

Prevent risk assessment for schools						
Person completing: Mikala Oluolape		Date Implemented: September 2024		Date for review: Annually or as and when required		
Responding to Extremism						
Since the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.						
Rivermead Inclusive Trust Schools maintains links with Prevent partners. In particular the Prevent Education Officer Kent & Medway Sally Green, to keep apprised of the regional context within which Prevent-related risks to the school population need to be assessed. We continue to judge that the greatest threat to our students would arise from external actors seeking to influence lonely or isolated students.						
The learners at The Marlborough have a network of support arrangements, including a school system, which enables us to respond quickly and appropriately to concerns. The school enjoys healthy and constructive relationships with faith groups.						
The Marlborough values freedom of speech and the expression of beliefs or ideology as fundamental rights underpinning our society's values. Both students and staff have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege: it is subject to laws and policies governing equality, human rights, community safety and community cohesion.						
National Risk – risk of radicalisation generally						
Risk 1	Risk 2	Risk 3	Risk 4	Risk 5	Risk 6	
Socioeconomic Factors: Poverty, lack of education, and unemployment can create frustration and a sense of disenfranchisement, which extremist groups may exploit. Individuals who feel marginalised or have limited economic opportunities may be more vulnerable to radicalisation, especially if they see no viable pathway to improve their circumstances.	Political Grievances: People who feel politically disempowered, alienated from mainstream political processes, or disillusioned by government actions may turn to radical ideologies. This is particularly common when individuals or groups feel that their rights are being denied or that they are being oppressed or discriminated from society.	Identity and Belonging: Many individuals drawn to extremist groups are motivated by a desire for identity, meaning, and belonging. Radical organisations often provide a strong sense of community and purpose, which can be particularly attractive to people who feel isolated or disconnected from society.	Religious or Ideological Influence: radicalisation can also stem from exposure to extremist interpretations of religious or ideological teachings. Certain ideologies frame violence as a justified means to achieve a higher purpose, making them appealing to those seeking purpose or absolutes in a confusing or hostile world.	Online influences and Social Media: The internet and social media have made it easier for extremist groups to spread propaganda and recruit individuals globally. Algorithms can create echo chambers where individuals are continually exposed to extremist ideas, which may reinforce and accelerate the radicalisation process.	Psychological Factors: Personal crises, trauma, or mental health issues can make individuals more susceptible to extremist influence. For some, radical ideologies offer a coping mechanism, a sense of power, or a way to direct anger and frustration at	
Local Risk – risk of radicalisation in your area and provision						
Risk 1	Risk 2	Risk 3	Risk 4	Risk 5		
Diverse Demographics and Social Tensions: Medway and South East England have diverse populations, including various ethnic, religious, and socioeconomic groups. In some areas, issues like social inequality, housing shortages, and unemployment can fuel frustration and lead to heightened tensions between communities. Extremist groups may exploit these tensions, framing radical ideologies as a solution or a form of empowerment for marginalised groups. It is expected the Kent coastline will experience further small boat crossings of migrants and refugees in 2024 adding to community tension (including protest activity and anti immigrant narrative).	Youth Vulnerability: Young people, especially those who feel disillusioned or disconnected from their communities, are particularly vulnerable to radicalisation. Schools, colleges, and youth organisations in the area play a vital role in monitoring and addressing early signs of radicalisation. Factors such as a lack of job opportunities or limited access to higher education resources can make young people feel frustrated and susceptible to extremist ideologies that promise a sense of purpose or direction. Poor mental health and/or neurodiversity is a recurrent feature of Prevent referrals in Kent, with mental health and neurodiversity conditions	Influence of Social Media: The South East, like many regions, is exposed to the impact of online radicalisation through social media and other online channels. Extremist groups actively target individuals online, using sophisticated recruitment methods. These channels can reach individuals in Medway and the surrounding areas, exposing them to radical ideologies, conspiracy theories, or hate propaganda that can lead to extremist views. All learners in the Rivermead Provisions are diagnosed with SEND therefore this increased the vulnerability of our children and young people.	Religious and Political Extremism: While radicalisation can stem from various ideologies, local authorities and community organisations are particularly alert to the influence of extremist interpretations of religion and far-right political ideologies. Both of these can manifest in the region, particularly in economically deprived areas where individuals may feel alienated or harbour resentment toward other groups. Data has seen a rise in referrals for 2023 around ERWT referrals.	Impact of Global Events: Events such as global conflicts, acts of terrorism, or political controversies can heighten the risk of radicalisation within communities. News or misinformation about global events can provoke strong emotional responses and, for some, increase susceptibility to radical narratives.		
Leadership and Partnership						
Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer
Leadership	What is the risk here?	What are the hazards?	What has your provision put in place to ensure sufficient understanding and buy-in from Leadership?		What does your provision need to further action to address the identified risk(s)?	Date for completion
	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 governors. Prevent duty is built into our safeguarding arrangements. Staff and children are aware of their role in the prevent duty and have undertaken relevant training. Staff know how to recognise radicalisation and what to do if they have a concern. School works closely with Medway Safeguarding Team, the Police and the Prevent education officer to ensure learners and staff are fully informed.			
		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. Prevent Leads names added to the Updated Safeguarding Policy.			
