

**Prevent risk assessment for further education**

Person completing: Gillian Dewsbury

Date Implemented: 31 December 2023

Date for review: 01 June 2024

**National Risks – risk of radicalisation generally**

Risk 1 - Extreme Right Wing Terrorism	Risk 2 - Extreme Islamist related Terrorism	Risk 3 - Self-Initiated Terrorism	Risk 4 - Incel
<ul style="list-style-type: none"> <li>- Point 1 - 'Britain for the British' rhetoric</li> <li>- Point 2 - Online Radicalisation</li> <li>- Point 3 - Inciting to riot (e.g. infiltrating peaceful marches to aggravate crowds to violence)</li> <li>- point 4 - Promotion of extreme right wing ideology</li> </ul>	<ul style="list-style-type: none"> <li>- Point 1 - Online friendships and radicalisation</li> <li>- Point 2 - Disassociating young people with their families and those who care about them; to increase influence and control.</li> <li>- Point 3 - Promotion of extreme islamist ideology</li> </ul>	<ul style="list-style-type: none"> <li>- Point 1 - Online, self-motivated, radicalisation (going down the rabbit hole)</li> </ul>	<ul style="list-style-type: none"> <li>- Point 1 - Online incel chat-rooms, can lead to encouragement and incitement to violence against women</li> <li>- Point 2 - Incel specific vocabulary</li> <li>- Point 3 - Misogynistic rhetoric and behaviours</li> <li>- Point 4 - Promotion of Misogynistic behaviours, attitudes and activities.</li> </ul>

**Local Risks – risk of radicalisation in your area and institution**

Risk 1 - Extreme Right Wing Terrorism	Risk 2 - Extreme Islamist related Terrorism	Risk 3	Risk 4
<ul style="list-style-type: none"> <li>- Point 1 - This is the biggest threat in the South West, but growing elsewhere too. It is therefore a risk for our Learners based in the London areas as well.</li> <li>- Point 2 - 'England for the English' rhetoric is on the increase and this makes learners and others, more susceptible to radicalisation via online friendship groups and camaraderie; which can be used to influence individuals; promote right wing ideology and symbols and encourage extreme right wing activities (violence etc.).</li> </ul>	<ul style="list-style-type: none"> <li>- Point 1 - Online friendships and radicalisation</li> <li>- Point 2 - Disassociating young people with their families and those who care about them; to increase influence and control.</li> <li>- Point 3 - Promotion of extreme islamist ideology</li> </ul> <p>Due to the demographic of the learners; this is seen as more of a risk for L&amp;F's learners based in the London area.</p> <p>There is still a risk for the South West based learners; this is largely related to online friendships and radicalisation</p>		

