AESG – Prevent Risk Assessment and Action Plan

Reviewed and updated by: Mrs C Wood
Approval: Full Governor Board
Last Review: Autumn 2024
Next Review: Autumn 2025

The objectives of Prevent are to:

- tackle the ideological causes of terrorism
- intervene early to support people susceptible to radicalisation
- enable people who have already engaged in terrorism to disengage and rehabilitate

Prevent remains one of the key pillars of CONTEST, alongside the other three 'P' work strands:

- Pursue: to stop terrorist attacks
- Protect: to strengthen our protection against a terrorist attack
- Prepare: to mitigate the impact of a terrorist attack

The new definition of extremism (14.3.24)

The new definition provides a stricter characterisation that government can use to make sure that extremist organisations and individuals are not being legitimised or given a platform through their interactions with government. It reads: 'Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:

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).'

The new definition is narrower and more precise than the 2011 Prevent definition, which did not provide the detail we now need to assess and identify extremism. This new definition helps clearly articulate how extremism is evidenced through the public behaviour of extremists that advance their violent, hateful or intolerant aims. It draws on the work of Dame Sara Khan and Sir Mark Rowley's 2021 'Operating with Impunity Report' and addresses key recommendations from the 2023 Independent Review of Prevent.

The definition is clear that extremism involves advancing or promoting an ideology based on violence, hatred or intolerance, a high bar that only captures the most concerning of activities. It is not about silencing those with private and peaceful beliefs – nor will it affect free speech, which will always be protected. It does not create new powers, it instead helps the government and our partners better to identify extremist organisations, individuals and behaviours.

Alongside the new definition, the government is also publishing a set of engagement principles which are designed to help officials to engage more widely whilst mitigating the risk of undertaking engagement that undermines government's core aims to:

- Maintain public confidence in government;
- Uphold democratic values; and
- Protect the rights and freedoms of others.

Education settings are expected to be alert to violent extremism and non-violent extremism including certain divisive or intolerant narratives which can be reasonably linked to terrorism.

Knowing the indicators that a child is at risk of or is being radicalised could give a voice to children and prevent acts of extremist violence taking place. Anybody can be radicalised, but being more impressionable makes children and young people more vulnerable. Children and young people at risk of radicalisation may:

- Have low self-esteem
- Be confused about their faith, sense of belonging, or identity
- Be victims of bullying or discrimination
- Feel isolated or lonely
- Be experiencing stress or depression
- Be going through a transitional period in their life
- Be angry at other people or the government
- Feel angry about how they are treated or seen by society

It is very difficult to know at what stage certain views can become dangerous, or if a child or young person is being exploited and manipulated into becoming a part of an extremist group. Signs aren't always obvious, but indicators that a child or young person is being radicalised may include:

- Withdrawal from family and friends, or changing circle of friends
- Hostility towards others
- Talking as if from a script
- Being unwilling to discuss their views
- Increased levels of anger
- Being secretive, particularly around what they are doing on the internet
- Using extremist terms to exclude people or incite violence
- Expressing the values of extremist or terrorist organisations (including political or religious based grievances)
- Supporting violence and terrorism towards other cultures, nationalities, or religions
- Writing or creating artwork that promotes extremist values
- Talking about being a 'martyr'
- Possession of extremist literature or other material, or trying to access extremist websites
- Possession of any material about weapons, explosives, or military training

These signs don't necessarily mean that a child is being radicalised. Sometimes this can be normal teenage behaviour, or an indicator that something else is going on.

The Prevent Lead at AESG is Mrs Claire Clark, DSL. She is supported by the Head, Mrs C Wood to ensure that Prevent is on everyone's agenda.

Risk Area and Lead	Hazard	Existing Control Measures	Proposed Actions	Planned review date
Leadership and Training **(CW)**	Governors, SLT and staff do not understand the Prevent Duty and its objectives SLT do not have a clear understanding of the risk threshold for Prevent referrals	All members of staff and Governors have undergone training Staff are aware that CC is the School's PREVENT lead	March 2024 – Training for Governors GOV.UK training (Module 1) for all staff March 2024 – refresher training NS (Module 4)	December 2024

	Governors do not hold SLT to account regarding Prevent

SLT have not ensured regular safeguarding/Prevent updates or training for all staff

Staff do not subscribe to the ethos/values of the school

A whole school approach to British Values is not taken

Lack of leadership ownership of extremism/ radicalisation concerns and lack of leadership oversight

No member of SLT has had safer recruitment training | PREVENT Lead and SLT understand the threshold for referrals

December 2023 - NS completed PREVENT training (GOV.UK) – 3 modules

January 2024 – PREVENT training for all staff delivered by previous Head – January INSET

Due diligence / Online searches / Pre-Employment Checks / References

Robust process – New Staff Induction / Staff Code of Conduct – read by all staff as part of new staff induction

CW, MR and AP have up-to-date Safer Recruitment Training | March 2024 – PREVENT training – GOV.UK – Modules 1 / 2 / 3 for DSL Team

