

Risk Scoring

Likelihood		Severity	
Almost Certain	5	Catastrophic	5
Very Likely	4	Major	4
Likely	3	Moderate	3
Unlikely	2	Minor	2
Improbable	1	None or Trivial	1

Risk Levels

HIGH RISK	12 >
MEDIUM RISK	7 - 11
LOW RISK	6 <

Current Terror Threat Level

SEVERE A terrorist attack on the UK mainland is highly likely

All risk scoring will take account of the current terror threat level

No	Risk Title	Summary	Gross Score	Existing Controls	Residual Score	Prevent Action Plan – what/when/who/how	Progress
1	Online Safety	<p>A) 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.</p> <p>B) Learners (and staff) are able to access unlawful &/or radicalising material which promotes proscribed terrorist groups.</p> <p>C) 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.</p>	<p>4 x 5 =20</p> <p>High</p>	<p>1. The organisation’s IT Acceptable Use policy contains specific reference to the Counter Terrorism Security Act 2015, Prevention of Terrorism Act 2005 and the Terrorism Act 2006, along with relevant safeguarding acts and statutory guidance.</p> <p>2. 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.</p> <p>3. The Be Safe and Well stream of the PD framework includes how students keep themselves safe.</p>	<p>2 x 5 =10</p> <p>Medium</p>	<p>1. Students to complete the ETF Side by Side module to consolidate knowledge and understanding during induction.</p> <p>2. Parent information sections of the website to be further developed by the DSL to enable effective communication and supportive resources in relation to online safety</p> <p>3. Parent guide to include information on radicalisation and extremism.</p> <p>4. Stay Safe week to include specific comms about online safety</p> <p>5. Student Handbook for 23/24 to include online safety section.</p> <p>6. Specific training for Learning Coaches on online safety and radicalisation</p>	

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		D) 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.		4. The College uses Smoothwall to monitor staff and student activity and any safeguarding concerns are reported to the Safeguarding Team (or HR).. All staff engaged in the process of teaching/assessing/support have been provided with updates & guidance to support their effective engagement & safeguarding learners.		7. Development of specific PD session. 8. Mandatory training to include online safety section.	
2	Partnership	A) The organisation does not establish effective partnerships with organisations such as the Local Authority, Police Prevent Team, DfE Regional Coordinator and others. 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.	4 x 4 =16 High	1. The college has excellent links with the Local Authority, the Police Prevent Team and DfE Regional Coordinator, proactively engaging in local and regional forums and maintaining regular communication seeking support as required. 2. The DSL for the organisation engages directly in county and regional Prevent Forums and cascades information and updates as appropriate across the organisation.	2 x 4 =8 Medium	1. DSL to arrange more regular meetings with the local Prevent co-ordinator to mutually support projects and outcomes.	
3	Leadership	A) Leaders within the organisation do not understand the requirements of the Prevent Statutory Duty or the risks faced by the organisation and the Duty is not managed or enabled at a sufficiently senior level. The result is that the organisation does not attach sufficient priority to Prevent Action plans (or does not have one) and therefore action to mitigate risks and meet the requirements of the Duty are not effective.	3 x 4 =12 High	1. The DSL for the organisation is a member of the SLT. 2. Regular updates are provided by the DSL to SLT. 3. The College Deputy Principal chairs half-termly Safeguarding Committee meetings where Prevent related risk, teaching and learning activity related to FBV's, the CTLP, Prevent Audit activity and Prevent RA activity are all reviewed and managed. 4. A Link Governor role is in place for safeguarding, Prevent, and the allocated Governor attends Safeguarding Committee meetings and cascades relevant information back to the wider governing body. 5. The DDSL regularly reports on developments related to safeguarding and Prevent through reporting to the Corporation. 6. The VPs oversee quality activity related to teaching and learning which includes a key focus on Prevent and FBV's.	1 x 4 =4 Low	1. The Link Governor for safeguarding/Prevent to ensure appropriate information is shared in Corporation meetings to ensure all Governors hold the College accountable to meeting the Prevent Statutory Duty, and understand the information presented within the report for Corporation. 2. The College DSL should have oversight of tutorial content related to Prevent to ensure it is accurate, up to date, and aligned to the local risk profile. 3. Standard agenda item to be introduced on Safeguarding Committee for DoQ to report back on embedding of radicalisation and extremism in curriculum, any themes or trends from viewings and Deep Dives 4. Policy review to ensure Prevent Duty is embedded where appropriate.	
4	Staff training and awareness	A) Staff are not aware of the factors that make people vulnerable to radicalisation and terrorism and are unable to recognise the signs of vulnerability and therefore are unable or unwilling to refer concerns.	5 x 5 =25 High	1. Risk and vulnerabilities related to radicalisation and terrorism including risk indicators are referenced in updates and related safeguarding briefings, and Safeguarding Networks.	2 x 5 =10 Medium	1. Managers should regularly check in with their staff through 121 meetings to ensure they understand their safeguarding responsibilities in relation to the risk of radicalisation and extremism, and feel	