**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 is the hazard here?	What has your institution put in place to ensure sufficient understanding and buy-in from Leadership?	What is the risk here?	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. <a href="https://www.supports-people-vulnerable-to-radicalisation.service.gov.uk/">https://www.supports-people-vulnerable-to-radicalisation.service.gov.uk/</a> Work-based Learners and the Prevent Duty Guidance for further education (FE) providers in England on the Prevent duty in work-based learning environments <a href="https://www.gov.uk/government/publications/work-based-learners-and-the-prevent-statutory-duty">https://www.gov.uk/government/publications/work-based-learners-and-the-prevent-statutory-duty</a>	
	The setting's Director and Governance Board does not place sufficient priority to Prevent and risk assessment/action plans and therefore actions to mitigate risks and meet the requirements of the Duty may not be as effective as required.	Governance Board Members within the organisation do not fully understand the requirements of the Prevent Statutory Duty or the risks faced by the organisation. Though the Duty is managed and enabled at a sufficiently senior level, not all senior managers/Governance Board Leaders have sufficient understanding to promote Prevent.	Prevent training/briefing for staff (including SLT and Governance Board membership) takes place regularly (training refreshers take place annually and briefings at Governance Board Meetings take place at least quarterly).	Designated Safeguarding/Prevent Lead is a senior manager and therefore has appropriate seniority	Amber	Ensure Governance Board Agenda includes a standing agenda item re: Prevent Briefing/updates	Gillian Dewsbury	29-Feb-24	
	Lack of evidence that staff have read and understood the Safeguarding/Prevent policies	There is sufficient leadership ownership – risk assessments, safeguarding policies, etc. being signed off by SLT.	All staff, including leadership have a clear understanding of reporting and referral mechanisms.	There is sufficient leadership ownership – risk assessments, safeguarding policies, etc. being signed off by SLT.	Green	During Operational Manager Meetings and Governance Board meetings, ensure Safeguarding & Prevent updates are an included standing agenda item	Gillian Dewsbury	31-Jan-24	
	That Safeguarding and Prevent will not be sufficiently embedded as a culture	Lack of training/awareness in relation to Safeguarding for new members of staff etc.	Staff have begun to be asked to sign that they have read and understood the policies	Promotion of a safeguarding culture through regular training, discussions, etc with senior staff visibly involved.	Green	Continue to promote reporting and referral mechanisms to keep knowledge fresh.	Gillian Dewsbury	Ongoing end July 24	
	Learners occasionally seem disassociated from Prevent; what it means for them and how to Safeguard themselves	Learners not engaged on Prevent duty implementation.	Current Partners include: - DIE Regional Prevent Coordinator for South West - DIE Regional Prevent Coordinator for South East - Safeguarding and Prevent community contacts for Forums, via Education Training Foundation	Effective partnerships activity includes: - Regular attendance at meetings, boards or forums - In receipt of DIE Regional Prevent Coordinator updates	Amber	Extend Partnerships to include the following (as appropriate): - Local Safeguarding Children's Partnership - DSL / headteacher forums - LADO - Community Safety Partnerships - Police Prevent Team - Channel panel - Child and family	Gillian Dewsbury	31-Jul-24	Prevent duty guidance Outlines the requirements of the duty, including working in partnership with others. <a href="https://www.gov.uk/government/publications/prevent-duty-guidance/avoid-prevent-duty-guidance-for-england-and-wales/a-risk-based-approach-to-the-prevent-duty">https://www.gov.uk/government/publications/prevent-duty-guidance/avoid-prevent-duty-guidance-for-england-and-wales/a-risk-based-approach-to-the-prevent-duty</a> Understanding channel An overview of channel support and the Prevent Multi-Agency Panels (PMAP). <a href="https://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-gmap-guidance">https://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-gmap-guidance</a> 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
					Amber	Seek new opportunities to embed Prevent and Safeguarding knowledge with Learners (e.g. quizzes; articles in Newsletters etc)	Gillian Dewsbury	29-Feb-24	

**Capabilities**

Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Date for completion	Support available
Staff training	Though staff do recognise signs of abuse and vulnerabilities; not all vulnerabilities and therefore potential risks of harm are reported properly and promptly by staff.	Staff do not have an embedded knowledge of what measures are available to prevent people from being drawn into terrorism and are uncertain how to obtain support for people who may be exploited by radicalising influences.	All staff attend Prevent training with a focus on Notice, Check, Share on an at least Annual basis.  In addition Prevent is discussed and additional training is provided by the Designated Safeguarding Lead during Team meetings and events  Refresher training takes place on an at least annual basis	Green	Continue to embed Prevent and the understanding of the importance of reporting vulnerabilities as well as clear risks, via the Reporting process	Gillian Dewsbury	31-Jul-24	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. <a href="https://www.supports-people-vulnerable-to-radicalisation.service.gov.uk/">https://www.supports-people-vulnerable-to-radicalisation.service.gov.uk/</a> Prevent resources, guidance and support The department's Educate Against Hate website provides a range of training and guidance materials. <a href="http://www.educateagainsthate.com">www.educateagainsthate.com</a>
		Staff starting midway through the Academic year, or Freelance staff may be missed out of training schedule.	All new staff or freelance staff brought on board, carry out mandatory training (including Prevent and Safeguarding) as part of their onboarding process at whatever time of the year they come on board. All mandatory training is then refreshed for all staff at the beginning of the Academic year (first week on August).	Green				
			Records of all staff training is maintained and reviewed by the Senior Management Team	Training is evaluated and quality assured for effectiveness on a regular basis	Amber	To be assessed via the Internal Quality Assurance process	Denise White	31-Jul-24

