

## **Prevent Duty Risk Assessment**

### **Introduction**

All educational establishments are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard to the need to prevent people supporting terrorism or becoming terrorists”. This duty is known as the Prevent duty.

Staff in the education sector are particularly important as they are able to identify concerns early and provide help for students, staff and parents to prevent concerns from escalating. Educational establishments and their staff form part of the wider safeguarding system for students. This system is described in statutory guidance Working Together to Safeguard Children and Keeping Children Safe in Education. Educational establishments should work with Children’s Services, the Police, Health Services, and other services to promote the welfare of students 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 Prevent Strategy has three main objectives:

1. Tackle the causes of radicalisation and respond to the ideological challenges of terrorism.
2. Safeguard and support those most at risk of radicalisation through early intervention, identifying them and offering support.
3. Enable those who have already engaged in terrorism to disengage and rehabilitate.

The Prevent duty should be seen as part of the education sector’s wider safeguarding obligations. Designated Safeguarding Leads and other senior leaders in educational establishments should familiarise themselves with the revised Prevent duty guidance especially paragraphs 141-210, which are specifically concerned with education.

The key themes for the education sector within the Prevent duty guidance include:

- Leadership and partnership
- Capabilities
- Reducing permissive environments
- Monitoring and assurance

<b>Name of establishment:</b>	Avanti Brook Primary	<b>Prevent Lead:</b>	Claire Maher	<b>Date of risk assessment</b>	4 <sup>th</sup> January 2025
<b>Name of establishment:</b>	Avanti Meadows Primary	<b>Prevent Lead:</b>	Claire Maher	<b>Date of risk assessment</b>	4 <sup>th</sup> January 2025
<b>Name of establishment:</b>	Avanti Grange Secondary	<b>Prevent Lead:</b>	Ben Martin	<b>Date of risk assessment</b>	4 <sup>th</sup> January 2025

**What national risks are you aware of that could impact to your area, setting, students or families?**

**Risk 1:** Online Radicalisation - Extremist groups use social media, encrypted messaging apps, and gaming platforms to spread propaganda and recruit young people. Students may be exposed to radical ideologies online, particularly those who spend significant time on the internet without supervision. Extremist recruiters use gaming chat rooms, Discord servers, and YouTube comment sections to target and groom young people.

**Risk 2:** Right-Wing Extremism - Far-right groups target young people through online forums, protests, and local networks, promoting divisive ideologies. Students may be exposed to hate speech, conspiracy theories, or anti-immigrant sentiments, leading to intolerance or radicalisation.

**Risk 3:** Islamist Extremism - Islamist terrorist organisations (such as ISIS and Al-Qaeda affiliates) use propaganda to radicalise individuals and incite attacks. Students from all backgrounds could be influenced online or through social networks, leading to isolation, secrecy, or ideological shifts.

**Risk 4:** Exposure to Hate Crimes and Polarising Narratives - Events such as terrorist attacks, political unrest, or international conflicts (e.g., Israel-Palestine, Ukraine) can heighten tensions and polarise young people. Students may be drawn into extreme views due to personal identity, peer pressure, or exposure to misinformation.

**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:** Islamist Extremist/Terrorism continues to pose the main threat to the region. The Israel-Hamas conflict has reinvigorated Islamist Extremist/Terrorist rhetoric which ultimately led to the proscription of Hizb ut-Tahrir

**Risk 2:** Intelligence suggests that a significant proportion of Extreme Right-Wing (Terrorism) activity continues to take place online. In addition to sharing extremist rhetoric, individuals can purchase ERW paraphernalia and apparel from online stores which can be indicative of an extremist mindset.

**Risk 3:** Intelligence linking Left, Anarchist and Single Issue (Terrorism) views to the intent to commit violence in the region is very low, especially when compared to other ideologies. However, we remain aware of the potential for harm from all forms of extremism.

