

SALT Prevent Risk Register 2024 2025

Since the publication of the 'Prevent Strategy', there has been an awareness of the specific need to **safeguard children, young people and families from violent extremism**. There have been attempts to radicalise susceptible children and young people 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 susceptible to future radicalisation.

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.

"**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)

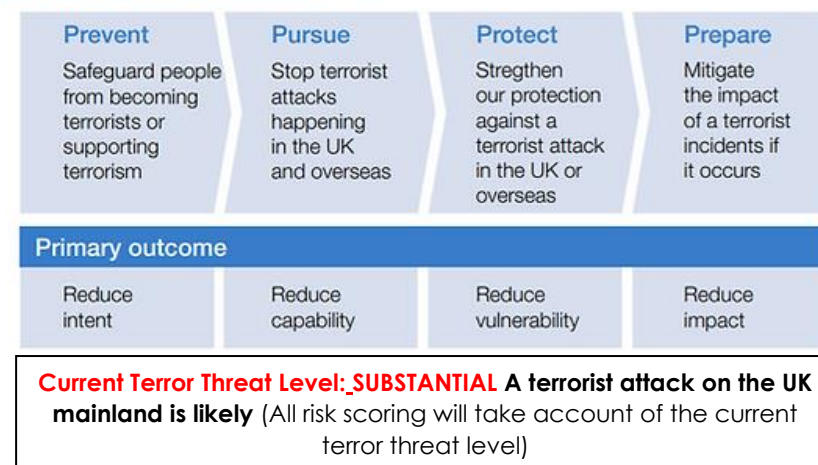
Keeping children and learners safe from these risks is a safeguarding matter and is approached in the same way as safeguarding children from other risks. Learners should be protected from messages of all violent extremism including, but not restricted to, those linked to:

- extreme Islamist ideology, or
- to Far Right/Neo Nazi/White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and
- extremist Animal Rights movements.

Prevent, in the context of counter-terrorism is intervention before any criminal offence has been committed with the aim of preventing individuals or groups from committing crimes. The purpose is:

- to understand the risk
- ensure staff understand the risk and build the capabilities to deal with it
- communicate and promote the importance of the duty
- ensure staff implement the duty effectively
- engage all levels of the organisation – governors, boards, principals, managers and leaders...

Fig. 2.1: CONTEST's Risk Reduction Model



Subject:	Prevent	Assessment Conducted By (Name/Role): Tammy Elward, Director of SALT
Risk Assessment Coverage:	- Learners, Staff & External Visitors for the SALT Suite, including: - Spencer Teaching School Hub, including all CPD courses and AB Services - George Spencer Academy SCITT - Spencer Apprenticeships - The Derby Research School at Wyndham Primary Academy - Maths Hub East Midlands West - SAT End Point Assessment Organisation	
Date:	29.08.2024	
Review Date:	29.08.2025	

