Prevent Duty Risk Assessment

Signed by

_____ Headteacher   Date: _____

_____ Chair of Governors   Date: _____

Version: 1.1

Next Review date: on or before September 25

Prevent Duty Risk Assessment – Osbournby Primary School

Assessment conducted by: Heather Bide	Job title: Headteacher	Covered by this assessment: Osbournby Primary School
Date of assessment: May 2025	Review interval: Annual	Date of next review: September 2025

Context:

Osbournby Primary School is a school in the North Kesteven district of Lincolnshire. The Counter Terrorism Local Profile Update for Lincolnshire (2024-25) identifies the following as key messages:

1. Self-Initiated Terrorism remains the most dominant threat to the UK due to the lack of preparation or skill and the easy access to weapons such as knives and vehicles. We need to ensure that the public confident in recognising warning signs.

2. Young people and vulnerable individuals continue to actively engage in online extremism and are often seen to be displaying extremist views.

3. We assess there has been a reduction in risk from Extreme Right-Wing Terrorism in Lincolnshire.

4. The overarching threat to the UK is from AQ/IS. We assess that events in the Middle East is increasing the threat from AQ/IS. We are concerned about the low number of Prevent referral received relating to AQ/IS concerns.

5. Within the 24/25 Counter Terrorism Local Profile, the following priorities have been identified (in no particular order):

    - Al Qaeda / Islamic-State extremism (ideology)

    - Self initiated terrorism (methodology)

    - Extreme Right-wing extremism (ideology)

Al Qaeda / Islamic-State extremism (ideology)

Should an AQ / IS terrorist attack occur in the UK in the next 12 months, it will highly likely be perpetrated by one or more Self-Initiated Terrorists (S-ITs). S-ITs are potential terrorists who act alone and are difficult to identify. In Lincolnshire, such an attack is deemed to be unlikely. In terms of AQ / IS Extremism, we are experiencing a worsening threat from Al-Qaeda and in particular Islamic State. Nationally and internationally the threat from Extreme AQ / IS Terrorism is assessed as increasing. It is important to remain vigilant and report any concerns. In Lincolnshire though, an attack from an extreme AQ / IS source is unlikely.

Self initiated terrorism (methodology)

Self-Initiated Terrorism (S-IT) is the greatest terrorist threat to the UK and defined as those who "threaten or mobilise to violence without material support or personal direction from a terrorist organisation; but who may still be influenced or encouraged by the rhetoric or ideology of a group". An attack in Lincolnshire from a self initiated terrorist is deemed "unlikely". That being said, it is important we are ALL aware of the national risk. Identification of S-IT remains a challenge. Past attackers have come from a variety of backgrounds and ideologies. Regionally, efforts are being made to raise awareness of S-IT, and the types of behaviour which may identify an individual of concern before they conduct an attack. It's becoming increasingly difficult to quickly and definitively determine whether an act of violence is ideologically motivated or is driven by other factors such as mental health.

Extreme Right-wing extremism (ideology)

Extreme Right-Wing Terrorism (ERWT) activity in the East Midlands is predominantly online. It often involves young people inspired by conspiracies and racist stereotypes about ethnic minorities who believe that violent action to protect white people is justified. There is a small number of organised groups, although there are relatively large volumes of extreme views and weapons making instructions that are shared online. Overall, there is a low level of capability or intent to conduct a terrorist attack. In Lincolnshire, a terrorist attack from an Extreme Right-Wing perpetrator is considered to be unlikely. Nationally, primary terrorist threat comes from an individual acting alone (a Self-Initiated Terrorist), using a simple attack method, likely targeting a minority group or individuals against whom they hold a grievance.

From a Prevent point of view, to effectively manage the risk we focus on a multi agency approach to provide support. Each plan is designed around the needs of the individual.

Online Extremism: Methodology

Use of the internet supports a wide range of terrorist activity across all ideologies. Alternative platforms may be used by an individual of concern but Telegram is identified as a key platform. Other platforms of note are; Discord, Gab, 4Chan/8Chan and VK. The ease of accessibility to extremist material online is likely to increase self-radicalisation and could allow attack planning. There are always going to be difficulties around detecting online activity and our capability to interrogate new platforms. Investigation techniques are continuously evolving in order to deal with these emerging challenges. Young people continue to form a significant proportion of our casework, being drawn into online extremism.