**Risk 4:** The wide coverage of the Israel-Hamas conflict in mainstream media, along with the wide range of extreme views being shared from both ERW and Islamist Extremists online has created an environment for individuals with MUU views to proliferate. An increase in the number of subjects with MUU ideologies has been observed during the reporting period.

Leadership and Partnership					
Category	Risk <i>What is the risk here?</i>	Hazard <i>What are the hazards?</i>	Risk Management <i>What measures have been implemented to reduce this risk?</i>	RAG	Action
Leadership	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/briefing for staff (including SLT) and SSC.		None
		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.	Prevent lead is at appropriate seniority.		None
		Leaders do not communicate and promote the importance of the duty.	Promotion of a safeguarding culture through regular training and discussions, with senior staff visibly involved. Clear induction for new members of staff and trainee teachers.		None
		Leaders do not drive an effective safeguarding culture across the institution.	Sufficient leadership ownership – risk assessments and safeguarding policies in place.		None
		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.  Leadership team have clear understanding of reporting and referral mechanisms.		None
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.	Strong partnerships with: <ul style="list-style-type: none"> <li>Hertfordshire Safeguarding Children Partnership</li> <li>CPSLO / LADO</li> <li>Eastern Region Prevent Team</li> <li>Children and families</li> </ul>		None

Capabilities					
Category	Risk <i>What is the risk here?</i>	Hazard <i>What are the hazards?</i>	Risk Management <i>What measures have been implemented to reduce this risk?</i>	RAG	Action
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 SSC members, 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. It includes updates via Briefings, Safeguarding Insight and emails.		None
		Frontline staff including SSC members, 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.		None
		Staff do not access Prevent training or refresher training.	All staff attend Prevent training. Safeguarding team receive additional support from local partnerships and training on local processes.  Refresher training takes place regularly. Training is quality assured.		None
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.	School has a culture of safeguarding that supports effective arrangements to: <ul style="list-style-type: none"> <li>Identify children who may need early help or who are at risk of neglect, abuse, grooming or exploitation.</li> <li>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.</li> </ul>		None
		Staff are not aware of the Prevent referral process.	The school has clear processes for raising radicalisation concerns and making a Prevent referral.		None

Reducing Permissive Environments					
Category	Risk <i>What is the risk here?</i>	Hazard <i>What are the hazards?</i>	Risk Management <i>What measures have been implemented to reduce this risk?</i>	RAG	Action
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 provides opportunities within the curriculum to discuss controversial issues and for students to develop critical thinking and digital literacy skills.  The school teaches radicalisation, including its links with terrorism, within the PSHE curriculum.		None
		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 embeds fundamental British values into the curriculum, while also ensuring specific discussions can take place in a safe environment.		None
IT Policies	Ineffective IT policies increase 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.	The school has appropriate internet filtering is in place through Securely.		None
		Students may distribute extremist material using the institution IT system.	The school have clear reporting process in place should filtering systems flag any safeguarding or Prevent-related concerns.		None
		Unclear linkages between IT policy and the Prevent duty. No consideration of filtering as a means of restricting access to harmful content.	The DSL takes lead responsibility for safeguarding and child protection (including online safety).		None
		Students may be exposed to extremist content, radicalisation, or online grooming via social media, gaming, and messaging apps, making them vulnerable to manipulation and misinformation.	The school equip children and young people with the skills to stay safe online, both in school and outside. This is taught explicitly on the PSHE curriculum.		None

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 robust process is in place to manage site visitors, including sub-contractors.		None
		Settings do not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.	The school has a robust risk assessment and carries out due diligence checks on visitors, speakers, the organisations they represent and the materials they promote or share.		None
		The setting does not conduct any due diligence checks on visitors or the materials they may use.	<p>The private/commercial use of the school's spaces is effectively managed &amp; due diligence checks are carried out on those using/booking and organisations that they represent.</p> <p>The school seeks advice and support from partners where necessary to make an assessment of suitability.</p>		None