		Leaders do not communicate and promote the importance of the duty.	Sufficient leadership ownership – risk assessments, safeguarding policies, etc. being signed off by SLT and Chair of Governor.			
		Leaders do not drive an effective safeguarding culture across the provision.	Leadership have clear understanding of reporting and referral mechanisms. We are confident that all SLT members are confident and have a clear understanding of reporting and referral mechanisms. Promotion of a safeguarding culture through regular training, discussions, etc with senior staff visibly involved. Clear induction for new			
		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. Leaders use self-evaluation to identify key priorities for continuous improvement			
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 safeguarding partners 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 This is evidenced through • Regular attendance at meetings, boards or forums with prevent as a standing item on the agenda • Being in receipt of newsletters e.g. Educate Against Hate and the Prevent Officer • Minutes from meetings where case discussion has been actioned with the local prevent lead on particular cases of concern.			
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.	Frontline 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. You should consider how to communicate information to staff e.g. via staff updates, notices, emails, 5 minute briefings. Trust Safeguarding Newsletters and bulletins are shared with staff to update and or refresh knowledge.			
		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.	Ensure all staff attend safeguarding training and are familiar with key school safeguarding and statutory policies.Meticulous records of staff and governor training are held by the PA to the Head of School using the SCR register which is checked termly and further QA undertaken by the Trust HR lead.The Chair of Governors/Safeguarding Governor checks the SCR is compliant 3x an academic year			
		Staff do not access Prevent training or refresher training.	Ensure all staff attend Prevent training with a focus on Notice, Check, Share. All staff complete National College Prevent – 2 yearly. Prevent is discussed at CPD and in Safeguarding briefings. Staff awareness is good.			
		Governors do not have up to date Prevent Training.	All governors attend Prevent training which is undertaken annually face 2 face and online every 2 years.			
		Senior leads are ill informed of the local picture creating an area of weakness for	Ensure SLT and DSL receive additional support from local partnerships and training on local processes for Prevent. Safeguarding briefing sessions are attended by the safeguarding team to ensure they are fully informed of the local picture led by the SST team with guest speakers (Prevent Lead Sally			
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 provision 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 Assemblies and form time activities further support raising awareness to Prevent and show clear links to teaching Fundamental British Values and Human Rights. PSHE provides a safe space for discussing differing opinions and beliefs in a respectful			
		Staff are not aware of the Prevent referral process.	The provision has clear processes for raising radicalisation concerns and making a Prevent referral. Any concerns should be recorded on My Concern and the DSL alerted. Where there are concerns around radicalisation, the team will contact the local prevent lead for support and initiate referrals where necessary.			
Reducing Permissive Environments						

Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Date for completion	Support available
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 provision has codes of conduct for all staff (teaching and non-teaching staff). The provision embeds fundamental British values into the curriculum, while also ensuring specific discussions can take place in a safe environment.					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 Islamist extremism. www.educateagainsthate.com www.educateagainsthate.com/category/teachers/classroom-resources www.educateagainsthate.com/category/teachers/classroom-resources/filters-discuss
		The setting does not teach a broad and balanced curriculum which promotes spiritual, moral, cultural and physical development of students and fundamental British values and community cohesion.	Teaching is monitored by senior leaders through observations, book checks and is quality assured by the Director of School Improvement. The provision provides opportunities within the curriculum to discuss controversial issues and for students to develop critical thinking and digital literacy skills. Where sessions around fundamental British values and prevent are undertaken, a member of the safeguarding team will be present to support such discussions.					
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 provision.	The school ensures appropriate internet filtering is in place. Use of SENSO monitoring is in place for all devices owned by the school. Alerts for any concerns are flagged to the senior leaders and IT team.					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://safelinternet.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 provision IT system.	The provision ensures that there is a clear reporting process in place should filtering systems flag any safeguarding or Prevent-related concerns.					
		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) ensuring there is a close partnership with the governor for filtering and monitoring.					
		Radicalisation and Extremist Content: Some online spaces expose young people to extremist views, potentially leading them to adopt harmful ideologies.	The curriculum including our PSHE curriculum, alongside our Autism-specific communication curricular, and our Assembly Schedule equips children and young people with the skills to stay safe online, both in school and outside.					
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. The office staff are responsible for signing in visitors on the inventory system. Gemma Knight and Beth Seabright is responsible for validating ID and OGS of all staff and external agencies.					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 setting 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. All external speakers are spoken to by DSL and supervised by a nominated member of staff.					
		The setting does not conduct any due diligence checks on visitors or the materials they may use.	Premises is not currently used by external agency however should this happen, the private/commercial use of the provision's spaces is effectively managed & due diligence checks are carried out on those using booking and organisations that they represent. The provision carries out safer recruitment checks on all staff. There is a clear and robust safer recruitment process and robust safeguarding policies in place.					
		Is there someone that has the responsibility for ensuring commissioned services are complying with the Prevent Duty?	The school seeks advice and support from partners where necessary to assess suitability. School works with external advisor Sally Green who is the local Prevent officer and receives regular updates about current issues / trends.					
	https://assets.publishing.service.gov.uk/media/55e5a5bd3f82457f11035fa2/14_258_HO_Prevent+Duty+Guidance_v5d_R04_Web_1_post.pdf							