



PREVENT Risk Assessment

September 2024

Prevent Risk Assessment

Policy to be reviewed annually			
Action	Owner	Date	Completed
Reviewed	DSL (Lizi Courtney- Magee)	September 2024	✓
Approved	Risk & Compliance Committee	November 2024	✓

Date of next review: September 2025

To be published on	
School network	✓
School website	✓

Accessibility notice

To enable easier reading, this Policy is available in a larger font upon request

1. The Prevent Duty

- 1.1. The statutory guidance makes clear that schools and childcare providers are expected to assess the risk of children being drawn into radicalisation, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. *The Prevent Duty, June 2015 (updated for December 2023)*
- 1.2. Radicalisation is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist groups.
- 1.3. "Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas." HM Government Prevent Strategy 2011.
- 1.4. Extremism is not exclusive to any section of society and can take many forms, including far right ideologies and misogyny. Since the publication of the Prevent Strategy there has been an awareness of the specific need to safeguard children, pupils, and families from violent extremism. There have been attempts to radicalise children and pupils susceptible to extremist ideology and radicalisation to hold extreme views including views justifying political, religious, sexist, or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

2. Assessments – definitions

Low risk	Mitigating actions and the culture of the establishment / the environment within which pupils are brought up are effective in minimising the risk of radicalisation. Open communication with parents increases the chance of any potential risk being identified early and addressed. Impact of any potential radicalisation can be dealt with swiftly and effectively by appropriately trained staff.
Medium risk	Mitigating actions and the culture of the establishment / the environment within which pupils are brought up are moderately effective. Unforeseen factors, principally external, have an undue influence on a girl. Communication with parents is patchy and the possibility of any potential risk being identified early and addressed is reduced.
High risk	Mitigating actions and the culture of the establishment are having limited impact on the risk. This could be due to the school having insufficient influence over, or knowledge of, external cultural factors. The ability for the school to mitigate the risk in these areas is limited beyond raising awareness of the problem.

3. Risk assessment

What are the Potential Hazards?	Who might be harmed and how?	Estimated Risk Level			What are we doing already?	What further action is necessary in 2024-2025?
		High	Med	Low		
Curriculum – not enough focus on extremism and radicalisation and SMSC.	Staff Children Parents			x	<ul style="list-style-type: none"> Annual review of SMSC and PSHCE policy and procedures. Staff training in key areas. Ensure curriculum time is allocated to SMSC. Further reviews and audits of curriculum and resources by EDI Diversity calendar EDI staff training 	<ul style="list-style-type: none"> Continued review of curriculum through the lens of diversity and inclusion Review of PSHCE curriculum with focus on friendships (healthy relationships)
Community Cohesion – inconsistent messages delivered to the community. Decline in the behaviour of the community.	Staff Children Parents Visitors			x	<ul style="list-style-type: none"> Regular review of behaviour and visitors policy. Monitoring of racist and bullying incidents. New SMSC programme with consistent messages. Staff training and included in staff induction. 	<ul style="list-style-type: none"> Continued EDI forum for staff
Staff/Governors Part time staff not available to attend training. Limited time available for CPD. Weak or uncommitted staff not engaging with process. Governors do not have a shared awareness of the importance of this issue.	Staff Children Parents Visitors		x		<ul style="list-style-type: none"> Prevent lead is SLT (DSL) Training provided for staff. Key staff (e.g. DSLs, online safety coordinator) to undertake more intensive training. Safeguarding is included in induction programme. Supply and part-time staff included. Key governors undertake training and disseminate to full governing body. 	

<p>significant engagement with pupils Some one-to-one potentially high level of influence</p>				<ul style="list-style-type: none"> • Designated Safeguarding Lead has received 'Prevent' awareness training. • Staff receive appropriate documentation relating to Prevent and are required to read it. • Safeguarding training September 2021 included section on county lines. • Safeguarding is a standing item on the weekly staff briefing agenda and the SLT agenda. • All appropriate checks are made at the recruitment stage. • Safeguarding-related questions asked of staff at interview. • Annual safeguarding audit 	
<p>Pupils Children misunderstand messages or do not take it seriously. Message pushes children towards extremism and radicalisation. Children unable to identify and understand risks. Peer pressure</p>	<p>Staff Children Parents Visitors</p>		<p>x</p>	<ul style="list-style-type: none"> • SMSC programme with close monitoring. • Consistent key messages delivered to all children. • Update to website / classlist with useful links. • Literature available for pupils and parents. • Tolerance is promoted through the form system and ethos of the School. • The pastoral team closely monitor the girls. Effective use of CPOMS. • Culturally low tolerance of extreme views on any subject. EDI coordinator • Strong emphasis on academic, intellectual analysis of ideology, diversity and inclusion. • Rights Reps (pupil leadership; Rights Respecting School awards) 	<ul style="list-style-type: none"> • Rights Respecting Schools silver award

<p>Communication with Parents – lack of clarity in messages delivered to parents. Parents are offended by communications.</p>	<p>Staff Children Parents Visitors</p>			<p>x</p>	<ul style="list-style-type: none"> • Review and reword communications including website. • Key messages shared in newsletters. • Communication guidelines shared September 2024 – <i>Has this been shared 2024 – if not this needs to be removed.</i> • Platform for information sharing (Classlist) • Review of communication channels 	
<p>Visitors Inappropriate content / message delivery</p>	<p>Staff Children Parents</p>			<p>x</p>	<ul style="list-style-type: none"> • Risk assessment on visiting speakers and any further checks deemed necessary are carried out prior to their arrival in school in accordance with the school’s Visitors Policy. • Identity is verified on arrival via photo ID. • Speakers are appropriately supervised. • Resources previewed before use 	
<p>Referral Systems - staff do not follow the correct procedure. Staff are unable to identify children who are vulnerable.</p>	<p>Staff Children Parents Visitors</p>			<p>x</p>	<ul style="list-style-type: none"> • Whole staff training and included in staff handbook. • Regular reminders at staff meetings. • Prevent lead monitor. • CPOMS monitoring on-going • Low-level concerns policy and procedures • Continued emphasis on school culture and openness 	<ul style="list-style-type: none"> •
<p>Interventions – staff do not know what to do to intervene. Local agencies do not have capacity to provide appropriate support.</p>	<p>Staff Children Parents Visitors</p>			<p>x</p>	<ul style="list-style-type: none"> • Link person at local police. • LA responds rapidly to concerns. • Funding available to fund some interventions. • Strong DSL team 	

