



Harrison College Ltd

PREVENT Risk Assessment and Action Plan

Background:

Harrison College recognises its duties to safeguard students and staff. Prevent-related updates for colleges appear within: Keeping Children Safe in Education (KCSIE) (and is annually updated with each version of KCSIE). Latest updates expanded 'on-line safety' risks to include Disinformation, misinformation, conspiracy theories.

Please refer to the Harrison College Safeguarding and Student Protection Policy for full details of Prevent policy and dealing with radicalisation and extremism.

Part of the Prevent Duty, paragraph 162 of the Prevent Duty Guidance (Home Office, 2015) states: "Each setting should perform a risk assessment which assesses how their learners or staff may be at risk of being radicalised into terrorism, including online. Where specific risks are identified, settings should develop an action plan to set out the steps they will take to mitigate the risk"

Risk Assessment and action plan are detailed below.

Potential Risk

Nos	Risk descriptor	Risk level
1.	Students accessing extremist material in college	V Low
	IT filters in use at all times, making accessing unsuitable material very difficult. Tracking software allows ICT (Affinity IT) company to log any attempts to access extremist material and identify students. Safeguarding filters and processes in place to alert IT provider and college DSL.	
2.	Students accessing extremist material outside college	Low to Med
	PSHE lessons, tutorials, enrichment days and focussed safety and safeguarding sessions focus on the dangers of extremism, educating students about the risks and what to do if they find or are encouraged to access extremist material. Online and E-safety training for parents to show them how to set filters at home and what to be aware of available on fact sheets, posters and website links. Display boards with posters and information about the Prevent strategy and the government's Educate Against Hate website https://educateagainsthate.com/ Appropriate links on the College website and links to CEOP. Curriculum coverage of all related areas through session delivery	
3.	Students expressing extreme views, radicalisation or encouraging others to behave extremely	Low
	Pastoral system understood by all students and they are confident to disclose to key staff. Safe spaces given to allow students to discuss openly potential threats, concerns, ideologies and use of the internet, social media and chat groups. Staff aware of Prevent duty and dangers of extremism, updating qualification annually, through DSL training updates and newsletter dissemination and report using CPOMS. CYPO contact can be used to support messages about dangers and legalities of extreme or radical behaviour. DSL knowledge of processes for identifying and referring potential susceptible people, including the new threat of Incels.	
4.	The college becoming associated with extremist groups or influences	V Low
	External visitors and speakers are checked that they are not affiliated with extremism. Social media footprint looked into. Staff present at all times alongside speakers. Materials showed and checked by host staff member before being used in sessions.	

Reviewed: September 2026

Next Review: September 2027

	Safeguarding policies in place to deal with staff, students or visitors who express extremist or anti-British sentiments. Staff, mentors, business partners and volunteers are DBS checked at the appropriate level and where applicable.	
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Key Actions:

	Action Point	Timescale	Staff Responsible
1.	Curriculum delivery: Ensure PSHE / tutorial and enrichment schemes are updated and reflect key messages about extremism Include DfE resource bank for FE Use 'educate against hate' resources	Annually update and review curriculum map annually	Teachers Briefing leads All delivery staff GPE monitor
2.	Staff training: Ensure staff are kept up to date with Prevent duty training and can recognise potential warning signs of radicalisation. All new staff receive induction specific training Incels, Misogony and AI CPD sessions	Annual updates via National Online Safety certification or DofE training	All staff to complete G Stonier (DSL) to monitor and track and provide training
3.	Safeguarding online processes: Ensure ICT filters and policies protect students, staff and visitors from extremist material Use the 2025 DfE technology self-assessment tool	Termly reports requested from Affinity IT	Affinity IT lead reports to Directors & SLT Affinity IT
4.	Student awareness: Ensure students are aware of dangers and what to do if they feel at risk of radicalisation. Safe places and open conversation culture	Tutorial sessions, PDWB sessions and open forum sessions timetabled	Prevent lead / DSL and PDWB team
5.	DSL monitoring systems: Discuss students at risk of radicalisation during safeguarding meetings highlighted via CPOMs	Weekly – TAC meetings. PDWB triage.	G Stonier / S Glossop (and all staff)
6.	Reporting and referrals: DSL and Prevent Lead specialist expertise and training support accessed. LA, Police, partnerships groups and key contacts known and used. Referral processes known; Prevent and Channel.	Annual updating for DSL and Prevent lead.	G Peebles – Prevent lead. G Stonier - DSL
7	Risk assessment: updating and communicating annually and as and when applicable. INSET delivery to staff. Induction sessions for students. Website links and policy circulation.	Annual. Sept, Jan and July review and updates. Annual	DSL and GPE
8	Policies review; annual updates of policies and the introduction of Generative AI guidance	Annual Jan 2026	BoD

Prevent Aide Memoire for Staff

Legal duty:

All colleges have a legal duty to educate students about extremist behaviour and to report any concerns about students who may be at risk of radicalisation.

