Seahaven Academy
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Prevent risk assessment for Seahaven Academy

| Person completing: Clare Macey | | Date Implemented: September 2024 | Date for review: September 2025 |

A risk assessment is a core part of implementing the Prevent duty. All providers should read guidance from the department on how to complete a risk assessment and on safeguarding students vulnerable to radicalisation. Schools should assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.

Providers may choose to have a specific separate risk assessment to better communicate to staff and document actions taken to mitigate any risks.
The purpose of the risk assessment is to have an awareness and understanding of the risk of radicalisation in your area and your institution. The type and scale of activity that will address the risk will vary but should be proportionate to the level of risk, type of provision, size and phase of education.

This is an internal document and should be reviewed annually, in line with Keeping Children Safe in Education requirements, or following a serious incident.

National Risks – risk of radicalisation generally

What national risks are you aware of that could impact to your area, setting, students or families? For example, online radicalisation

Nationally, the Government has stated that there is a SUBSTANTIAL risk of a terror attack. This means that an attack is considered likely. It has remained at this level since February 2022.	Risk 1 - The most significant source of terrorism threat nationally, has been identified by Government as being presented by internationally inspired, islamist extremist influences – in particular Al Qa'ida and Islamic State (IS).	Risk 2 - Far Right Terrorism - definition - Right-wing terrorism, hard right terrorism, extreme right terrorism or far-right terrorism is terrorism that is motivated by a variety of different right-wing and far-right ideologies. It can be motivated by Ultranationalism, neoNazism, anti-communism, neo-fascism, Eco fascism, ethnonationalism, religious nationalism, anti-immigration, antisemitism, anti-government sentiment, patriot movements, sovereign citizen beliefs, and occasionally, it can be motivated by	Risk 3 - Current conflicts in Isreal/Gaza & Russia/Ukraine have increased the risk of radicalisation in this country through the use of online hate materials, video content and extremist ideologies.	Further Risks - updated as needed.

Local Risks – risk of radicalisation in your area and institution

What specific local risks are you aware of that could impact to your area, setting, students or families? E.g. local extremist activity (groups active in the area)

| Self-Initiated Terrorists | Online Extremism | Extreme Right-Wing Terrorism | AQ/ISIS Inspired Terrorism |

Leadership and Partnership

Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Date for completion	Support availale
	What is the risk here?	*What are the hazards?*	*What has your institution put in place to ensure sufficient understanding and buy-in from Leadership?*		*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:
Leadership	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.	All staff complete online Prevent Duty training as part of their induction. Annual face to face safeguarding update training, which includes Prevent Duty.		Continue to remain vigilant; to maintain the current training schedule and elevate should new threats become apparent	CMM (DSL)		
		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.	Prevent Training given a priority – as above. Risk Assessment reviewed annually and shared with the governing body. All school DSLs/DDSLs meet to discuss any significant safeguarding concerns including those pupils at risk of radicalisation and exploitation.		Continue to remain vigilant; to maintain the current training schedule DSL to prioritise attending DSL Network Meetings and disseminating information	CMM (DSL)		
		Leaders do not communicate and promote the importance of the duty.	Sufficient leadership ownership – risk assessments, safeguarding policies, etc. All policies and risk assessments shared with SLT and Governors. Operational safeguarding agenda item on SLT meetings. Annual safeguarding training for all staff linked to KCSIE			CMM (DSL)		
		Leaders do not drive an effective safeguarding culture across the institution.	Leadership have clear understanding of reporting and referral mechanisms. Through to channel panel if required or East Sussex SPOA if appropriate. At risk pupils discussed at safeguarding meetings amongst leaders and DSLs.			CMM (DSL)		
		Leaders do not provide a safe environment in which children can learn.	Ensuring the sharing of KCSIE – staff sign to confirm the reading of such documents. Safer recruitemnt training for staff on interview panel. IT safeguarding systems including smoothwall are in place to flag any concerns relating to radicalisation and extremism. Priority placed on inclusivity in school – zero tolerance of bullying and prejudice related incidents. Staff Code of Conduct ensures a professional working environment where learners are kept safe by appropriate behaviour		Regular check of policies, documents and procedures.	CMM (DSL)		
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.	The organisation does not establish effective partnerships with organisations such as the Local Authority and Police Prevent Team.	Seahaven Academy has strong partnerships with: • Local Safeguarding Children's Partnership • DSL / headteacher forums • LADO • Community Safety Partnerships • Police Prevent Team • Channel panel • Child and family		Continue to be vigilant and to prioritise opportunities to network with other agencies.	CMM (DSL)		**Prevent duty guidance** Outlines the requirements of the duty, including working in partnership with others. https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales#c-a-risk-based-approach-to-the-prevent-duty **Understanding channel**
			Effective partnerships might include: • Regular attendance at meetings, boards or forums • In receipt of newsletters e.g. Educate Against Hate • Being able to demonstrate effective partnerships by use of the referral process or involvement in Channel			CMM (DSL)		An overview of channel support and the Prevent Multi-Agency Panels (PMAP). https://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance

