

## Prevent Risk Assessment

Name of Establishment	Sirius Academy North
DSL Prevent Lead	Kate Crooks
Date Risk Assessment Completed	September 2024

### Introduction

**All educational establishments are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard to the need to prevent people supporting terrorism or becoming terrorists”. This duty is known as the Prevent duty.**

Staff in the education sector are particularly important as they are able to identify concerns early and provide help for students, staff and parents to prevent concerns from escalating. Educational establishments and their staff form part of the wider safeguarding system for students. This system is described in statutory guidance Working Together to Safeguard Children (December 2023) and Keeping Children Safe in Education (September 2024).

Educational establishments should work with Children’s Services, the Police, Health Services, and other services to promote the welfare of students and protect them from harm. Radicalisation is listed as a specific safeguarding issue within this statutory guidance and is addressed within the Government Prevent Strategy.

### Our Academy

- The vast majority of students are from areas of high socio-economic deprivation. Orchard Park is within the 10% of the most deprived neighbourhoods in the country. Currently, 52.4% of students are supported through pupil premium funding against a national average of 20.9%. The gap is widening with Year 7 having the highest level of pupil premium. The Academy has the highest level of deprivation in the region but still has the second highest inclusion score (Sutton Trust). In addition, the Academy has the highest intake through FAP year on year.
- The number of students with EAL has declined since Brexit but remains at approximately 19% of the school community. Demographics have also changed recently, as historically a large percentage of our EAL pupils were Polish they are now predominantly Polish and Romanian and account of 5% of the school population. The Academy currently covers 47 different languages.
- The balance of boys and girls is still skewed towards boys (due to the location near an all girls’ school). This does now fluctuate between year groups. Overall, 53% of the population of the Academy are boys.
- Nearly one in five students have identified barriers to learning; however, the number of students at SEN K has reduced as more students’ needs are met through the academy’s universal provision. Approximately one in five students is identified as requiring additional or bespoke support to meet their special educational needs and are recorded at SEN Support (SEN K). There are 40 pupils with an EHCP. Consultations for students with EHCPs are increasing year on year.

### Counter Terrorism Local Profile (provided by Humberside Police)

The current threat to the UK from terrorism is SUBSTANTIAL (as of 07/03/2024).

Key risk themes for Humberside 2024:

☒ Extreme Right-Wing terrorism remains the primary threat to the Humberside area. The risk is most likely to be low complexity, from lone, self-initiated terrorists.

☒ Online influences occur in almost every single investigation, intelligence development and Prevent referral within CT Policing.

☒ Minors; Region has seen a significant increase in under 18's being investigated for terrorism offences. Casework numbers now comparable to that within ERWT

☒ Increasingly LASIT and Conspiracy type theories are requiring assessment. We must prioritise providing support for those with mixed and unclear ideologies (MUU) who are at risk of committing acts of violence.

☒ Daesh/ISIS Inspired: Poses a significant regional threat within the NE Region. ☒ Self-initiated Terrorism (SIT): A Self-Initiated Terrorist is defined as "Person(s) 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 or a group". (1)Self-Initiated Terrorists have previously been referred to as 'Lone Actors'.

### The Prevent Strategy has three main objectives:

1. Tackle the causes of radicalisation and respond to the ideological challenges of terrorism
2. Safeguard and support those most at risk of radicalisation through early intervention, identifying them and offering support
3. Enable those who have already engaged in terrorism to disengage and rehabilitate

The Prevent duty should be seen as part of the education sector's wider safeguarding obligations. Designated Safeguarding Leads and other senior leaders in educational establishments should familiarise themselves with the revised Prevent duty guidance especially paragraphs 141-210, which are specifically concerned with education.