<p>IT Systems – children can access extremist and radicalisation websites. Children cannot identify dangerous websites. Parents cannot identify risk factors or provide safeguarding. Inappropriate use of personal devices through third-party networks</p>	<p>Staff Children Parents Visitors</p>			<p>x</p>	<ul style="list-style-type: none"> • School network is firewalled. • School’s internet filtering and security reviewed annually and when deemed appropriate by IT support and the DSL. • 2FA in place within the school • AUP for staff and girls (via parents) collected at the start of every academic year • Staff online-safety training. • Internet safety promoted through digital technology lessons, PSHCE and visiting speakers. • The safeguarding and child protection policy recognises the threat posed by extremists and radicalisation and staff’s responsibilities. • Remote education procedures added to policies 	
<p>Outside of St Christopher’s Cultural influences variety of family backgrounds religions cultural expectations Potential lack of appropriate supervision at home</p>	<p>Staff Children Parents Visitors</p>		<p>x</p>	<p>x</p>	<ul style="list-style-type: none"> • Relatively high level of knowledge about families through close engagement with the school. • Knowledge of girls by the school’s pastoral team helped by small year groups. • Regular contact between parents and form teachers. • High level of parental engagement at the school, including through the work of PTFA. • Contact between the school and parents is relatively high. • Close relationship between pupils and the pastoral team. • Girls are required to live at home with a parent or a guardian who has been approved by the School. The school must be notified in writing 	

					immediately if the pupil will be residing during term time with a temporary guardian. Parents must inform the Head when returning.	
Outside of St Christopher's Influences in the borough of Camden	Staff Children Parents Visitors		x	✖	<ul style="list-style-type: none"> • DSL is in contact with the Local Safeguarding Children Partnership. • Awareness of local issues of concern would be discussed at the appropriate level within the School • Pupils likely to be supervised by parents because of age 	
Outside of St Christopher's Influences local to where the girls live	Staff Children Parents Visitors		✖	x	<ul style="list-style-type: none"> • There are strong links between the School and families. • Form teachers make regular contact with parents. • There are high levels of parental engagement across the School and parents have in the past raised concerns they may have had about safety in their local area. 	
Outside of St Christopher's Influences on girls to and from school	Staff Children Parents Visitors		x		Being street smart is promoted through PSHCE.	
Social Media	Staff Children Parents Visitors		x		Online safety, grooming and radicalisation covered through Computing lessons, PSHCE and visiting speakers. Online Safety policy. Talks by visiting speakers to be offered to parents on the topics of social media, good study skills, behaviour. All of this is aimed at creating safe and happy learners who are, in turn, less likely to be susceptible to radicalisation.	

Other limited knowledge as girls relatively independent	Staff Children Parents Visitors			x	Due to the close relationship between girls, families and the School, form teachers are likely to have some ideas about the social and other activities that girls undertake outside of school.	
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4. Conclusion

The overall risk is low.

While some residual risks remain, the School's overall evaluation is that the risk to its pupils is low. There have been no known former cases of radicalisation or attempts at radicalisation, and there is no knowledge of any issues at all the current time.

The impact that radicalisation would have on a girl could be considerable, with potentially life-changing consequences and repercussions for the wider school community. The school is aware of this and remains highly vigilant, despite the assessment that the overall risk is low.

Please read in conjunction with the following:

- Safeguarding (child protection) Policy
- Missing Pupil Policy
- Visitors Policy
- Acceptable Use Policy
- Behaviour Policy
- Online Safety policy
- Staff code of conduct and low-level concern reporting policy

Annex 1: Student Blocked Categories – Sophos

Name * [Custom] Not Suitable for Schools - Pupil Activity

Category

- cat Alcohol & Tobacco
- cat Anonymizers
- cat Controlled substances
- cat Criminal Activity
- cat Extreme
- cat Gambling
- cat Hacking

Add new item

Name * [Custom] Not Suitable for Schools - Pupil Activity

Category

- cat Hacking
- cat Hunting & Fishing
- cat Image Search
- cat Intellectual Piracy
- cat Intolerance & Hate
- cat Legal highs
- cat Live audio

Add new item

Name *

[Custom] Not Suitable for Schools - Pupil Activity

Category

- cat Live audio
- cat Live video
- cat Marijuana
- cat Militancy & Extremist
- cat Nudity
- cat Peer-to-peer & torrents
- cat Personals & Dating

Add new item

Name *

[Custom] Not Suitable for Schools - Pupil Activity

Category

- cat Personals & Dating
- cat Phishing & Fraud
- cat Plagiarism
- cat Pro-Suicide & Self-Harm
- cat Sexually Explicit
- cat Social Networking

Add new item

Name *

[Custom] Not Suitable for Schools - Pupil Activity

Category

cat	Plagiarism	-
cat	Pro-Suicide & Self-Harm	-
cat	Sexually Explicit	-
cat	Social Networking	-
cat	Spam URLs	-
cat	Swimwear & Lingerie	-
cat	Weapons	-
Add new item		