Prevent flagged at Curriculum Committee meeting with governors June 2024

CW completed all three modules for Prevent (July 2024)

New HR Manager (AP) to have training on employment checks by October

Safer Recruitment Training for staff by October 2024 | |

Risk Area and Lead	Hazard	Existing Control Measures	Proposed Actions	Planned completion date
Safeguarding **(CC, CW, ES, CLi, KB)**	Staff are not aware of what to do if they have a safeguarding or child protection concern Staff do not have confidence in referral pathways The school is not linked into statutory partners and/or does not feel comfortable sharing radicalisation/extremism concerns Staff have a poor understanding of radicalisation and therefore fail to refer genuine concerns Staff are unable to raise radicalisation/extremism concerns due to the lack of an appropriate mechanism Pupils promote violent extremist views to others Staff radicalise or promote violent extremism to pupils Inadequate behaviour policy leads to inconsistent management of unacceptable behavior/attitudes and/or activity linked to extremism	Child Protection Policy updated annually (or more frequently in line with updates) PREVENT mentioned in CP Policy Regular safeguarding updates for all members of staff Robust 'new staff' induction including safeguarding External child protection training every 3 years with Cheshire East Safeguarding Children's Partnership	Date of next safeguarding update for all staff and Governors – September 2024. Feb 2024 CHECS example shared with staff (Learning Hub Scenario) Review of Behaviour Policy in the Senior School by LMcC in Autumn Term 2024 New DDSL training to include Prevent training	December 2024

Risk Area and Lead	Hazard	Existing Control Measures	Proposed Actions	Planned completion date
ICT and Online Safety **(CC and NP)**	Students are accessing inappropriate or extremist content online, using school facilities and servers Or, while undertaking legitimate research, students are exposed to extremist content or material online. No service level agreement between staff/students of the school's ICT use School lacks internet filtering therefore pupils and/or staff access inappropriate content online Pupils do not have sufficient education on online risks and safe internet use Parents are not provided support on how to protect their child from online risks	Firewalls / internet filtering system ensure that the school's ICT is not used to promote extremism and protects pupils from extremist material (updated in academic year 2023/24) This includes the use of pupils and staff's own devices via Wi-Fi. The systems alert the Head and DSL to serious and/or repeated searches which are inappropriate. Pupils cannot access their phones / data during the school day.	Summary shared with FGB as part of the Safeguarding Report at the end of the academic year (July 2024) Review systems as part of Governor Safeguarding Audit – Autumn Term 2024 Review of policies associated with this theme (Autumn Term 2024)	December 2024

Risk Area and Lead	Hazard	Existing Control Measures	Proposed Actions	Planned completion date
Visitors / Visiting Speakers **Lettings and Hire of facilities** **(MR, VW and CW)**	School's facilities are hired for use by individuals or groups who hold extremist views that are supportive of, or conducive to, terrorism. No due diligence checks carried on people who hire the venue who could influence pupils with extremist views External organisation funds extremist/terrorist activity External organisation uses venue to promote extremist messages An event brings the school and/or local authority into disrepute	Visitor and Visiting Speaker Policy – updated August 2022 Effective policy/framework for managing speaker requests Framework for managing events i.e. charity events If students attend an external event, speakers been open source checked by staff organising the visit.	Policy is robust and meets the themes necessary. Robust educational visits policy and procedures in place. Risk Assessments signed by DSL and Head. New staff trained on completing the speaker forms by DSL as part of in term training (September 2024) On the Policy Review Cycle (every three years)	October 2024

Risk Area and Lead	Hazard	Existing Control Measures	Proposed Actions	Planned completion date
Curriculum (ES and SE)	British values are considered only superficially with no opportunity within the school for students to engage and/or experience them. Curriculum promotes a disregard for a multi faith/ secular society Learners are exposed by school staff or visitors with violent extremist messages or those that contradict the British Values/school values Students in some/all key stages lack opportunities to discuss controversial issues Extreme or divisive behaviour is left unchallenged Governors, Staff or contracted providers are not aware of/do not subscribe to the values and policies of the school Students lack knowledge and understanding of the risks posed by extremist/terrorist ideologies both online and offline and how to respond appropriately to keep themselves safe	SMSC Policy – Updated March 2024 SMSC is clearly mapped / evidenced. British Values are mapped across the curriculum. The school build resilience to the risks associated with terrorism/violent extremism through PSHE / Assembly themes / RS Curriculum / Visiting Speakers. Activities / Visiting speakers engage individuals from all communities and backgrounds Religious Studies curriculum covers multiple faiths and beliefs Inter-faith assembles are held every half term The School works with partners – Police / Prevent / Local authority / faith leaders / local politicians etc. to promote open dialogue of British Values and the risk of extremism / radicalization. There is sufficient oversight of pupil led activities to ensure they are not being used to radicalise pupils.	Interfaith assembly with visiting speakers as an example of analysis of who to bring in and why for conflict (Gaza) (Spring Term 2024) On the Policy Review Cycle (every three years)	April 2025