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		<p>B) Leaders and staff feel unable or unwilling to challenge extremist narratives or exemplify British Values throughout the organisation.</p> <p>C) Staff are unclear on how to deal with or refer concerns resulting in individuals not being supported and potentially radicalisation remaining unchecked.</p> <p>D) Staff fail to complete mandated Prevent (&/or safeguarding) training.</p>		<p>2. There is a specific area on the Staff Intranet for Prevent information and resources.</p> <p>3. All new staff are mandated to complete the Prevent online training in the first 2 days of commencing employment, followed by a live delivered induction session including reference to Prevent related risk within the first few weeks of starting.</p> <p>4. Staff training compliance reported at each Safeguarding Committee</p> <p>5. Staff are clear on how to make referrals to the safeguarding team for Prevent related risk.</p>		<p>confident to respond appropriately. Further support and guidance to be sought from the safeguarding team as necessary.</p> <p>2. Safeguarding to be a standard agenda item on team meetings.</p> <p>3. Managers should ensure that staff take part in regular updates and access resources and training opportunities.</p> <p>4. HR team to ensure that all new staff have completed the mandatory Prevent and Safeguarding training through induction activity.</p> <p>5. A suite of case studies to be developed by the College DSL, to support the narrative and confidence building in team meetings, building staff resilience to identify risk and vulnerability factors and respond appropriately.</p> <p>6. Radicalisation and extremism to be included in Mandatory training refresh to align with good safeguarding practices.</p> <p>7. Training matrix to be developed to differentiate training to roles</p>	
5	Speakers and events	<p>A) Extremist organisations are given a platform to radicalise young people because the organisation has ineffective processes in place for vetting speakers and events.</p> <p>B) 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.</p> <p>C) Learners (& staff) receive &/or share invitations to events (face to face or online) which may promote or involve radicalising ideas & materials</p>	<p>3 x 3 = 9</p> <p>Medium</p>	<p>1. A specific process for vetting speakers and events is included within the Freedom of Expression Policy and appropriate procedures, which is referenced in safeguarding training and effectively utilised by cross college staff.</p> <p>2. A process related specifically to vetting of customers of the College commercial bookings (room hire) is included in the lettings policy.</p> <p>3. The process includes relevant checks on individuals, organisations, printed and online materials, and reviewing the Guest Speaker register.</p> <p>4. Students and staff are taught about risk in relation to radicalisation and know how to report concerns to the safeguarding team or other appropriate professionals.</p>	<p>2 x 3 = 6</p> <p>Low</p>	<p>1. College DSL to carry out an audit of records associated with the vetting process and report back on effectiveness to Safeguarding Committee in June 2023 making any recommendations as necessary.</p>	
6	Welfare & Pastoral Care	<p>A) 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.</p> <p>B) Welfare & learner support is inadequately signposted or needs are not identified either</p>	<p>3 x 3 = 9</p> <p>Medium</p>	<p>1. All students have access to pastoral care within their learning environments through dedicated Learning Mentors.</p> <p>2. Staff and students have access to specialist Mental Health team and counselling services</p>	<p>1 x 3 = 3</p> <p>Low</p>	<p>1. The Wellbeing Team to ensure that apprentices are aware of, and have access to wellbeing services.</p> <p>2. Single referral process to be piloted and implemented to ensure ease of access.</p>	

