

Stanground Academy Prevent Duty Risk Assessment

<p>Date of Assessment: 12/09/2025</p> <p>Reviewed on: 12/09/2025</p> <p>Next review date: 01/09/2026</p> <p>Completed by: A Joannou & R De Paola</p>	<h3 style="text-align: center;">Prevent Duty - Risk Assessment</h3> <p>Written with reference to the Prevent Duty Guidance for England and Wales (2023)</p> <p>Prevent duty guidance: England and Wales (2023) - GOV.UK (www.gov.uk)</p>
<p>Key Definitions:</p> <p>Extremism:</p> <p>Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:</p> <ol style="list-style-type: none"> 1. negate or destroy the fundamental rights and freedoms of others; or 2. undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or 3. intentionally create a permissive environment for others to achieve the results in (1) or (2). <p>The types of behaviour below are indicative of the kind of promotion or advancement which may be relevant to the definition and are an important guide to its application. The further context below is also an essential part of the definition.</p> <p>Terrorism:</p> <p>Terrorism is an action or threat designed to influence the government or intimidate the public. Its purpose is to advance a political, religious or ideological cause. The current UK definition of terrorism is given in the Terrorism Act 2006. In the UK we define terrorism as a violent action that:</p> <ul style="list-style-type: none"> • Endangers a person's life • Involves serious violence against a person • Causes serious damage to property • Creates a serious risk to the public's health and safety • Interferes with or seriously disrupts an electronic system 	

The Counter-Terrorism and Security Act (July 2015) requires academies to “*have due regard in the exercise of their functions, to prevent people being drawn into terrorism*”. This is known as The Prevent Duty.

Identify the risk/hazard	Who might be harmed or at risk and how	Control measures and existing precautions and procedures	Risk Level
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<p>Young people being drawn into terrorism or extremist ideology, which may lead to harm to themselves or others and/or being exploited.</p>	<p>All young people; specifically those who are vulnerable for any reason, those who struggle socially, those with an SEN.</p> <p>(Vulnerability factors are explored in the online HM Government's training and during the academy's internal</p>	<ol style="list-style-type: none"> 1. DBS single point of entry for staff and visitors 2. All staff and volunteers are subject to ongoing safeguarding checks in line with safer Recruitment. See the SCR 3. Preventing Radicalisation is a focus within our Site-Specific Safeguarding Policy which is on our website and all shared and read by all staff 4. All Staff access training on Radicalisation and Extremism (PREVENT) though via our online platform Enable. All staff attend annual INSET training with updates and are kept updated throughout the year with any changes set out in legislation. 5. All staff are issued with these documents upon commencement of employment within the Safeguarding Pack and through Induction training. 6. The DSL holds a training spreadsheet which evidence staff training that has been completed which is reviewed at least termly. 	<p>Low</p>
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	<p>Prevent Training session.</p> <p>Prevent duty training - GOV.UK (www.gov.uk)</p>	<ol style="list-style-type: none"> 7. Safer recruitment procedures are followed and DSL/SLT have access to Staff Safe (SCR) so regular checks on new staff can be carried out. 8. The Academy has the local Prevent Officer details and the DSL consults with them whenever there is a concern to seek advice and make a referral if necessary. 9. The curriculum, including the PSHE programme raises awareness of the risks of being drawn into gangs, of being groomed and exploited and how to assess the risk and their own vulnerability. 10. The academy uses a range of methods to promote the Spiritual, Moral, Social and Emotional needs of the students. It also includes topics such as Healthy Relationships, British Values, Inclusion and Respect, Tolerance and Understanding, Diversity. 11. The academy's internet system is filtered to ensure our young people do not have access to inappropriate material. This is monitored through Securly and alerts of concerning searches made are recorded on CPOMS and followed up in line with our processes. 12. All visitors to the school are signed in and supervised where appropriate. 13. Visitors to site have access to safeguarding information and clear signage around school highlights the safeguarding team and their location. 14. Any concerns regarding any visitors or supply staff, should be reported to the DSL and SLT immediately. 15. To ensure that any individual identified by Prevent are treated in line with academy equality objectives and provided with the appropriate support and guidance and there is a focus on avoiding stigma. 16. DSL liaises with the local Neighbourhood policing team to acquire relevant local intelligence information to identify and manage any possible risk. 17. There are staff safeguarding noticeboard within staff areas for which information on PREVENT is clearly visible and accessible. 18. The DSL and Senior Staff are aware of the key contextual issues facing our community and also around the world which could impact upon our students vulnerability, exposing them to harmful content placing them at an increased risk of radicalisation. 	
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Welfare and Pastoral Support	Students and their families	<ol style="list-style-type: none"> 1. The school has a robust pastoral system in place which is underpinned by the SEND and behaviour policies, supported by the Executive Principal, Head of Academy, Senior Team, DSL and local external services. 2. This ensures that students and their families are supported holistically in an open, honest and supportive manner. 3. Family Key Workers are experienced in delivering and referring for Early Help through the Early Help Assessment and TAC procedures. <p>There is a clear system of pastoral care and referrals to services.</p> <ol style="list-style-type: none"> 4. The academy and its key staff work effectively with local agencies/organisations and families to improve outcomes for those students 5. Appropriate challenge is provided to parents, staff, and students who express racist, homophobic, extremist or other views that do not sit within the inclusive values promoted within the academy through the curriculum and general ethos of the academy. 6. Additionally, Students who may pose a concern in terms of their views, beliefs and behaviors will complete targeted intervention through the Safeguarding Team. Parents will be informed of the need for intervention. 	Low
Site Security	Students/Staff/Visitors/Property	<ol style="list-style-type: none"> 1. There are effective measures in place to manage access to the site. Fob access is required to gain access into the school building and there is a sign-in system for staff and visitors. 2. Visitor access is closely monitored and processes are in place when/if concerns are raised. 3. All off site activities are risk assessed thoroughly and where applicable content previewed prior to the visit. Evolve is also used. 4. The Academy has a Lockdown Procedure which is rehearsed at points during the academic year. 5. Adults who are aggressive or believed to pose a risk will be issued with a site ban. 	Medium