We understand that Safeguarding learners who are susceptible to radicalisation into terrorism depends on effective partnership. To comply with the Prevent duty we ensure productive co-operation, in particular with local Prevent staff, the police and local authorities as well as effectively communicating at the earliest stage through existing multi-agency forums. This is in accordance with Section 38 of the Counter Terrorism and Security Act (CTSA) 2015.

<https://www.legislation.gov.uk/ukpga/2015/6/contents/enacted>

Harrison College recognises its obligations under the Prevent duty and include more detail within our safeguarding and child protection policies which can be found on our website. This guidance should be read alongside 'Working together to safeguard children 2026' and 'Keeping children safe in education 2026 / latest edition'.

All staff are mandated to read Part One of KCSIE and the Harrison College Safeguarding and Student Protection Policy which contains full details of roles, responsibilities and processes.

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

The Prevent duty:

[The Prevent duty](#) requires all education providers 'to help prevent the risk of people becoming terrorists or supporting terrorism'. This includes safeguarding learners from extremist ideologies and radicalisation. The legal duty is set out in Section 26 of the Counter-Terrorism and Security Act 2015

Harrison College will follow this guidance and carry this out in accordance with the statutory guidance for England and Wales, issued on 7 September 2023 under Section 29 of the Counter-Terrorism and Security Act 2015. It came into force on 31 December 2023, replacing the guidance which came into force in July 2015.

The [Terrorism Act 2006](#) defines 'terrorism' as an action or threat designed to influence the government or intimidate the public. Its purpose is to advance a political, religious or ideological cause. In summary, terrorism is an action that:

- endangers or causes serious violence to a person or people,
- causes serious damage to property, or seriously interferes with or disrupts an electronic system
- is designed to influence the government or to intimidate the public.

We should not only be alert to violent extremism but also non-violent extremism, including certain divisive or intolerant narratives which can reasonably be linked to terrorism. Some groups and organisations that promote extremist ideologies are not proscribed (banned) terrorist groups or organisations. These groups support divisive or hateful narratives towards others but may not

promote extreme violence. For example, they may hold views that support the distrust or hatred of people with different faiths or undermine the principles of democracy.

Harrison College will follow the Contest 2023 strategy; Pursue, Protect, Prepare and Prevent.

Partnership:

We understand that Safeguarding learners who are susceptible to radicalisation into terrorism depends on effective partnership. To comply with the Prevent duty we ensure productive co-operation, in particular with local Prevent staff, the police and local authorities as well as effectively communicating at the earliest stage through existing multi-agency forums.

Responding to concerns - If staff are concerned about a change in the behaviour of an individual or see something that concerns them (this could be a colleague) they should seek advice appropriately with the DSL and/or Principal who should contact the Local Authority using commsafety@doncaster.gov.uk.

College will refer to CYPOs and LA Prevent leads who can advise and identify local referral pathways and Doncaster Channel Panel/Process.

1. [Prevent duty guidance: Guidance for specified authorities in England and Wales \(print-ready PDF\)](#)
2. [Making a referral to Prevent - GOV.UK](#)

Harrison College recognises its obligations under the PREVENT duty and include more detail within our safeguarding and child protection policies which can be found on our website.

Staff responsibilities:

At Harrison College, the designated staff are:

Gail Stonier – Designated Safeguarding Lead (DSL)

Gemma Peebles - Principal (DDSL) and named Prevent Lead in DSL absence

As a member of staff, you have a legal duty to report any concerns, however minor, to the designated PREVENT member of staff. All staff should look out for concerning changes in behaviour and report them to the Designated Safeguarding Lead (DSL) G Stonier in the first instance, or to G Peebles when the DSL is not available due to absence.

Staff must ensure they are familiar with all information in this policy, as it is an expectation that all staff engage with PREVENT and minimise the chances of any of our students becoming radicalised. All staff are required to take part in PREVENT training annually or as part of their induction at College.

Staff are advised that government quality assured resources are available on Educate Against Hate. Guidance on using appropriate external agencies for schools in England, particularly with regard to political impartiality requirements, is available on GOV.UK.
<https://www.educateagainsthate.com/category/school-leaders/advice-and-training-school-leaders/>

Staff are aware of the PREVENT agenda and understand the Doncaster Channel Process.