Online remains a primary radical influence for subjects referred into Lincolnshire Prevent. A significant proportion of subjects are below the age of 21. On further analysis, individuals have been influenced online by viewing/possessing/sharing extreme media, communicating with unknown individuals online who may have extremist views and conducting their own research into concerning activity such as mass shootings

Risk rating		Likelihood of occurrence		
		Probable	**Possible**	**Remote**
Likely impact	**Major:** Causes major physical injury, harm or ill health.	High (H)	H	Medium (M)
	Severe: Causes physical injury or illness requiring first aid.	H	M	Low (L)
	Minor: Causes physical or emotional discomfort.	M	L	L

Hazard	Who may be harmed	Risk rating L/M/H	Existing controls	Further action required	Assigned to	Completed

Insufficient awareness of school procedures	Staff and pupils	M	• The school has an Extremism and Radicalisation Policy and Child Protection and Safeguarding Policy in place with clear procedures for protecting pupils at risk of radicalisation and which all staff understand.
			
			• School staff have regard for the following legislation and guidance:
			
			  - Counter-Terrorism and Security Act 2015
			
			  - DfE (2023) 'The Prevent duty: safeguarding learners vulnerable to radicalisation'
			
			  - Home Office (2023) 'Prevent duty guidance: for England and Wales'
			
			  - DfE (2023) 'Keeping children safe in education 2023'
			
			  - Equality Act 2010
				Regular reminders and refreshers related to key and pertinent information from these policies shared with staff in briefings and bulletins.	Governing board	H. Bide

Hazard	Who may be harmed	Risk rating L/M/H	Existing controls	Further action required	Assigned to	Completed

Vulnerable pupils not being identified	Pupils	M	• All staff and governors undertake child protection and safeguarding training which covers the following:
			
			  - How to identify pupils who may be vulnerable to radicalisation
			
			  - How to challenge extremist ideas
			
			  - When it is appropriate to make a referral to the Channel programme
			
			• The DSL undertakes specific Prevent awareness training and provides advice and support to other staff on protecting pupils from the risk of radicalisation.
			
			• The DSL directs staff as appropriate to undertake Home Office e-learning modules on Prevent and Channel awareness.
				DSL and DDL continue to work though the enhanced SL CIT training pathway and ensure that staff complete the CIT staff pathway.	DSL/DDSL	H .Bide

Hazard	Who may be harmed	Risk rating L/M/H	Existing controls	Further action required	Assigned to	Completed
			• Staff remain alert to changes in a pupil's behaviour and indicators that they may be susceptible to extremism. • Staff use their professional judgement to identify pupils who may be at risk of radicalisation and act proportionately. • Pupils are encouraged to raise any concerns they may have about a peer's susceptibility to radicalisation with a teacher. • The DSL maintains a record of all incidents indicating a pupil's susceptibility to radicalisation and reviews this termly. • The school considers whether pupils are low risk, at risk, medium risk or high risk of being drawn into radicalisation. • Where a pupil is found to be susceptible to radicalisation, the school will speak to			

Hazard	Who may be harmed	Risk rating L/M/H	Existing controls	Further action required	Assigned to	Completed
			them as soon as possible and will make a Prevent referral if serious concerns are raised. • Staff members are aware of the push and pull factors of radicalisation and extremist groups, e.g. feeling isolated and being offered a sense of community, and will remain vigilant to pupils who may be attracted to extremist ideologies and groups by these factors.			
Exposure to extremist content	Pupils	M	• The school has appropriate filtering and monitoring systems in place to limit pupils' exposure to online risks, including extremist content. • The DSL and ICT team work together to ensure that there is a clear reporting process in place where filtering systems	Continue to liaise with ARK to ensure filtering and monitoring systems are effective.	DSL/DDSL	H .Bide

Hazard	Who may be harmed	Risk rating L/M/H	Existing controls	Further action required	Assigned to	Completed
			raise safeguarding or Prevent-related concerns.			
			• The DSL regularly reviews the effectiveness of the school's filtering and monitoring systems.			
			• The headteacher ensures all teaching staff understand the risks posed by the online activity of extremist groups.			
			• Online safety is integrated into the school's ICT and RSHE curriculum to equip pupils with the skills to stay safe online.			
			• The school ensures external speakers and agencies are scrutinised sufficiently and are appropriate to speak to pupils.			
			• Checks are carried out on any materials being used by guest speakers, e.g. leaflets, to ensure they are appropriate.			

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			• Due diligence checks are carried out on those hiring and using the school premises.			

Pupils lacking resilience to radicalisation	Pupils	M	• Teaching staff provide a safe environment for debating controversial issues and encourage open debate about different points of views and beliefs.
			
			• PSHRE lessons are used to:
			
			  - Explore sensitive or controversial issues.
			
			  - Equip pupils to recognise and manage risks and make safer choices.
			