<p><b>Information Sharing</b></p>	<p>Staff may not share information with relevant partners in a timely manner (no occasion has arisen yet where information sharing as required).</p>	<p>Staff do not feel confident sharing information with partners regarding radicalisation concerns.</p> <p>No safeguarding information sharing consideration or agreement (where appropriate) in place at the local level. Necessity, proportionality, consent, power to share and data protection not a consideration when sharing information with partners.</p>	<p>L&amp;F Training has a culture of safeguarding that supports effective arrangements to:</p> <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> <p>L&amp;F has clear processes for raising radicalisation concerns and making a Prevent referral.</p>	<p>Amber</p>	<p>Ensure that the Safeguarding Policy contains a segment in relation to information sharing consideration and/or agreements (set up a template ready to use when/if the need arises).</p>	<p>Gillian Dewsbury</p>	<p>31-Jan-24</p>	<p><b>Resources to support information sharing</b></p> <p>The department has published guidance on making a Prevent referral.</p> <p><a href="https://www.gov.uk/guidance/making-a-referral-to-prevent">https://www.gov.uk/guidance/making-a-referral-to-prevent</a></p>
<p><b>Reducing Permissive Environments</b></p>								
<p>Category</p>	<p>Risk</p>	<p>Hazard</p>	<p>Risk management</p>	<p>Rag</p>	<p>Further action needed</p>	<p>Lead officer</p>	<p>Due for</p>	<p>Support available</p>
<p><b>Building children's, young people and vulnerable adults' resilience to radicalisation</b></p>	<p>Learners could be exposed to intolerant or hateful narratives and lack understanding of the risks posed by terrorist organisations and extremist ideologies that underpin them.</p>	<p>Lack of opportunity and safe space for children, young people and vulnerable adults to discuss and build their understanding of sensitive topics and how to keep themselves safe.</p> <p>Lack of a broad and balanced curriculum which promotes spiritual, moral, cultural mental and physical development of learners and fundamental British values and community cohesion.</p> <p>British Values may not be effectively exemplified by staff and learners may therefore be unaware of both the values and how they and Prevent relate to their lives and course(s).</p> <p>Work based learners and apprentices may not be provided with the same amount of opportunities to engage with British Values and may not be considered when building Fundamental British Values into the curriculum.</p>	<p>L&amp;F Training provides a safe space in which children, young people and vulnerable adults 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.</p> <p>In addition, L&amp;F has codes of conduct for all staff (teaching and non-teaching staff)</p> <p>L&amp;F includes (embedded into the curriculum of each training programme): British Values, Safeguarding, Equality, Diversity and Inclusion as well as other topics promoting wellbeing of learners</p> <p>Teaching is monitored by senior leaders through observations, book checks and is quality assured (the Internal Quality Assurance process)</p> <p>L&amp;F Training provides opportunities within the curriculum (for both work-based learners, apprentices and those attending L&amp;F's classrooms) to discuss controversial issues and for pupils to develop critical thinking and digital literacy skills.</p> <p>Work based learners and apprentices have the same opportunities to engage as other learners</p>	<p>Green</p> <p>Green</p> <p>Green</p> <p>Green</p>				<p><b>Resources for having difficult classroom conversations</b></p> <p>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.</p> <p><a href="http://www.educateagainstshate.com">www.educateagainstshate.com</a></p> <p><a href="http://www.educateagainstshate.com/category/teachers/classroom-resources">www.educateagainstshate.com/category/teachers/classroom-resources</a></p> <p><a href="http://www.educateagainstshate.com/category/teachers/classroom-resources/lets-discuss">www.educateagainstshate.com/category/teachers/classroom-resources/lets-discuss</a></p>