		<p>6. There are times where a student may be at risk within the community by an individual/group or people. When we are made aware of the concerns of this nature then our safeguarding processes are followed to minimize risk.</p> <p>The Executive Principal, Head of Academy and Vice Principal will lead during the unlikely event of an incident.</p>	
<p>Risk Level: After your controls have been applied what is your assessment of the risk level of this activity?</p>			<p>Low</p>

SIGNED BY: A Joannou

Department for Education links/support available:		Risk
<p>Prevent e-learning Home Office offer a free e-learning package on Prevent covering:</p> <ul style="list-style-type: none"> • Prevent awareness • Prevent referrals • understanding Channel <p>https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/</p>	<p>A member of academy staff has attended this training</p>	<p>Low</p>
<p>Prevent duty guidance Outlines the requirements of the duty, including working in partnership with others.</p>	<p>Prevent lead and DSL awareness of and adhere to the guidance</p>	<p>Low</p>

https://www.gov.uk/government/publications/prevent-duty-guidance/revise-prevent-duty-guidance-for-england-and-wales#c-a-risk-based-approach-to-the-prevent-duty		
<p>Understanding channel</p> <p>An overview of channel support and the Prevent Multi-Agency Panels (PMAP).</p> <p>https://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance</p>	<p>DSL and safeguarding team aware of and can access</p>	<p>Low</p>
<p>Sign-up for Educate Against Hate newsletter</p> <p>Latest news, blogs and resources to help teachers, school leaders and designated safeguarding leads protect students from radicalisation</p> <p>https://signup.es-mail.co.uk/Signup/da659377ec9fa9e8d40363308d4a84a</p>	<p>Prevent lead has access to and has signed up for this resource</p>	<p>Low</p>
<p>Prevent resources, guidance and support</p> <p>The department's Educate Against Hate website provides a range of training and guidance materials.</p> <p>www.educateagainsthate.com</p>	<p>Website details shared with the safeguarding team</p>	<p>Low</p>
<p>Resources to support information sharing</p> <p>The department has published guidance on making a Prevent referral.</p> <p>https://www.gov.uk/guidance/making-a-referral-to-prevent</p>	<p>National and local processes followed for all referrals</p>	<p>Low</p>
<p>Resources for having difficult classroom conversations</p> <p>Educate Against Hate has a range of resources to help teachers conduct difficult conversations with students. The</p>	<p>Resources available to the prevent lead, PSHE lead and discussed during link meeting with the DSL</p>	<p>Low</p>

<p>'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>www.educateagainsthate.com</p> <p>www.educateagainsthate.com/category/teachers/classroom-resources</p> <p>www.educateagainsthate.com/category/teachers/classroom-resources/?filter=lets-discuss</p>		
<p>Web filtering and online safety</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>https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges</p> <p>Further guidance is available at https://saferinternet.org.uk/guide-and-resource/teachers-and-school-staff/appropriate-filtering-and-monitoring/appropriate-monitoring</p> <p>You can test whether your internet service provider removes terrorist content at http://testfiltering.com/</p> <p>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.</p>	<p>The Trust have the Securly system in place for internet filtering and monitoring to meet the measures set out in the prevent duty. Processes in place for incidents.</p> <p>Trust online safety guidance in place. All staff must read this guidance.</p>	<p>Low</p>

<p>Teach about online extremism</p> <ul style="list-style-type: none"> • https://learning.nspcc.org.uk/safeguarding-child-protection/radicalisation • https://saferinternet.org.uk/ • https://actearly.uk/radicalisation/the-stages/ <p>Teach about online extremism using material from the above links. Ideas around cultural identity, tolerance and prejudice are embedded throughout the PSHE programme.</p>	<p>Embedded through the PSHE programme. DSL links to the lead for local and national updates and new and emerging threats.</p>	<p>Low</p>
<p>Political Impartiality Guidance</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>https://www.gov.uk/government/publications/political-impartiality-in-schools/political-impartiality-in-schools#the-law</p>	<p>Considered approach by the DSL and prevent lead.</p>	<p>Low</p>