others in immediate danger.
- appears to be involved in planning to carry out a criminal offence.

## Risk assessment framework- Identifying radicalisation.

This guidance is designed to help you consider indicators of risk and decide what response is appropriate and proportionate. These indicators are a guide to help you make professional judgements. If in doubt, [make a Prevent referral](#).

The levels of risk are:

- low risk
- at risk
- medium risk
- high risk

A learner can move very quickly between the risk categories. You should deal with any escalation of risk immediately and record this in their file.

If you're unsure about the level of need, you should ask for advice from:

- your local children's social care team (find contact details at [report child abuse to a local council](#))
- your local authority Prevent team
- other Prevent partners

If you're in doubt, you should share your concerns as per the '[Notice, Check, Share](#)' procedure and [make a Prevent referral](#).

### Low risk

Low risk means there's no evidence to suggest the learner is susceptible to radicalisation into terrorism. Low risk behaviours, when seen alone, would not necessarily need to be explored further.

Low risk behaviours include:

- holding strong opinions or values (non-violent or non-extremist)
- criticising government policies
- adopting visible signs, for example wearing clothing (non-violent or non-extremist), to express identity or sense of belonging
- being active on social media
- taking a keen interest in national and international affairs
- demonstrating support and supporting causes, for example animal rights (non-violent)
- showing new interest in a political ideology or religion
- holding or expressing conservative values or practices, whether traditional, cultural or religious (unless they cause harm to a child or others, for example female genital mutilation)

### Low risk: what to do

Where there is low risk, you should think about:

- talking informally to the learner about the changes in their behaviour
- providing an opportunity to debate controversial issues in a safe space
- offering information about how to keep safe online

Educate Against Hate has [resources for schools to safeguard students](#) and Education and Training Foundation has [resources for FE providers](#).

The [Prevent duty guidance](#) says that schools and FE providers should be safe spaces in which learners can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and to learn how to challenge these ideas. Regular Prevent training will help staff understand what radicalisation means and why learners may be susceptible to becoming a terrorist or supporting terrorism.

For an example of managing a low risk concern, see [case study 4: responding to extremism concerns in the classroom](#).

### At risk

A learner at risk may be showing behaviours that could increase their risk and vulnerability to radicalisation.

If a learner is showing at risk behaviour, you should explore this further to see if you need to make a Prevent referral.

At risk behaviour includes:

- being drawn to conspiracy theories
- beginning to isolate themselves from family and friends
- viewing or engaging with inappropriate online content and having uncontrolled or unsupervised access to the internet
- expressing concerns about being victimised, for example feeling under attack

- discriminating against other individuals or groups of people
- a sudden change in behaviour
- showing interest in extremists or extreme groups
- expressing views that divide us, for example talking about 'us' and 'them'

#### **At risk: what to do**

If you think a learner is at risk, you should look at their behaviour and gather all the information you need to make a full assessment of risk and harm.

You should ask yourself:

- if you have enough information to make a comprehensive assessment
- what's happened in the past to trigger the incident
- if this is an isolated incident or a pattern of behaviour
- what else you know and if there any relevant vulnerability factors
- if there are any relevant contextual factors - for example, previous safeguarding concerns, behaviour, attendance, attainment, general wellbeing
- if there are any protective factors - for example, supportive personal relationships with peers and family, environmental factors such as school, college, provider or home life

You should:

- talk to the learner in a safe space - see [how to speak to a learner susceptible to radicalisation](#)
- talk to the parents or carers (if under 18) about your concerns - see 'informing the child, young person, parents or carers' in [making a referral to Prevent](#)
- make a holistic assessment of vulnerability, examining risk and protective factors as set out on page 15 of [working together to safeguard children](#)

If you need to make a Prevent referral, you can ask Prevent partners for advice and support.

When asking for advice, you do not need to identify the learner. Keep a written record of all concerns, discussions and decisions made, and the reasons for those decisions.

If you're in any doubt, [make a Prevent referral](#).

The best person to speak to a learner is any professional, parent or carer (if under 18) who has a good relationship with them.