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1. http://www.proceduresonline.com/southyorks/sab/pdfs/doncaster_channel_process.pdf
2. [Channel and Prevent Multi-Agency Panel \(PMAP\) guidance - GOV.UK](#)

The DSL responsibility:

The DSL will follow the safeguarding policy and deal with each individual case accordingly taking a risk-based approach. If there is a concern about potential radicalisation or a reason to believe that someone is at risk of becoming involved in terrorism or supporting it, a referral should be made to police, who will assess whether the person is suitable to be considered by a Channel panel for support.

To report extremism concerns about an adult working in college or organisation that works with children, young people or adult learners, the DSL will:

- contact the local authority designated officer (LADO) through our local safeguarding partnership.
- submit the details at [report extremism in education](#)

The DSL will ensure that all staff have appropriate training on Prevent and annually update their knowledge by completing the Home Office on-line training and the National Online safety qualification. The Designated Safeguarding Leads (DSL) or Prevent lead will receive more in-depth training, including on extremist and terrorist ideologies, how to make referrals and how to work with Channel panels. <https://www.gov.uk/guidance/prevent-duty-training>

Recognising concerning behaviours:

Any concerning changes in behaviour may indicate a safeguarding concern. These changes can be emotional, verbal, or physical. A person may be vulnerable in certain ways that could make them more susceptible to a range of harms. These could include sexual exploitation, extremism and radicalisation, or serious violence.

<https://www.gov.uk/guidance/get-help-if-youre-worried-about-someone-being-radicalised>

This could (but is not limited to) include the following:

- Engaging with Islamic fundamentalists or their ideals (ISIL, Al Qaeeda etc)
- Extreme political views (white supremacy, anti-Semitism etc)
- Visits to countries deemed high risk by the UK government
- Accessing websites / social media linked to extremist organisations
- Views or behaviour that are contrary to British Values
- Family members having direct contact or involvement with extremist or terrorist groups
- Access or exposure to extremist leaflets, magazines or stickering
- Exposure to extremist groups hosting marches, protests or stalls

However, some learners may appear to be at risk or susceptible to radicalisation into terrorism without showing a clear ideology. Individuals increasingly adopt a mix of ideas from different ideologies into their grievance narratives.

- show an interest in multiple extremist ideologies at the same time
- switch from one ideology to another over time
- target a 'perceived other' of some kind (perhaps based on gender or another protected characteristic), but do not otherwise identify with one particular terrorist ideology or cause - for example, involuntary celibates (incels) who direct their anger mainly at women
- are obsessed with massacre, or extreme or mass violence, without specifically targeting a particular group - for example, high school shootings
- show an interest in conspiracy theories which can act as gateway to radicalised thinking, common themes include:
 - religious or ethnic superiority
 - antisemitism
 - misogyny
 - anti-establishment and anti-LGBT grievances
 - Incels
- may be susceptible to being drawn into terrorism out of a sense of duty, or a desire for belonging, rather than out of any strongly held beliefs

There are many 'push and pull' factors which may put a person at risk:

Push factors may include a person feeling:

- isolated
- they do not belong
- they have no purpose
- low self-esteem
- their aspirations are unmet
- anger or frustration
- a sense of injustice
- confused about life or the world
- real or perceived personal grievances

Pull factors could include an extremist or terrorist group, organisation or individual:

- offering a sense of community and a support network
- promising fulfilment or excitement
- making the learner feel special and part of a wider mission
- offering a very narrow, manipulated version of an identity that often supports stereotypical gender norms
- offering inaccurate answers or falsehoods to grievances
- encouraging conspiracy theories

- promoting an 'us vs. them' mentality
- blaming specific communities for grievances
- encouraging the use of hatred and violent actions to get justice
- encouraging ideas of supremacy

Recognising Signs of Radicalisation and extremism:

The following could describe general teenage behaviour but together with other signs may mean the young person is being radicalised:

- Out of character changes in dress, behaviour and changes in their friendship group
- Losing interest in previous activities and friendships
- Secretive behaviour and switching screens when you come near

The following signs are more specific to radicalisation:

- Owning mobile phones or devices they cannot account for
- Showing sympathy for extremist causes
- Advocating extremist messages
- Glorifying violence
- Accessing extremist literature and imagery
- Showing a mistrust of mainstream media reports and belief in conspiracy theories
- Appearing angry about governmental policies, especially foreign policy.

All staff are aware that online safety awareness has been strengthened and through understanding and reading Part One of KCSIE that radicalisation increasingly occurs through online platforms, social media, gaming environments and AI-generated extremist content.

Wider recognition of prejudice, discrimination and vulnerability factors

The KCSIE 2026 version places greater emphasis on:

- prejudice-based harm
- racism
- faith-based prejudice
- discriminatory behaviour

While not specifically Prevent changes, these factors may interact with vulnerability to extremist narratives and should be considered within safeguarding assessment and college processes and policy.