<p><b>IT policies</b></p>	<p>Ineffective IT policies increases the likelihood of learners and staff being drawn into extremist material and narratives online.</p> <p>Inappropriate internet use by learners is not identified or followed up.</p>	<p>Learners may be able to access terrorist and extremist material when accessing the internet on L&amp;F Training premises.</p> <p>Learners may be able to distribute extremist material using the L&amp;F's IT system.</p> <p>There may be unclear linkages between IT policy and the Prevent duty.</p> <p>There may be no evidence that consideration has been given to ensure effective filtering is in place as a means of restricting access to harmful content.</p> <p>Learner may not have the relevant skills to stay safe online both on L&amp;F premises and outside.</p>	<p>In L&amp;F's London location internet filtering is in place and closely monitored by the IT team.</p> <p>In Somerset, the internet provider's remote filtering is in the process of being checked to ensure it is in place.</p> <p>The designated safeguarding lead (DSL) takes the lead responsibility for safeguarding and child protection (including online safety)</p> <p>L&amp;F Training includes Safety Online as part of the curriculum on all training programmes.</p>	<p>Green</p> <p>Red</p> <p>Red</p> <p>Amber</p> <p>Amber</p>	<p>Designated Safeguarding Lead is to check that the internet filtering settings and the reporting processes in place are appropriate and sufficient to meet the expectations and requirements of the updated Prevent guidance.</p> <p>Settings need to be checked to ensure that there is a clear reporting process in place should filtering systems flag any safeguarding or Prevent-related concerns.</p> <p>The DSL to check that there is a clear link between the IT Policy and the Prevent duty.</p> <p>The DSL to review Online Safety training delivered to Learners, to ensure it is fit for purpose</p> <p>DSL to arrange for Online safety training policy to include an element whereby students and staff use IT equipment to research terrorism / counterterrorism in course of their learning (thereby demonstrating how they can stay safe, when researching this subject).</p>	<p>Gillian Dewsbury</p> <p>Gillian Dewsbury</p> <p>Gillian Dewsbury</p> <p>Gillian Dewsbury</p>	<p>01-Mar-24</p> <p>01-Mar-24</p> <p>01-Mar-24</p> <p>29-Mar-24</p>	<p><b>Web filtering and online safety</b></p> <p>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.</p> <p><a href="https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges">https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges</a></p> <p>Further guidance is available at <a href="https://saferinternet.org.uk/guide-and-resource/teachers-and-school-staff/appropriate-filtering-and-monitoring/appropriate-monitoring">https://saferinternet.org.uk/guide-and-resource/teachers-and-school-staff/appropriate-filtering-and-monitoring/appropriate-monitoring</a></p> <p>You can test whether your internet service provider removes terrorist content at <a href="http://testfiltering.com/">http://testfiltering.com/</a></p> <p>The Joint Information Systems Committee (JISC) can provide specialist advice and support to help providers ensure students are safe online and appropriate safeguards are in place.</p> <p><b>Teach about online extremism</b></p> <p>The 'Going Too Far?' resource from Educate Against Hate and the London Grid for Learning to help teach students about staying safe online</p> <p><a href="https://www.educateagainstshate.com/resources/going-too-far/">https://www.educateagainstshate.com/resources/going-too-far/</a></p>
<p><b>External speakers and events</b></p>	<p>Ineffective external speaker and events policies/processes increases the chances of extremist infiltration through events and speaking opportunities.</p>	<p>Ineffective or disproportionate policies and procedures for external speakers and events.</p> <p>The external speakers and events policy does not exist, or does not encompass all staff, learners, and visitors.</p> <p>No consideration of freedom of speech implications. Freedom of speech stifled by a disproportionate process or the use of Prevent to shut down legitimate debate.</p> <p>Allowing any sort of discussion to take place under the banner of freedom of speech which could leave open the potential of the hosting of proscribed organisations, which would be against the law.</p> <p>No risk assessment process attached to events. Ineffective or no thought on appropriate mitigations to risk, or event cancellation in place of effective risk mitigation which impacts freedom of speech.</p>	<p>[Example] Clear, proportional external speakers and events process, which would include due diligence, sign off and appropriate mitigations put in place.