



PREVENT Risk Assessment

New Leaf Triangle CIC

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Introduction

National Risks – risk of radicalisation generally

What national risks are you aware of that could impact your area, setting, students or families?

Online exploitation	Terrorist content	Extremist groups	Vulnerable people
Children and young people can be groomed online or in person and exposed to violent material and extremist content.	There is a large amount of terrorist content online, and it's a common way for people to search for terrorist propaganda.	Extremist groups operate online to recruit people to join their organizations and spread hate.	Vulnerable people, including children, can be exploited and drawn into extremist activity.

What specific local risks are you aware of that could impact your area, setting, students or families?

Community tensions:	Isolation:	Low self-esteem:	Personal crisis:	Unmet aspirations:
Local community tensions or events affecting the country or region of origin	Feeling isolated or alienated from UK values	Having low self-esteem or feeling a sense of failure	Family tensions, adolescence, or disassociating from existing friendship groups	Feeling a sense of grievance or injustice, or perceiving a lack of community values



New Leaf Triangle Risk Assessment

Category	Risk	Hazard	Response	RAG	Further Action needed	By who and by When
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 the Board of Management) 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 at New Leaf Triangle are trained at least annually in Prevent, both as a standalone training and during Safeguarding training. This is carried out by the Designated Safeguarding Lead, who is also a Director, or one of the Deputies. The Board of Management receive training on Prevent as part of their Safeguarding training.	Green		
		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.	The DSL is one of the 2 Executive Directors and is a full time operational staff member. They also carry out the Safeguarding and Prevent training and receive regular DSL training through Leicestershire County Council.	Green		
		Leaders do not communicate and promote the importance of the duty.	This is promoted by the DSL who is a Director. There is promotion of a safeguarding culture through regular training, discussions, etc with senior staff visibly involved. Clear induction for new members of staff	Green		
		Leaders do not drive an effective safeguarding culture across the institution.	The Leadership team have a clear understanding of reporting and referral mechanisms as well as taking responsibility for staff training. Leaders use self-evaluation to identify key priorities for continuous improvement which is contained in the Quality Improvement plan.	Green		



		Leaders do not provide a safe environment in which children can learn.	The leadership team ensure the sharing of safeguarding and Prevent policies. Staff sign to confirm the reading of these policies.	Green		
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.	New Leaf Triangle receive regular updates through the Leicestershire County Council Headteachers briefing which includes updates regarding Prevent. New Leaf also receives information from Nottinghamshire County Council, as one of their approved providers, which includes updates about Prevent.	Amber	Establish further links with the Local authority safeguarding board to enable more access to up to date information	
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 the Board of Management, do not understand what radicalisation means and why people may be vulnerable to being drawn into terrorism	Training is broader than face to face or e-learning. Staff are updated in termly staff meetings and important information is passed on in daily morning meetings.	Green		
		Frontline staff, including the Board of management, 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.	New Leaf Triangle ensures all staff, including the Board of Management, attend safeguarding training and are familiar with key safeguarding and statutory policies. Records are kept of all training and staff sign to say they have attended the training, fully understand it and agree to follow the guidance within it.	Green		
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.	New Leaf Triangle 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	Green		



			• 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			
		Staff are not aware of the Prevent referral process.	New Leaf has clear processes for raising radicalisation concerns and making a Prevent referral.	Green		
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.	New Leaf Triangle carries out safer recruitment checks on all staff. New Leaf Triangle has a code of conduct for all staff (teaching and non-teaching staff). Children are encouraged to discuss sensitive topics in a supportive environment. Debates and discussions are often included in part of the weekly theme which covers a range of sensitive topics.	Green		
		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.	Although New Leaf Triangle is not a school, so does not follow a school curriculum, the curriculum includes the development of communication, social and emotional skills and also includes weekly themes which include topics such as British values. New Leaf has also developed its own awards, New Leaf Challenge Awards, that most students work through which cover a wide range of topics including British Values and Helping Others. Teaching is monitored by senior leaders through formal and informal observations, checks of student work and is quality assured.	Amber		
			New Leaf provides opportunities within the curriculum to discuss controversial issues and for students to develop critical thinking and digital literacy skills. It ensures that discussions of controversial issues are carried out in a safe space.	Green		



			New Leaf embeds fundamental British values into the curriculum, while also ensuring specific discussions can take place in a safe environment.	Green		
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.	Students all receive 1:1 support and are fully supervised when using technology to ensure that they do not access terrorist or extremist material. There is no free access to any form of technology; it is only used as part of a planned learning session. Students learn about e-safety and staying safe online including the dangers of being drawn into extremism. This is covered in the weekly theme and also forms part of the Challenge Awards.	Amber		
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.	New Leaf has clear policies in place to manage site visitors, including sub-contractors.	Green		