If you think the risk is escalating, follow your Prevent referral procedures and read the guidance for medium or high-risk cases.

### **Medium risk**

Medium risk means a learner is at heightened risk of radicalisation. There may be several indicators of risk.

If the learner is at risk of harm, you should [make a Prevent referral](#) immediately.

Medium risk behaviour includes:

- legitimising the use of violence to defend ideology or cause
- accessing extremist or terrorist websites, forums and publications
- expressing dehumanising views
- expressing an interest to travel to a conflict zone
- being in contact with a group or individuals known to support a violent extremist ideology, either online or in real life

- expressing persistent intolerance towards groups of people perceived as 'other' - this may be based on protected characteristics such as gender, religion or ethnicity, but not exclusively
- demonstrating a fixation with weaponry or explosives (this may include posing in concerning photographs or videos with weaponry), without an otherwise reasonable explanation
- being obsessed with massacre, or extreme or mass violence, without targeting a particular group (for example, high school shootings)

### **Medium risk: what to do**

If you suspect a learner is at medium risk, you should assess their vulnerability and examine the risk and protective factors as set out in the statutory guidance on [working together to safeguard children](#).

You should ask yourself:

- if there's reasonable cause to suspect that the learner is suffering or likely to suffer significant harm
- what the risks are and what would happen if these needs are not met - what the impact will be on the learner - what you're worried about
- what else you know and if there are any relevant vulnerability factors
- if there are any relevant contextual factors - for example, previous safeguarding concerns, behaviour, attendance and attainment records and general wellbeing
- if there are any protective factors - for example, supportive personal relationships with peers and family, environmental factors such as school, college, provider or home life

If the learner is suffering from or is at risk of harm including vulnerability to radicalisation, you should act immediately and follow your internal safeguarding policy, including the designated safeguarding lead considering making a [referral to Prevent](#). Your Prevent partners may give you advice or forward the referral on to Channel as appropriate.

Channel is a multi-agency partnership that supports people identified as at risk of being drawn into terrorism. Channel focuses on early intervention to provide support at an early stage. To find out more, read 'Channel support' in [making a referral to Prevent](#).

You should also carry out an assessment to identify whether any needs should be met by more than one agency, for example child and adolescent mental health services. If you're not sure if you should do this, your local authority may suggest this when you make the Prevent referral.

When you share information about a child or young person who is under 18, you should try to get parental consent but only if it is safe to do so. Do not put the child or young person in more danger. For more guidance, read 'informing the child, young person, parents or carers' in [making a referral to Prevent](#).

To find out more, read the [case studies](#), which involve different ideologies, issues, age ranges and examples of interventions.

### **High risk**

High risk means a learner is at significant risk. There's evidence that they're currently exposed to terrorist or extremist activity and there's a significant risk to their safety.

If they're showing high risk, criminal behaviour, tell the police immediately.

High risk, criminal behaviour includes:

- verbally or physically attacking someone due to their race, religion, sexuality and so on
- committing violent acts guided by a violent extremist ideology or group



- taking part in any proscribed violent extremist group (financing, sharing material online, recruiting others and so on)
- having a 'kill list' or detailed plan to carry out mass violence
- producing or sharing terrorist material offline or online
- recruiting others to a proscribed terrorist group or organisation

### **High risk: what to do**

You should ask yourself if the learner:

- needs support from more than one agency
- is about to put themselves or others in danger
- is at risk due to actions of their parents or carers, or wider family members
- has made violent threats to your setting

Tell the police immediately if you suspect a learner:

- is about to put themselves or others in danger by travelling to join a proscribed organisation, or
- appears to be involved in planning to carry out a criminal offence

If you suspect a learner is likely to commit an attack on your setting, contact the police and local authority for immediate support.

To find out how to keep your setting safe, read the [school and college security](#) guidance.

### **Interest in targeted violence**

If a learner supports the use of violence but is not particularly interested in an extremist ideology, or is interested in lots of ideologies, you should:

- follow your usual safeguarding arrangements
- ask your local authority or Prevent team for support or advice

If you need to, [make a Prevent referral](#).

