Department for Education

BEIS YAAKOV JEWISH HIGH SCHOOL ACADEMY

Prevent risk assessment for schools

Person completing: B Myers Prevent Lead		Date Implemented: 06/08/2024	Date reviewed: 06/08/2025	Date for review: 06/08/2026

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			
Antisemitism as a result of the Israel/Gaza war - impacts our students and might make them islamaphobic	Malicious complaints to Ofsted against members of staff concerning fake twitter accounts condeming the Palestinians	Right wing extremism			

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		
Right wing riots are a threat to our pupils	Anti-semitic extremism				

Leadership and Partnership

Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Date for completion	Support availale
	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. https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/
	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 for staff (including SLT) and governors. Prevent updates in Insets School leaders stay up to date with local developments and risks - SSCP virtual training to keep up to date with Salford's local issues regarding radicalisation	🟩				
Leadership		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 - BMY specific Designated Lead for Prevent Safeguarding culture for staff to implement the duty effectively	🟩				

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Leadership		Leaders do not communicate and promote the importance of the duty.	Sufficient leadership ownership – risk assessments, safeguarding policies all being signed off by SLT Inset Jan 2024 on Prevent and updates from Prevent Duty Guidance					
		Leaders do not drive an effective safeguarding culture across the institution.	Leadership have clear understanding of reporting and referral mechanisms. Anchored Schools reviews and action plan to enhance safeguarding Safeguarding Action Plan Promotion of a safeguarding culture through regular training, discussions with senior staff visibly involved. Clear induction for new members of staff and trainee teachers					
		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.					
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 • Police Prevent Team • Channel panel • Child and family In receipt of newsletters e.g. Educate Against Hate Full Safeguarding training from Salford to gain a greater understanding of local risks					**Prevent duty guidance** Outlines the requirements of the duty, including working in partnership with others. https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales#c-a-risk-based-approach-to-the-prevent-duty **Understanding channel** An overview of channel support and the Prevent Multi-Agency Panels (PMAP). https://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance **Sign-up for Educate Against Hate newsletter** Latest news, blogs and resources to help teachers, school leaders and designated safeguarding leads protect students from radicalisation https://signup.es-mail.co.uk/Signup/da659377ec9fa9e8d40363308d4a84ac
Understanding Risk								
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	All staff have read our child protection policy and read at least part 1 of Keeping Children Safe in Education. All staff have Prevent training through the Key and Salford Safeguarding Training (every 18 months) - this includes local risks Staff members are aware that they can go to the DSL and deputies for advice, support, and to escalate concerns. The school communicatse information to staff e.g. via staff updates, notices, emails Governors attend Prevent training through our Salford					**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. https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/ **Prevent resources, guidance and support** The department's Educate Against Hate website provides a range of training and guidance materials. www.educateagainsthate.com
		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.	All staff attend safeguarding training and are familiar with key school safeguarding and statutory policies All governors have read our child protection policy and Keeping Children Safe in Education and been on Salford training. We have a dedicated Safeguarding governor that oversees our compliance with the Prevent duty. The staff recruitment process reflects the school's values and promotes good safeguarding practice. • School values and commitment to safeguarding are included in job advertisements • Safer recruitment procedures are followed with a trained safer recruitment staff member at each interview Refresher training with Salford - Training is quality assured					

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		Staff do not access Prevent training or refresher training.	Inset Jan 24 - Ensures all staff attend Prevent training with a focus on Notice, Check, Share					
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.	The school has a culture of safeguarding that supports effective arrangements to: • 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 We work and communicate with local safeguarding partners (The Bridge) and other relevant agencies regarding concerns about extremism. The DSL is aware of the process to contact other agencies and expedite concerns about extremism. Records of referrals are kept using CPOMs, and referrals are followed up appropriately.					**Resources to support information sharing** The deparment has published guidance on making a Prevent referral. https://www.gov.uk/guidance/making-a-referral-to-prevent
		Staff are not aware of the Prevent referral process.	The school has clear processes for raising radicalisation concerns and making a Prevent referral. Insets and training on Prevent for all staff					
Reducing Permissive Environments								
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 school has codes of conduct for all staff (teaching and non-teaching staff) Our behaviour policy clearly sets out that hateful behaviour is not tolerated. Staff know how to respond to witnessing harassment and abusive behaviour. Pupils are encouraged to challenge harassment or abusive behaviour among their peers.					**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 Isalmist extremism. www.educateagainsthate.com www.educateagainsthate.com/category/teachers/classroom-resources www.educateagainsthate.com/category/teachers/classroom-resources/?filter=lets-discuss
		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.	The school carries out safer recruitment checks on all staff. Senior leaders are trained in safer recruitment. The school values clearly set out our commitment to British values. For example: • Values are displayed on display boards around the school • Values include a commitment to tolerance, diversity and mutual respect Opportunities to promote British values are clearly identified within all curriculum areas. Use of PSHE or RE lessons for sensitive and supportive discussions on radical issues and extreme ideologies. Pupils participate in democracy through school council elections Assemblies promoting diversity, human rights, and respect –					

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			Armistice Day assembly, Anti-Bullying assembly Teaching is monitored by senior leaders through observations, book checks and is quality assured	🟩				
		The setting does not ensure controversial issues can be discussed in a safe place.	The school ensures that discussions of controversial issues are carried out in a safe space. There are opportunities within the curriculum to discuss controversial issues and for students to develop critical thinking and digital literacy skills. The school embeds fundamental British values into the curriculum, while also ensuring specific discussions can take place in a safe environment.	🟧	More development of curriculum to ensure British values are embedded	BMY	Dec-25	
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 followed up.	Students can access terrorist and extremist material when accessing the internet at the institution.	School ensures appropriate internet filtering is in place. Our online safety policy makes reference to the risks of online extremist material. Pupils are encouraged to report any material they come across online which makes them worried or uncomfortable. IT safety and monitoring systems • The school IT network has appropriate filters to block sites deemed inappropriate or unsafe • School email accounts are monitored by the IT	🟩				**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. https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges Further guidance is available at https://saferinternet.org.uk/guide-and-resource/teachers-and-school-staff/appropriate-filtering-and-monitoring/appropriate-monitoring 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. **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/
		Students may distribute extremist material using the institution IT system.	High levels of filtering (only white listed sites available to pupils) and monitroing which prevents any safeguarding or Prevent- related concerns. Risk assessment on monitoring and filtering Invested in Senso Safeguarding software to analyse searches that pupils undertake on the computer	🟩	I			
		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). The Online Safety curriculum includes teaching pupils how to stay safe online. The school equips children and young people with the skills to stay safe online, both in school and outside. Parents are provided with support on how to help their children access the internet safely and spot the signs of online radicalisation.	🟩				
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.	🟩				**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/publications/political-impartiality-in-schools/political-impartiality-in-schools#the-law
		Settings do not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.	The school carries out due diligence checks on visitors, speakers, the organisations they represent and the materials they promote or share. • All visitors to the school must be signed in at reception and wear ID badges • Visitors are to be accompanied around the school site by a member of staff at all times • Robust risk assessment which carries out due diligence checks on visitors, speakers, the organisations they represent	🟩				

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		The setting does not conduct any due diligence checks on visitors or the materials they may use.	• The materials that visiting speakers deliver are discussed and approved prior to their visit • Visitors are never left alone with pupils The private/commercial use of the school's spaces is effectively managed & due diligence checks are carried out on those using/booking and organisations that they represent. • All hiring and lettings agreements should state that the school site will not be hired to groups who support					