Capabilities

Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Date for completion	Support availale
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	DSL and Prevent Lead trained; whole staff body trained aspart of induction. Annual inclusion of Prevent Duty in Safeguarding Update for staff in school . Governor training to include Prevent. Governors review the Prevent Risk Assessment annually		Maintain rigour for teaching staff. Ensure opportunities arise to update Governors if significant changes.	CMM (DSL)		**Prevent e-learning** Home Office offer a free e-learning package on Prevent covering: - Prevent awareness - Prevent referrals - understanding Channel
		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. Clear system for monitoring completion which allows follow up.			CMM (DSL)		Users that complete this training will receive a certificate. https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/ **Prevent resources, guidance and support**
		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. Clear system for monitoring completion which allows follow up. Prevent Duty training included in annual safeguarding face to face update training			CMM (DSL)		The department's Educate Against Hate website provides a range of training and guidance materials. www.educateagainsthate.com
			Ensure governors attend Prevent training			CMM (DSL)		
			Ensure SLT and DSL receive additional support from local partnerships and training on local processes for Prevent			CMM (DSL)		
			Maintain records of all staff and governor training			CMM (DSL)		
			Refresher training to take place regularly			CMM (DSL)		
			Training is quality assured and evaluated for effectiveness on a regular basis			CMM (DSL)		
		Staff fail to consider the impact of External Speakers	Importance of checking content to be delivered by external visitors is made clear to staff.			CMM (DSL)		
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.	Seahaven Academy 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			CMM (DSL)		**Resources to support information sharing** The deparment has published guidance on making a Prevent referral. https://www.gov.uk/guidance/making-a-referral-to-prevent
		Staff are not aware of the Prevent referral process.	Seahaven Academy has a clear processes for raising radicalisation concerns and making a Prevent referral.			CMM (DSL)		

Reducing Permissive Environments

Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Date for completion	Support availale
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.	Seahaven Academy has codes of conduct for all staff (teaching and nonteaching staff) - staff sign to confirm they have read and understood. Mental health Lead and Heads of Year have a variety of interventions in place to support pupils to discuss sensitive issues safely. Smoothwall will prevent pupils from being exposed to harmful content. Regular Smoothwall checks run by IT		PSHE Lead and DSL to continue to be mindful and to ensure opportunities are taken to discuss threats through terrorism or radicalisation are taken.	CMM (DSL)		**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 Ilsalmist extremism.
		The setting does not teach a broad and balanced curriculum which promotes spiritual, moral, cultural mental and physical development of students and fundamental British values and community cohesion.	Seahaven Academy carries out safer recruitment checks on all staff . PSHE & RSE curriculum cover Fundamental British Values. School values of Kindness, Ambition and Confidence are promoted.			CMM (DSL)		www.educateagainsthate.com www.educateagainsthate.com/category/teachers/classroom-resources www.educateagainsthate.com/category/teachers/classroom-resources/?filter=lets-discuss
			Teaching is monitored by senior leaders through observations, book looks and is quality assured			CMM (DSL)		
			Seahaven Academy provides opportunities within the curriculum to discuss controversial issues and for students to develop critical thinking and digital literacy skills			CMM (DSL)		

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			Seahaven Academy ensures that discussions of controversial issues are carried out in a safe space.			CMM (DSL)		
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 institution.	Seahaven Academy ensures appropriate internet filtering is in place via Smoothwall. Acceptable Use Policy signed by staff and pupils.		Continued vigilance; IT Manager on appropriate forums to ensure the best practice is being used at school.	CMM (DSL)		**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.
		Students may distribute extremist material using the institution IT system.	Seahaven Academy ensures appropriate internet filtering is in place via Smoothwall.		Continue to review effectiveness of filtering and monitoring providers.	CMM (DSL)		https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges
		Unclear linkages between IT policy and the Prevent duty. No consideration of filtering as a means of restricting access to harmful content.	The DSL takes lead responsibility for safeguarding and child protection (including online safety). Close working with IT Manager and ESCC IT Support.			CMM (DSL)		Further guidance is available at https://saferinternet.org.uk/guide-and-resource/teachers-and-school-staff/appropriate-filtering-and-monitoring/appropriate-monitoring
			Seahaven Academy equip children and young people with the skills to stay safe online, both in school and outside through assemblies, national events such as Safer Internet Day and the PSHE curriculum.			CMM (DSL)		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
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.			CMM (DSL)		**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.
		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. Speakers and visitors to be recommended or based on a regulated organisation.			CMM (DSL)		https://www.gov.uk/government/publications/political-impartiality-in-schools/political-impartiality-in-schools#the-law
		The setting does not conduct any due diligence checks on visitors or the materials they may use.	The private/commercial use of the institution's spaces is effectively managed & due diligence checks are carried out on those using/booking and organisations that they represent.			CMM (DSL)		
			Seahaven Academy seeks advice and support from partners where necessary to make an assessment of suitability.			CMM (DSL)		