Newark Orchard School Prevent Risk Assessment 2024-25

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Terrorism has a devastating impact on victims, their families and communities. Many lives have been lost to terrorist attacks in the UK, and even more people have been injured.

Prevent is a national programme that aims to stop people from becoming terrorists or supporting terrorism. It works to ensure that people who are susceptible to radicalisation are offered appropriate interventions, and communities are protected against radicalising influences.

Prevent is a safety net against radicalisation. It aims to intervene early, to stop people from becoming terrorists or supporting terrorism.

Prevent deals with all terrorist ideologies, from Islamist to Extreme Right-Wing. Prevent is delivered at a local level by experts who understand the risks in their communities. Partners include local authorities, police, education, healthcare and charities. For people who are susceptible to radicalisation, Prevent can provide personalised interventions to help them move away from dangerous ideologies.

	Risk 1	Risk 2	Risk 3	Risk 4
National risks	The current threat from Terrorism and Extremism in the United Kingdom is real and severe and can involve the exploitation of vulnerable people, including children to involve them in extremist activity. According to the National M15 threat level: *The threat to the UK (England, Wales, Scotland and Northern*	There are extremist groups operating online to recruit individuals and groups to join their organisations to spread hate messages against groups/ faiths/ women etc. Since the attack in Southport by an individual on children at a dance class, there has been a national backlash against certain race and faith communities. pupils will have possibly accessed these online.	Individuals who have been radicalised pose a threat to the public. They may be travelling on public transport, in public places at events, or try to gain access to public buildings and carry out an act of terrorism"	Risk 4 Certain members of society and individuals have an increased vulnerability to being groomed and at risk of being radicalised. The risk of grooming is increased by certain factors such as age, social isolation, community environment, special needs, LAC/CiC, relationship with parents etc. This might include absence of strong parenting due to drugs and alcohol etc.

	Ireland) from all forms of terrorism is SUBSTANTIAL		
Local and school risks	The school community supports some very vulnerable pupils who sit in the category of those who could be most susceptible to online grooming and radicalisation.	Newark community has far right links to some established online and face to face organisations. For the 2024 United Kingdom general election, Patriotic Alternative supported candidates from the English Democrats in Dover and Deal, Leigh and Atherton, Newark, Bolton West and Makerfield.	In summer 2024 there was a high profile far right protest following on from the Southport incident which received national press coverage.	The school is situated very close to the A1 and A46 with close routes to Leicester and Nottingham.

Identify the Risk:	Who might be harmed and how?	Risk Level	Existing precautions:	Any additional precautions needed:
Requirement 1 - Leadership and Management				
The school 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	Anyone can be radicalised and potentially be at harm, but factors such as being easily influenced and impressionable make children and young people particularly vulnerable. Our pupils could be perceived as being at additional risk.	Medium – due to the needs of many pupils.	School leaders and those responsible for governance are aware of the requirements and recommendations of the Counter Terrorism and Security Act (the Prevent Duty) and the Prevent Strategy upon schools. They understand their respective roles and carry these out effectively, implementing the Prevent duty in a whole school approach	Staff receive training in Prevent on induction to school. Governors are actively involved in checking and challenging the knowledge of staff and leaders. Regular staff briefings and sharing information to update staff on local and national issues.
			The school has an identified strategic Prevent lead who understands the expectations and key priorities to deliver the Prevent Duty and has the authority to make relevant decisions on behalf of our organisation	