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		early enough or often enough to allow learners to access welfare/learner support.		free of charge which are promoted through induction. 3. The Wellbeing Team have created a self-help resources and signposting for students on Moodle.			
7	Prayer & Faith Facilities	A) Requirements of learners (or staff) requiring faith support or the use of facilities are not met by the organisation resulting in individuals seeking external support of unknown suitability. B) Facilities (either prayer rooms or quiet space type facilities) provided are not effectively managed or supervised and become ungoverned spaces where radicalising, inappropriate or dangerous activities can take place.	2 x 4 = 8 Medium	1. The College has a chaplaincy arrangement to signpost students who require faith support. 2. The College has dedicated Reflection rooms on each campus, with an associated policy, that are access controlled and monitored. 3. Outreach centres have processes in place to monitor use.	2 x 3 = 6 Low	1. DSL to liaise with Estates teams to ensure regular monitoring of Reflection Rooms.	
8	Work based learners	A) The organisation does not have robust processes in place to protect work based students from the risks of radicalisation or views and practices contrary to British Values. B) Employers within work based settings are unaware of issues relating to Prevent the Statutory Duty and how to report concerns.	3 x 4 = 12 High	1. An Employers Handbook covers safeguarding and Prevent information and how to access the College's safeguarding team for advice and support. 2. A process exists within sign up activity and work place visits to address any safeguarding and Prevent related concerns both with the learner and the employer. 3. Those apprentices on day release to classroom provision have access to the Personal Development tutorials covering safeguarding and Prevent. 4. and apprentices and employers know how to flag concerns to the safeguarding team. (the employer has access to the College Safeguarding Policy and Procedures to enable effective reporting of concerns). 5. Director of Employer Engagement & Apprenticeships is a member of the Safeguarding Committee	3 x 3 = 9 Medium	1. DSL to carry out an audit of good practice across work based provision to ensure all processes are being followed and that they have the desired impact upon apprentices and employers. 2. Out of hours safeguarding reporting guidance to be included on the college website. 3. DSL to review Prevent/safeguarding referrals made by employers in order to identify any gaps in understanding and areas for development.	
9	Promoting British Values	A) The college/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. B) Staff and learners do not understand British Values (or do not feel confident about them)	3 x 4 = 12 High	1. Regular curriculum activity via the PD programme enables students to understand British Values and to celebrate them through projects of work, displays, and conversational activities. 2. The College utilises Votes for Colleges to support debate and engagement in line with British Values.	2 x 4 = 8 Medium	1. Quality Team should continue to support the development and implementation of appropriate resources for staff and students to enable a respectful culture across the college community. 2. College managers to maintain regular conversations with staff to ensure they are confident to address any issues and to utilise available resources effectively.	

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		and extremist views and narratives are allowed to flourish unchallenged. C) British Values are not embedded in the curriculum & are seen by learners (& staff) as unimportant or of no value.		3. Staff are supported to understand and feel confident about British Values and are equipped with resources to enable them to explore and challenge views and narratives.			
10	Campus Security	A) The organisation does not have sufficient security of it's premises and learners can be targeted by individuals or groups seeking to share their extremist views or endanger their personal safety. B) Charities are allowed on campus without effective checks allowing charitable collections to be inadvertently diverted to inappropriate or unlawful causes. C) 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.	3 x 4 =12 High	1. A culture of vigilance exists across College sites in relation to ID cards and lanyards and appropriate challenge to any individual's where these are not clearly displayed. 2. Presence of campus wardens across all campuses. 3. Robust visitor signing in system whereby all visitors are hosted by college staff and appropriate checks made for the purpose of the visit. 4. Bomb/suspicious package threat training delivered to front of house staff and refreshed ?? 5. Hazardous substances control??	2 x 4 = 8 Medium	1. Love your Lanyard campaigns to run regularly through the year. 2. Lanyard checking rota to be extended to all campuses. 3. DSL to ensure a safeguarding procedure exists for making checks on charitable organisations as appropriate. 4. Head of Student Services to ensure a schedule of annual refresher training exists re bomb/suspicious package threat for front of house staff. 5. Lockdown process refresh and test to be carried out by end of academic year 22/23.	
11.	National Terrorism Risk Level	A) The organisation does not have access to terrorism & extremism risk information in each area in order to understand the level of risk from either nationally or locally identified threat & is therefore unable to carry out an effective risk assessment or put in place mitigating actions. B) The organisation does not know 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.	4 x 5=20 HIGH	1) SLT and Governors have been briefed on the way in which the risk from terrorism is assessed & the current risk level. 2) The Police CTLP or other suitable in-person briefing or document is shared with the organisation/summarised & shared. 3) The Prevent Lead attends Prevent Network meetings to receive briefings & discussion with sector colleagues. 4) 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.	2 x 4 = 8 MEDIUM	1. The DSL will ensure that a standard Prevent agenda item is included in Safeguarding Committee meetings, which includes reference to organisation referrals and themes and the wider threat picture. 2. The DSL to ensure that information is shared as appropriate across the organisation from the CTLP, and that this is used to inform teaching and learning opportunities within the local context. 3. The DSL to formalise an annual review schedule of the risk assessment, notwithstanding dynamic review activity throughout the year as the risk and threat picture changes. 4. DSL to ensure the Safeguarding & Prevent Policy includes reference to risk assessment activity	

Commented [ZB1]: How often? -Shaun

Commented [ZB2]: Shaun