			  - Support pupils to recognise when pressure from others threatens their personal safety and wellbeing.
				Continue to ensure that the PSHRE lessons are taught effectively delivering the intended curriculum	Headteacher/ PHSRE Lead	H .Bide

Hazard	Who may be harmed	Risk rating L/M/H	Existing controls	Further action required	Assigned to	Completed
			- Enable pupils to develop effective ways of resisting pressures, including how to get help. • The school promotes fundamental British values and community cohesion across the curriculum as part of pupils' spiritual, moral, social and cultural development. • The school creates an environment in which radicalising ideologies are challenged. • Pupils are encouraged to recognise how radicalisers use extremist ideas and narratives to encourage people into participating in or supporting terrorism. • The school has procedures in place to disrupt those who voice extremist ideologies and seek to radicalise others			

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			into carrying out or supporting terrorism-related activity. • Pupils are encouraged to respect other people, with particular regard given to the protected characteristics set out in the Equality Act 2010. • The school takes a proportionate approach to building pupils' resilience to radicalisation by accounting for age and the type of education being provided.			
Local concerns	Pupils and their families	M	• Staff raise concerns with the DSL if they witness behaviour or become aware of views from a pupil's family member that suggest a risk of radicalisation. • Staff remain alert to the possibility a pupil may be at risk of extra-familial harm.	Regular reminders and refreshers related to key and pertinent information from these policies shared with staff in briefings and bulletins.	DSL/DDSL	H .Bide

Hazard	Who may be harmed	Risk rating L/M/H	Existing controls	Further action required	Assigned to	Completed
			• The DSL maintains an awareness of the risks relating to extremism affecting young people in the local area. • The school engages effectively with parents to enable them to spot signs of radicalisation and advises where appropriate on referrals and support mechanisms. • The school develops effective partnerships with local Prevent leads, the police and the LA through multi-agency forums. • The school maintains an up-to-date awareness of the risk and threat posed in the local area and the latest developments in best practice through local partnerships.			

Hazard	Who may be harmed	Risk rating L/M/H	Existing controls	Further action required	Assigned to	Completed
Failing to respond to concerns	Staff, pupils and the public	M	• Staff understand the need to follow the school's safeguarding procedures and speak to the DSL if they have a concern about a pupil. • Staff follow the school's emergency procedures where a pupil is at immediate risk of harm or there is a security incident. • The DSL understands local procedures for making a Prevent referral. • Relevant services are accessed where appropriate to raise radicalisation concerns, including local children's social care, the LA's Prevent lead, and the local police. • Staff understand they can use the DfE's dedicated extremism helpline on 020 7340 7264 to raise concerns – this number is displayed in the staff room.	Regular reminders and refreshers related to key and pertinent information from these policies shared with staff in briefings and bulletins.	DSL and All Staff	H. Bide

Hazard	Who may be harmed	Risk rating L/M/H	Existing controls	Further action required	Assigned to	Completed
			• The SLT has a clear understanding of reporting and referral mechanisms. • The school has a clear process for raising radicalisation concerns and making a Prevent referral. • Staff are able to recognise extremist ideologies and radicalisation and report concerns as appropriate. • The Prevent national referral form is used when making referrals. • When sharing information that a person is at risk of radicalisation, they are given appropriate support and the information is shared in compliance with data protection legislation. • The police are notified immediately if someone is about to put themselves or others in immediate danger, or if they			

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			appear to be involved in planning to carry out a criminal offence.			
Inappropriate staff conduct	Staff and pupils	M	• Staff members voicing opinions that may be extremist or risk the radicalisation of pupils will be managed in line with the school's Disciplinary Policy and Procedure. • Referrals to relevant agencies, e.g. the local police, will be made where appropriate in response to a staff member's conduct concerning extremism.	Regular reminders and refreshers related to key and pertinent information from these policies shared with staff in briefings and bulletins.	DSL/ Headteacher	H. Bide
Insufficient training provided	Staff and pupils	M	• All staff attend safeguarding training including that which concerns preventing people from being drawn into terrorism. • Prevent training is provided on induction and refreshers are given.	DSL and DDL continue to work though the enhanced SL CIT training pathway and ensure that staff complete the CIT staff pathway.	DSL/DDSL	H. Bide

Hazard	Who may be harmed	Risk rating L/M/H	Existing controls	Further action required	Assigned to	Completed
			• All staff are required to attend Prevent training with a focus on Notice, Check Share. • Staff are provided with regular updates, notices and emails as required. • The SLT and DSL receive additional support from local partnerships and training on local processes for Prevent. • Records are maintained of training provided. • Training is quality assured and its effectiveness reviewed regularly. • Staff are trained to understand the risk of radicalisation that results in support for or involvement in terrorism. • Staff are trained to identify concerning behaviour changes that may indicate a			

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			pupil is susceptible to radicalisation, e.g. voicing intolerant narratives. • Training provided is proportionate to the risk of terrorism and extremism in the local area and phase of education. • When identifying training needs, the level of knowledge needed for different roles is considered. • Consideration is given to the appropriateness and reliability of training resources and materials used are carefully scrutinised to ensure they are suitable. • The school seeks further advice on training from the LA/ CIT safeguarding team as appropriate and makes use of government quality assured resources.			