</p> <p>London: Access to the building is monitored for both learners and visitors with a robust system in place for visitor management and events.</p> <p>Somerset: Access to the building is monitored for both learners and visitors by a receptionist.</p> <p>London: Access to the building is monitored for both learners and visitors with a robust system in place for visitor management and events. There are also chemicals stored on site and this provides a safe environment, conducive to learning.</p> <p>Somerset: There is a Salon on site, which means there are chemicals present. However these are kept locked away and there is a COSHH Risk Assessment in place which was updated in July/August 2023. No one has unsupervised access to these chemicals and full training has been provided on their use.</p> <p>London: There is a booking system in place for all the rooms; which is carefully monitored.</p> <p>Somerset: No rooms are available to rent on site.</p>	<p>Amber</p> <p>Amber</p> <p>Amber</p> <p>Amber</p> <p>Green</p> <p>Green</p> <p>Green</p>	<p>Formalise and publish an External Speaker and events policy; including a reference to freedom of speech and would include off-site events within the remit.</p> <p>The External Speaker and Events policy to include a proportional external speakers and events process, which would include due diligence, sign off and appropriate mitigations put in place</p> <p>L&amp;F to carry out appropriate Risk Assessments, on external events and speakers (including consideration of the advertisement and use of social media to promote the event); to ensure freedom of speech is not stifled but that proscribed organisations or people are not allowed the opportunity to spread inciteful rhetoric on L&amp;F premises.</p>	<p>Gillian Dewsbury</p> <p>Gillian Dewsbury</p> <p>Gillian Dewsbury</p> <p>Gillian Dewsbury</p>	<p>02-Feb-24</p> <p>02-Feb-24</p> <p>Ongoing (as events happen/ external speakers are invited)</p>	<p><b>Political Impartiality Guidance</b></p> <p>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.</p> <p><a href="https://www.gov.uk/government/publications/political-impartiality-in-schools/political-impartiality-in-schools#the-law">https://www.gov.uk/government/publications/political-impartiality-in-schools/political-impartiality-in-schools#the-law</a></p>
<p><b>Management of space</b></p>	<p>Access could be gained by an external party for the purpose of causing harm to learners and staff. Learners and staff could be exposed to extremist ideologies.</p> <p>Chemicals, dangerous substances and equipment on site, could be used in an act of harm.</p>	<p>Access to the institution by external parties may not be monitored, and due diligence not carried out.</p> <p>Access to the institution by learners may not be monitored.</p> <p>Dangerous substances may not be stored correctly, and learners have unsupervised access to dangerous substances including chemicals.</p>	<p>London: Access to the building is monitored for both learners and visitors with a robust system in place for visitor management and events.</p> <p>Somerset: Access to the building is monitored for both learners and visitors by a receptionist.</p> <p>London: Access to the building is monitored for both learners and visitors with a robust system in place for visitor management and events. There are also chemicals stored on site and this provides a safe environment, conducive to learning.</p> <p>Somerset: There is a Salon on site, which means there are chemicals present. However these are kept locked away and there is a COSHH Risk Assessment in place which was updated in July/August 2023. No one has unsupervised access to these chemicals and full training has been provided on their use.</p> <p>London: There is a booking system in place for all the rooms; which is carefully monitored.</p> <p>Somerset: No rooms are available to rent on site.</p>	<p>Green</p> <p>Green</p> <p>Green</p>	<p>When anyone wants to rent a room or is coming as a Speaker; ensure that a robust risk assessment is carried out including open-source checks on visitors, the organisations they represent and the materials they promote or share.</p> <p>In addition seek advice and support from partners where necessary to make an assessment of suitability.</p>	<p>Gillian Dewsbury</p>	<p>Ongoing (as events happen/ external speakers are invited)</p>	<p><b>Protect UK</b></p> <p>Guidance from the government on keeping publicly accessible locations safe</p> <p><a href="https://www.protectuk.police.uk/">https://www.protectuk.police.uk/</a></p>