This includes if the learner is interested in:

- multiple ideologies, such as white supremacy and involuntary celibates (incels)
- targeted violence - wanting to kill members of staff or other learners

### **How to speak to a learner susceptible to radicalisation**

If you've received concerns about a child, young person or adult learner's behaviour, in most cases you should speak to them as soon as possible.

### **Create a safe space**

The Prevent duty states that having a safe space to discuss controversial topics is crucial to give learners a chance to share their views and understand the views of others.

Speaking about these issues can help build resilience to challenge extremist narratives. It may also prompt them to raise concerns that staff may not otherwise be aware of.

The [Educate Against Hate](#) and [ACT Early](#) websites have resources to support you with this.

### **Focus on the learner**

When recording the conversation, make sure you use the learner's own words and describe any actions clearly.

If you're speaking to the learner alone, reassure them that you want to clarify something they said or did.

### **Be responsive and inclusive**

Ask open and specific questions. Do not add details to your report, but ask the learner to clarify if you need to. For example, you could say: 'Can you explain what you mean by that as I did not understand?'

Do not make assumptions about the learner's behaviour based on any aspects of their background or identity.

### **Be proactive**

Do not promise confidentiality. Be clear with the learner about your next steps or actions.

If you see, hear or are worried about anything, think about making a Prevent referral.

### **Build a rapport**

Build on your knowledge of the learner by asking about some neutral topics.

### **Get them talking**

Use TED:

- T - tell
- E - explain
- D - describe

For example: 'Tell me what happened in maths today.'

### **Avoid direct confrontation of opinions or attitudes**

Do not say: 'You're wrong.' The learner could become defensive, agitated or withdrawn. Instead, you could ask: 'What made you feel like this?'

### **Redirect them**

If you're finding it hard to discuss the learner's behaviour because they feel angry or emotional, try to redirect them. You could say: 'Tell me something funny that happened last week.'

### **Start by raising concerns about their behaviour, not their beliefs**

Do not say: 'You've been expressing some concerning beliefs and ideas.' Do say: 'I'm concerned because I've noticed you've become [angry or disengaged]. What's going on?'

### **Make observational comments about their emotional or behavioural state**

For example, you could say: 'You look exhausted or agitated or angry. What are you doing to relax?' This may lead to: 'Where do you go? Who do you see?'

### **Do not ask leading questions**

Do not ask questions like: 'Did you hear this at home?' Instead, start your questions with who, what, when, where, how. For example: 'How do you feel about...?', 'What do you understand by...?', 'Where did you hear...?', 'What would you do if...?'

### **Ask questions**

Get them to explain. Ask them: 'What made you think about these things?' or 'Can you give an example of that?', 'Can you explain that further?', 'Is there another point of view on that issue?'

The learner might not be able to see other points of view and have a fixed view of the world.

### **Get them to think about what they're saying**

You could ask: 'I still don't understand. Explain it differently for me', 'What is fact and opinion in this statement?', 'How do you know that....?'  
What are you basing your judgement on?'

### **Ask them to clarify**

If you're not sure what the learner has said, ask them to clarify and check their understanding of certain words. You could ask: 'What does X mean?'

### **Find ways to understand the concerns**

Handling difficult or controversial discussions can be challenging.

You could say: 'I don't know much about this. Shall we research it together?' or 'Shall we find someone who does know more about this? I would like to learn more.'

Or could say: 'I need to speak to someone to see if we can find anyone who knows a lot about this. They could talk to you and help you understand more about X.'

### **Communication difficulties**

Special provision should be put in place to support conversations with learners who:

- have communication difficulties
- are too young
- are unable to communicate
- cannot or will not explain

You should refer to the learner's behaviour plan and the information available from any assessments. This may include visual cues to help facilitate discussion, such as picture exchange communication cards.

As a DSL, you should seek support from the special educational needs co-ordinator.

Mencap has published further information on [communicating with people with learning difficulties](#).

The National Autistic Society has also published [tips to communicate more effectively with an autistic person](#).