Risk Area	Hazard	Individuals at Risk	Risk L/M/H	Existing Control Measures	Notes/Additional Controls	Residual Risk L/M/H
Safeguarding and Welfare	Staff and Employer Knowledge and Confidence Staff or other persons in SALT provision are not aware of the procedures for handling concerns and or do not feel comfortable sharing issues internally. Staff are not aware of the factors that make people susceptible to radicalisation and terrorism and are unable to recognise the signs of vulnerability and therefore are unable or unwilling to refer concerns. Leaders and staff feel unable or unwilling to challenge extremist narratives or exemplify British Values throughout the organisation. Staff are unclear on how to deal with or refer concerns resulting in individuals not being supported and potentially radicalisation remaining unchecked. Staff fail to complete mandated Prevent (&/or safeguarding) training. Employers (e.g. mentors) within work based settings are unaware of issues relating to Prevent the Statutory Duty and how to report concerns.	Learners	High	- Designated Safeguarding Lead (DSL) and Prevent Lead have received "Prevent" awareness training and have disseminated the training and other key parts to all staff, governors and other regular staff in the setting. - Prevent Duty is referenced in key safeguarding policies. - Induction: Part of the induction process: training package available on iHasco for all staff - Facilitators, mentors/assessors, learners and staff are made aware of the person who concerns are to be reported. - Preventing learners from being exposed to radicalisation or extremism is part of safeguarding policies and procedures - Staff, mentors etc have received appropriate training and are familiar with our Safeguarding, and how they fit in with in-school protocols - Concerns are reported to the DSL accurately and in a timely manner – My Concern - Records are held of any referrals with an audit trail being maintained – regular monitoring by the DSL and Director of SALT takes place. - Strategic Board updates – standing item with top level threads reported, and a Safeguarding Link Governor - My Concern is used to record and monitor concerns regarding Prevent - A safeguarding review of the SALT provision is undertaken by the Trust annually, in line with all academies - A schedule of safeguarding checkpoints is in place to ensure the DSL reviews processes within the team - A termly newsletter is used to share and disseminate updated notes and key themes across the provision created by the DSL - Spencer Apprenticeship Link Board Member has been established.	24/25 further update for all facilitators, mentors (Prevent and Safeguarding)	Low
	Learner Risk of Radicalisation Learners are radicalised by factors internal or external to the school environment	Learners	High	Personal Development Framework: The training provision has a range of activities to promote the spiritual, moral, social and emotional needs of learners aimed at protecting them from radical and extremist influences. - Staff deliver support to help learners develop their awareness of how to keep themselves safe from radicalisation. - Staff and other adults working with learners are challenged if opinions or language expressed are contrary to community cohesion or "British values" - Personal Development Framework Entitlement Overview embedded	Ongoing monitoring of provision and best practice sharing.	Low
	Local Risks Specific factors that make the training / school community potentially susceptible to being radicalised remain unknown (e.g. extreme religious views promoted locally, tensions between local communities, promotion of radical websites by some learners/pupils/parents)	Learners / Staff	Medium	- Engage with wider services to establish a local perspective of extremist of radicalisation crime or any other activity that threatens pupils safeguarding, e.g. DfE Regional Prevent Coordinator; newsletter sign up - Knowledge/awareness of the County Terrorism Local Profile – partnership with FE Prevent Coordinator and access to newsletter (see Appendix 1) LOCAL THEMES: Islamist Terrorism; Self Initiated Terrorists (S-Its); Extreme Right Wing Terrorism (ERWT); Online Extremism - Staff training and identification themes - Where increase of this type crime is reported, the organisation increases key messages to staff and learners via briefings, newsletters etc.		Low

	Leadership and Partnership SALT Suite does not work with statutory partners and agencies and/or does not feel comfortable sharing extremism related concerns externally. The result is that the organisation is not fully appraised of national and local risks and does not have access to developing good practice advice or supportive peer networks.	Learners	High	- SALT Suite communicates regularly with statutory partners and agencies regarding a range of concerns - All staff are aware that concerns are reported to the DSL and Prevent Lead via My Concern - SALT Suite has appropriate internal referral processes in place for all safeguarding/Prevent matters including extremism and DSL/Prevent Lead is aware of how to report and share these concerns with other agencies e. call Police for Prevent - DSL holds records of concerns which are kept securely on My Concern and monitored regularly (with monthly checkpoints). - DSL is aware of the key contact for the Police and this is named in SALT's Safeguarding Policy.		Low
	Welfare and Learner Support The organisation does not provide effective welfare and pastoral support which results in learners (and staff) being unsupported and the risk of vulnerabilities being exploited. Welfare & learner support is inadequately signposted or needs are not identified either early enough or often enough to allow learners to access welfare/learner support.		High	- The training provision has a range of activities to promote the spiritual, moral, social and emotional needs of learners aimed at supporting learners in key areas of personal development and strategies for keeping themselves safe from harm - The training structure involves intensive support from a school-based mentor (weekly meetings) and a centre-based trainer/assessor (1-2 monthly visits based on school term dates) where welfare and learner support is covered - Mentor and trainer/assessor training to support their remit in supporting welfare - Trained Mental Health First Aider within the SALT Suite		Low
	National Terrorism Risk Level The organisation does not have access to terrorism & extremism risk information in each in order to understand the level of risk from either nationally or locally & is therefore unable to carry out an effective risk action or put in place mitigating actions. The organisation does not how to respond effectively to changing risk level (either in response to national or local events) to ensure that the risk assessment/action plan remains effective.		High	- The DSL and Prevent Lead have been briefed on the way in which the risk from terrorism is assessed & the current risk level via the DfE Regional Prevent Coordinator & also through local Police Prevent team. - The Police CTLP or other suitable in-person briefing or document is shared with the organisation/summarised & shared. - The Prevent Lead attends Prevent Network meetings to receive briefings & discussion with sector colleagues. - The organisation has a process/policy in place that ensures that the Prevent risk assessment/action plan is reviewed at suitable intervals, a process which is facilitated by briefing & support from the DfE Regional Prevent Coordinator.		Medium
Action Plan						
1.	24/25 further update for all facilitators, mentors (Prevent and Safeguarding)				COMPLETE	TE
2.	Ongoing monitoring of provision and best practice sharing for curriculum provision.				ONGOING	TE CAR