			Leaders and those responsible for governance have a secure understanding of the potential risk in the local area of pupils being drawn into terrorism, including support for extremist ideas that are part of terrorist ideologies.	
			The school has an identified strategic Prevent lead who understands the expectations and key priorities to deliver the Prevent Duty and has the authority to make relevant decisions on behalf of their organisation. The school has clear and robust policies including a PREVENT risk assessment with procedures in place for protecting children at risk of radicalisation.	
Requirement 2 – 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.	Anyone can be radicalised and potentially be at harm, but factors such as being easily influenced and impressionable make children and young people particularly vulnerable. Our pupils with their complex SEND needs have an additional risk factor.	Medium (due to the nature of the pupils at the school).	The school has a good working relationship with safeguarding partnerships in the area, including the Local Safeguarding Children's Partnerships and Police, LADO and DSL Networks. Also, Education, Safeguarding, Health and Wellbeing team, NCC. Partnership working should include, as a minimum, access to Prevent training, risk assessment and awareness and implementation of developing good practice. Develop the Risk Assessment and share with all members of staff – add to notice board.	Develop the Risk Assessment and share with all members of staff – add to notice board. We do have good relationships with the local safeguarding partnerships and the police.

			We do have good relationships with the local safeguarding partnerships and the police. Staff have online training as well as annual face to face Safeguarding INSET in September. Updates are put in the weekly briefing notes. The Designated Safeguarding Lead (DSL) has access to up-to-date risk information about extremism and terrorism (and other important local community risk issues) that may affect pupils (or the school), to enable completion/update of a Prevent risk assessment. . The school's DSL (and any deputies) have access to effective Prevent advice through the Nottinghamshire Police Prevent Team prevent@nottinghamshire.pnn.police.uk.	
Requirement 3 – Staff Training				
Staff do not recognise signs of abuse or vulnerabilities and the risk of harm is not reported properly and promptly by staff.	Anyone can be radicalised and potentially be at harm, but factors such as being easily influenced and impressionable make children and young people particularly vulnerable young people, and those with SEND.	low	Online training all staff ang governors as well as the annual safeguarding training delivered at the beginning of the year. British Values are threaded through-out the curriculum. Assemblies focus around British values and the wider world. Leaders are aware of the referral process should that ever be needed.	Continue to familiarise staff with the school's safeguarding policy and radicalisation and ensure the Channel process is included within it throughout. – Make staff aware of the Implications of the Prevent duty in schools through INSET day cascade training. -Ensure all staff training

				PREVENT advice is up on the safeguarding board. This is revisited and updated as and when necessary. Staff are given access to regularly updated Prevent awareness training that gives them the knowledge and confidence to identify those who may be vulnerable to radicalisation, and know what to do when such concerns are identified. Continue to familiarise staff with the school's safeguarding policy and radicalisation and ensure the Channel process is included within it throughout. – Make staff aware of the Implications of the Prevent duty in schools through INSET day cascade training. -Ensure all staff training records are up to date to reflect current training levels The impact and effectiveness of the training have been tested and the findings have informed the CPD offer for staff. Continue to ensure all new staff, volunteers complete Home Office - Prevent introduction e-learning Updates given through the safeguarding section in the weekly diary information, staff meetings/briefings The school's new staff induction programme includes Prevent awareness training which highlights school specific requirements and procedures.	records are up to date to reflect current training levels The impact and effectiveness of the training have been tested and the findings have informed the CPD offer for staff. Continue to ensure all new staff, volunteers complete Home Office - Prevent introduction elearning Updates given through the safeguarding section in the weekly diary information, staff meetings/briefings

			Safer recruitment training has been carried out by leaders, managers and those responsible for governance.	
Requirement 4 – Information sharing				
Staff do not share information with relevant partners in a timely manner.	Anyone can be radicalised and potentially be at harm, but factors such as being easily influenced and impressionable make children and young people particularly vulnerable young people, and those with SEND.	Low	DSL/DDSL and the provider 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 the provider has clear processes for raising radicalisation concerns and ensuring all staff know how to make a Prevent/Channel referral.	CPOMS Information sharing Partnerships with agencies Prevent referral www.gov.uk/guidance/making-a-referral-to-prevent
5. Building Children's resilience to radicalistion				
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.	Anyone can be radicalised and potentially be at harm, but factors such as being easily influenced and impressionable make children and young people particularly vulnerable. In this particular risk some families are more vulnerable due rising costs of living,	Medium	The school effectively prepares pupils for life in modern Britain, developing their understanding of British Values and embedding these within a broad, balanced and robust PD curriculum and the expectations of behaviours of pupils and staff. Assemblies are proactive as well as reactive to the needs of the children.	Staff and other adults working with pupils are challenged if opinions or language expressed are contrary to community cohesion or 'British Values'. Opportunities to promote 'British values' are clearly identified within all curriculum areas and in school and class assemblies. Areas of the