The key themes for the education sector within the Prevent duty guidance include:

- Leadership and Partnership
- Risk Assessment
- Sharing Information
- Reducing Permissive Environments (IT Policies / External Speakers)
- Monitoring and Assurance

Duty	What this means	Action	Evidence
<b>Risk Assessment</b>			
Assess the risk of students being radicalised, supporting terrorism or becoming a terrorist	Staff can demonstrate a general understanding of current extremism/terrorism risks	All staff have read Part 1, Part 5, Annex B and Annex C of "Keeping Children Safe in Education", September 2024. The Prevent Lead has informed staff of their duties as set out in "The Prevent Duty" (DfE, June 2015) All staff have completed the online Prevent course on Every in the last 12 months.	<b>All staff have completed Prevent training via Every.</b> <b>All staff have signed their code of conduct confirming they have read these documents.</b>
	Staff can identify individual students who may be at risk of radicalisation and how to support them	The Prevent Lead has informed staff about signs and indicators of radicalisation	<b>All staff have completed Prevent training via Every to be renewed every 12 months.</b>
	There is a clear procedure in place for protecting students at risk of radicalisation	All staff have read the Safeguarding Policy which includes a statement regarding the Prevent duty. All staff understand how to record and report concerns regarding risk of radicalisation	<b>All staff have completed Prevent training via Every and will renew annually. This is monitored by the DSL of the school. All staff know to inform the DSL of any concerns they have linked to Prevent and have an understanding of the referral process. All concerns are logged on CPOMS</b>

<p>Prohibit extremist speakers and events in the educational establishment</p>	<p>The educational establishment exercises “due diligence” in relation to requests from external speakers and organisations using the premises of the educational establishment</p>	<p>Request an outline of what the speaker intends to cover, research the person/organisation to establish whether they have demonstrated extreme views/actions. Deny permission for people/organisations to use the premises if they have links to extreme groups or ideologies and flag to relevant agencies if concerned.</p>	<p><b>Any external speakers and organisations are considered fully by senior leadership in terms of content delivery prior to coming on site</b></p>
<b>Working in Partnership</b>			
<p>Use existing local Partnership (Hull Safeguarding Children Partnership) arrangements in exercising its Prevent duty</p>	<p>Staff record and report Prevent concerns in line with existing policies and procedures</p>	<p>All staff record and report concerns to the Prevent Lead</p>	<p><b>All staff are aware that all concerns are to be passed to DSL in school. This has been explained to all staff.</b></p>
	<p>The DSL makes appropriate referrals to other agencies including Children’s Services and Prevent</p>	<p>Records of referrals are kept in student’s safeguarding folder. Referrals are followed up appropriately The DSL will attend Channel Panel if requested by the Prevent Police Team</p>	<p><b>No referrals have been made, however the DSL understands the referral process</b></p>
<b>Staff Training</b>			

Equip staff to identify students at risk of supporting terrorism or becoming a terrorist and to challenge extremist ideas	Assess the training needs of staff in the light of the educational establishment's assessment of the risk of radicalisation	The DSL undertakes Prevent Training, and relays to staff. All staff complete online Prevent Module annually and pastoral/safeguarding staff complete the additional REFERRAL and CHANNEL Modules as well as the Prevent Module annually when available.	<b>All staff received Prevent training on Every.</b>
<b>IT Policies</b>			
Ensure that Students are safe. from terrorist and extremist material when accessing the internet in educational establishments	The educational establishment has policies in place which make reference to the Prevent duty	E-Safety Filtering system on devices linked to the educational establishment that not only blocks users from accessing extremist/terrorist material but also should flag up to the DSL to investigate that online search.	<b>There is an online safety policy followed by all members of the school community. Smoothwall is the system used to filter and monitor devices linked to the school network.</b>
	Students are taught about online safety with specific reference to the risk of radicalisation	The curriculum reflects this duty	<b>The PSHE curriculum and ICT lessons teach students about online safety</b>
<b>Building Student resilience to radicalisation</b>			
Ensure that students have a "safe environment" in which to discuss "controversial issues"	Students develop "the knowledge, skills and understanding to prepare them to play a full and active part in society	Through PSHE/Citizenship, and other curriculum activities, students can explore political, religious, and social issues. Students are taught about the diverse national, regional, and ethnic identities in the UK and the need for mutual respect. Relevant staff are aware of the government guidance	<b>Students are delivered PSHE lessons.</b>



For further advice and Support:

[Working together to safeguard children 2023: statutory guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

[Keeping children safe in education 2024 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

[The Prevent duty: an introduction for those with safeguarding responsibilities - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

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