Risk Area	Hazard	Individuals at Risk	Risk L/M/H	Existing Control Measures	Notes/Additional Controls	Residual Risk L/M/H
Curriculum and Learning	Learners and staff are not sufficiently prepared to support the breadth of issues from statutory requirements and local needs and feel ill-equipped.	Learners Staff	High	Personal Development Framework: The curriculum provision covers all necessary and desirable themes drawn from statutory requirements and local needs: - British Values and EDI - Safeguarding and Prevent - E-Safety - Wellbeing - Careers Education - LGBTQ+ - Life Skills - Social media and newsletters reflect key messages and Prevent themes		Low
	British Values The provider does not have a culture and ethos where British Values are celebrated, which leads to a culture of disrespect and intolerance and where extremist views & ideas are allowed to flourish. Staff and learners do not understand British Values (or do not feel confident about them) and extremist views and narratives are allowed to flourish unchallenged. British Values are not embedded in the curriculum & are seen by learners (& staff) as unimportant or of no value.		Medium	Personal Development Framework: The training provision has a range of activities to promote the spiritual, moral, social and emotional needs of learners aimed at promoting and instilling British Values - The SALT Team will uphold the fundamental principles of British values and promote them in the personal development plan for all our learners, including: individual liberty, rule of law, democracy and mutual respect and tolerance of different faiths and beliefs	Personal Development Framework – review of implementation	Low
	Behaviours which harm the ability of different groups and individuals to learn and work together are left unchallenged	Learners / Staff	Medium	Personal Development Framework: Learners are taught about respect for other cultures and gain an understanding of community cohesion - Opportunities are created both within the environment and the curriculum to promote the setting's ethos and values – both at provider level and school/employer-level - Displays and other literature available in schools reflects and encourages diversity and community cohesion - Each School's Behaviour Policy and Anti-Bullying Policy provides information on anti-bullying strategies and preventative measures for dealing with bullying - Inappropriate behaviour, language and attitudes are challenged by staff and, where staff or other adults are involved, by SLT.		Low

Action Plan

Personal Development Framework – review of implementation, including themes such as SITs, gaming and Incels – October 2024	COMPLETE	TE
Audit of EIP coverage	COMPLETE	TE

Risk Area	Hazard	Individuals at Risk	Risk L/M/H	Control Measures	Notes/Additional Controls	Residual Risk L/M/H
Organisational Culture	Staff or other persons in school are not aware of/do not subscribe to the ethos and values of the organisation	Learners/ Staff	High	- The SALT Leadership Team are aware of The Prevent Strategy and its objectives as it relates to both national and local context and they take steps to ensure that the overall values and ethos of the school reflect strategies to support the Prevent Duty. - Clear awareness of roles and responsibilities regarding Prevent exist across the provision - Recruitment, selection and induction processes exist which include reference to the ethos and values of the setting - Guidance and literature are available for staff on the Prevent Duty	2024-25 Refresh September A process is in place to identify and develop "learned lessons" highlighted by the organisations	Low
	Staff are unable to raise extremism related organisational concerns due to the lack of an appropriate whistleblowing procedure.	Learners/ Staff	High	- Appropriate whistleblowing procedures are in place and adults working with learners are made aware of them. - Records are kept of incidents which are reported to the DSL for consideration and, where appropriate, are referred to the appropriate agency.		Low
Action Plan						
1. Review induction process for visitors and contractors					COMPLETE	TE
2. Refresher training to be delivered to all staff highlighting roles and responsibilities of key staff in relation to Prevent duty					COMPLETE	TE
3. A process is in place to identify and develop "learned lessons" highlighted by the organisations > Use of MyConcern and then CPOMs					COMPLETE	