	leading to them struggling financially and/or being unsuccessful in seeking employment.			curriculum e.g. PD are used for controlled and safe debate and discussion on radical or extreme issues and ideologies with those pupils who are developmentally and cognisant and able to engage.
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.	Anyone can be radicalised and potentially be at harm, but factors such as being easily influenced and impressionable make children and young people particularly vulnerable young people, and those with SEND.	low	Pupils engage with views, beliefs and opinions that are different from their own in considered ways. As part of a whole school approach to building resilience to radicalisation, the school provides a safe environment for dialogue about challenging and controversial issue, supporting pupils to understand how they can influence and participate in decision-making. The school delivers provision that helps pupils develop skills to critically assess information, supporting them to recognise risks and make safe choices online and offline.	

Requirement 6 – online safety

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.	Adverse childhood experiences, combined with specific influences from family and peers or online connections, anyone exposure to online extremist material via social media or the internet. For example, propaganda including pictures, videos, blogs and fake news exposure to	Low	Governors, trustees and DSL understand and take responsibility for online safety as outlined in Keeping Children Safe In Education (KCSIE). All staff receive appropriate online safety training (including cyber awareness) at induction as well as regular updates to equip them with relevant skills and knowledge of trends and developments. The school has appropriate filtering and monitoring systems in place and leaders	Continue to ensure staff undertake awareness training, so that they are aware of what extremist material looks like. SENSO and Securely used to monitor online activity – ensure checked regularly. Review and report any inappropriate material that students have accessed to make sure it is blocked. Where websites, such

extremist, terrorist or other violent activity in overseas settings, access or exposure to extremist leaflets, magazines or stickering exposure to extremist groups hosting marches, protests or stalls.			understand the provider's submission to the UK Safer Internet Centre. The school's approach to online safety is reflected in the child protection and Safeguarding policy and other relevant policies including mobile, social media, smart technology and remote learning. The school proactively engages with parents and carers to help promote online safety principles and reporting at home, including messaging, guidance and safety settings on home systems and these messages are regularly updated. Online safety is reflected in curriculum planning in line with Teaching Online Safety in Schools and other current guidance including how to share concerns. Online safety principles are aligned with British Values and implemented in an age and individual needs appropriate way to encourage and support pupils to interact online in a respectful and tolerant way.	as YouTube, are permitted for the purpose of learning, but are used by students to access inappropriate material, staff are aware of how to respond to this, and how to report any extremist content encountered. Ensure online safety is embedded throughout the curriculum and through our Personal Development Programme. Ensure all policies are up to date and reflect current government guidance. highlight any issues that have arisen. Continue to actively promote British values at all levels. Revisit Personal Development / RSE curriculum annually. Revisit Personal Development / RSE curriculum annually.
Requirement 7 – Visitors/safeguarding our school premises				
External speakers or visitors being given a platform to radicalise children and young people or spread hateful or divisive narratives.	Anyone can be radicalised and potentially be at harm, but factors such as being easily influenced and impressionable make	low	The school has clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised. Development of robust visitors' policies to ensure that schools do not inadvertently host events or	Ensure relevant on -site staff are familiar with the Trust Letting Agreement. Adequate measures are put in place to monitor the groups adherence to this agreement.

	children and young people particularly vulnerable		speakers supportive of or conducive to extremism. 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. The school has effective emergency response strategies in place such as evacuation/lockdown/invacuation. Staff and pupils are familiar with these. A process is in place to manage site visitors, including sub-contractors.	Review current policies and procedures in line with current guidance and share with staff