



**BYRON WOOD  
ACADEMY**

Astrea Academy Trust

INSPIRING BEYOND MEASURE

## **Prevent Duty Risk Assessment/Action Plan 2023/2024**

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 able to identify concerns early and provide help for children, to prevent concerns from escalating.

Schools 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. Byron Wood 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.

<b><u>No.</u></b>	<b><u>Prevent Vulnerability/Risk Area</u></b>	<b><u>Risk Y/N</u></b>	<b><u>Action taken/already in place to mitigate/address risk</u></b>	<b><u>Owner</u></b>	<b><u>When</u></b>
1	<b><u>LEADERSHIP</u></b> Do the following people have a good understanding of their own and institutional responsibilities in relation to the "Prevent Duty"? <ul style="list-style-type: none"> <li>• Board of Governors</li> <li>• SLT</li> <li>• All Staff</li> <li>• Safeguarding</li> </ul>	N	All staff and Governors are aware of their safeguarding responsibilities, and these are reviewed annually. Chair of Governors has attended briefing on responsibilities regarding prevent. Board of Governors hold up to date safeguarding training.  The DSL, DDSL and whole school staff have received Prevent training.	ES/BW	Ongoing
2	<b><u>Partnership</u></b> Is there active engagement from the institution's Governors, SLT, managers and leaders?  Does the institution have an identified single point of contact (SPOC) in relation to Prevent?	N	Governors & SLT have taken online training. Arrangements in place to repeat training at Board of Governors meeting. The Governors receive regular updates from the DSL on any issues and updates to procedure.  The DSL at Byron Wood Academy is ES, who has an overview of all concerns, referrals and action plans.	ES/BW	Ongoing

3	<b><u>Staff Training</u></b> Do all staff have sufficient knowledge and confidence to: 1) exemplify British Values in their management, teaching and through general behaviours in the institution.  2) understand the factors that make people vulnerable to being drawn into terrorism and to challenge extremist ideas which are used by terrorist groups and can purport to legitimise terrorism.  3) have sufficient training to be able to recognise this vulnerability and be aware of what action to take in response	N	1) British Values and its effective teaching and delivery is carried out in our RSE curriculum and our assembly provision.  2) All staff and Governors are aware of British values and is actively promoted through our school RSE curriculum.  3) All staff and Gobs have received training (prevent online) and are fully aware signs and indicators of radicalization and how this can take place. Staff know the procedures in place.	ES/BW	Ongoing
4	<b><u>Speakers and Events</u></b> 1) Is there an effective policy/framework for managing speaker requests?  2) Is it well communicated to staff and complied with?	N	Byron Wood Academy have procedures in place for guest speakers and school events. DBS are required when visitors do not hold this, procedures are in place whilst they are in school.  This is well communicated to all staff with, and quality assured by reception staff when any visitor arrives. There is a clear process for arranging educational visits and all visits and accompanying risk assessments are agreed by the principal.	ES/BW	Ongoing

5	<p><b><u>Safety Online</u></b></p> <p>1) Does the institution employ filtering/firewall systems to prevent staff/students/visitors from accessing extremist websites and material?</p> <p>Does this also include the use of using their own devices via Wi-Fi?</p>	N	<p>1) The Academy actively monitor and filter devices, using SOPHOS Web filter and net DNA for monitoring, this includes all devices. The ICT network has appropriate filters which block sites which are deemed to be inappropriate. The Academy has robust acceptable use procedures for both pupils and staff which include advice on inappropriate attempts to subvert the network.</p> <p>This also includes personal devices connected to the school Wi-Fi</p>	ES/BW	Ongoing
6	<p><b><u>Academy Security</u></b></p> <p>1) Are there effective arrangements in place to manage access to the campus by visitors and non-students/staff?</p> <p>2) Is there a policy regarding the wearing of ID on campus? Is it enforced?</p> <p>3) Is there a policy covering the distribution (including electronic) of leaflets or other publicising material?</p>	N	<p>1) Yes the Hill Primary Academy has key fob security; access through all main doors can only be gained by staff using a security fob.</p> <p>2) Yes all staff and visitors must wear a school badge.</p> <p>3) The school sends out a fortnightly newsletter which is contributed to by all staff. This is written by the principal.</p>	ES/BW	Ongoing
7	<p><b><u>Safeguarding</u></b></p> <p>1) Is protection against the risk of radicalisation and extremism included within Safeguarding and other relevant policies?</p>	N	<p>1) Reference to the risk of radicalisation and extremism is included in the safeguarding policies including the school's Child Protection Policy, Child Protection Procedures</p>	ES/BW	Ongoing

	<p>2) Do Safeguarding and welfare staff receive additional and ongoing training to enable the effective understanding and handling of referrals relating to radicalisation and extremism?</p> <p>3) Does the institution utilise Channel as a support mechanism in cases of radicalisation and extremism?</p> <p>4) Is protection against the risk of radicalisation and extremism included within Safeguarding and other relevant policies?</p> <p>5) Do Safeguarding staff receive additional and ongoing training to enable the effective understanding and handling of referrals relating to radicalisation and extremism?</p>		<p>2) Annual training is carried out for all staff reminding them of their responsibilities as well as the processes and procedures in place to follow if they believe that extremism or radicalisation is taking place.</p> <p>3) There has not yet been a need to submit a referral to Channel, however the safeguarding team know what next steps to take, if a concern arises</p> <p>4) policies including the school's Child Protection Policy, Child Protection Procedures and the Radicalisation and Anti-Extremism.</p> <p>5) Annual training is carried out for all staff reminding them of their responsibilities as well as the processes and procedures in place to follow if they believe that extremism or radicalisation is taking place. The safeguarding team complete all prevent training, including further training i.e. making referrals</p>		
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8	<b><u>Incident Management</u></b> 1) Does the institution have a critical incident management plan which can deal terrorist related issues?	N	1) Within the Safeguarding Policy there is reference to Radicalisation and Anti-Extremism which identifies the course of action to take should the Academy find itself dealing with terrorist related issues.	ES/BW	Ongoing
9	<b><u>Staff and Volunteers</u></b>  1) Does awareness training extend to staff and volunteers?  2) Is the institution vigilant to the radicalisation of staff by sub-contracted staff and volunteers?	N	 1) All volunteers and contracted staff receive safeguarding information from the DSL.  2) All staff are vigilant to the radicalisation of subcontracted staff and volunteers through the school's policy on whistleblowing.	ES/BW	Ongoing

## **Radicalisation risk indicators**

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

Radicalisation is not a linear process. Students 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 student 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 student:

- is about to put themselves or others in immediate danger.
- appears to be involved in planning to conduct 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 student 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 are 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 student 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 student 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 student 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 students may be susceptible to becoming a terrorist or supporting terrorism.

#### **At Risk**

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

If a student 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 student 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 are 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, or home life

**You should:**

- talk to the student in a safe space - see [how to speak to a student 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 student. 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 student 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 student is at heightened risk of radicalisation. There may be several indicators of risk.

If the student 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 student 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 student 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 student - 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 or home life

If the student 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](#).

**High Risk**

High risk means a student 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 student:

- 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 student:

- 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 student is likely to commit an attack on your setting, contact the police and local authority for immediate support.

### **Interest in targeted violence**

If a student 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 student is interested in:

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

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

RISK ASSESSMENT FOR PREVENT	DATE: November 2023	REVIEW DATE: November 2024	Reviewed by Emma Simpson
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