Risk Area	Hazard	Individuals at Risk	Risk L/M/H	Control Measures	Notes/Additional Controls	Residual Risk L/M/H
Training Environments Visiting Speakers	Extremist organisations are given a platform to radicalise learners because the organisation has ineffective processes in the place for vetting speakers and events. Inappropriate or extremist materials are shared with learners (face to face or via weblinks) because insufficient due diligence checks are made of external speakers and materials that they promote or share. Learners (& staff) receive &/or share invitations to events (face to face or online) which may promote or involve radicalising ideas & materials.	Learners	Medium	- Regular facilitators go through an onboarding process, with employers confirming relevant training and checks have been taken at base, or where needed the SALT undertake relevant DBS checks and provide necessary training - Materials to be delivered by external speakers/virtual speakers are discussed with the speaker prior to delivery. - The appropriateness and relevance of all materials or literature are considered prior to display - Staff concerns are discussed with DSL/SPOC before materials are used - Requests for externally provided materials to be distributed are considered and, where appropriate, authorised by the Head teacher. - Visiting speakers/virtual speakers are not left alone with learners - There is a visitors policy on place across our organisation covering the SALT suite - There is a whistleblowing procedure and a range of policies which fall under the safeguarding umbrella which are known and understood by staff, volunteers and contracted staff.	2024-25 Facilitator onboarding process and participants to site updates 2024-25 refresh staff training on the checks ahead of visiting facilitators and guest presenters 2024-25 Refresh of materials made available in venues, with pre-information shared with facilitators	LOW
	The organisation does not have sufficient security of its premises and learners can be targeted by individuals or groups seeking to share their extremist views or endanger their personal safety. On site dangerous or hazardous substances are not kept secure and are allowed into the possession of individuals or groups seeking to use them unlawfully.	Learners	High	- All sites we deliver at are school-based and are covered by trust level policies for the safeguarding of learners - There is a visitors policy on place across our organisation covering the SALT suite - All sites are subject to Health and Safety checks, with an annual audit and review process conducted at trust level		Medium

Action Plan		
4. Facilitator onboarding process and participants to site updates	COMPLETE	TE
5. Refresh staff training on the checks ahead of visiting facilitators and guest presenters	COMPLETE	TE
6. Refresh of materials made available in venues, with pre-information shared with facilitators	ONGOING – additional changes around neurodiversity	TE

Risk Area	Hazard	Individuals at Risk	Risk L/M/H	Existing Control Measures	Notes/Additional Controls	Residual Risk L/M/H
Online Safety	Extremist organisations are able to share extremist materials & views online to radicalise students and encourage them to commit acts of violence or incite others to do so.	Learners and Staff	High	SAT and SALT's IT Acceptable Use policy contains specific reference to the Prevent Duty as required by CTSA 2015.		Medium
	Learners (and staff) are able to access unlawful &/or radicalising material which promotes proscribed terrorist groups.	Learners and Staff	High	Learners are provided with online safety advice as part of initial induction. This includes providing them with a copy of the organisation's IT Acceptable Use policy & highlighting where support is available if required.		Medium
	The CTLP & police risk briefings identify that virtually all cases of radicalisation referred for support have an identified element of online/internet facilitation evidencing the significant risk posed to students, staff & the organisation.	Learners, Staff and Organisation	High	- Filtering & monitoring of learners use of the internet is carried out by IT Team & agreed "flags" are reported to Safeguarding/Prevent Lead. - Filtering & monitoring of learners use of the internet is carried out by IT Team & agreed "flags" are reported to Safeguarding/Prevent Lead.		Medium
	During the 2020/21 COVID health crisis extremist activity (of all types) has increased significantly & the likelihood of learners (& staff) being subject to extremist & radicalising material has increased. With learners (& staff) isolated for lengthy periods & much of the engagement being remote this has made effective support harder & increased the likelihood of learners being affected.	Learners and Staff	High	- The organisation has reviewed how it engages with learners online & has updated policy/process to reflect the challenges. SALT Curriculum Entitlement has been updated to ensure - Tutors/Coaches/Assessors to document follow up face to face discussions on scheduled training in.		Medium
Action Plan						