Risk Scoring = Likelihood x Severity

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 Scoring	RAG rating
1-7	Low
8-12	Medium
13-25	High

No	Risk Title	Summary	Likelihood	Severity	Risk Score (LxS)	Existing Controls	New likelihood	New severity	Residual Score	Further Action Needed
1	Online Safety	• Extremist organisations are able to radicalise students online and encourage them to commit acts of violence or incite others to commit acts of violence as 'lone actors'. • Learners (and staff) are able to access unlawful radicalising material which promotes proscribed terrorist groups. • Students show a dependency on the use of social media applications and therefore the access to online material is extremely high. • Student vulnerabilities and learning needs means they are at greater risk of being radicalised through lack of awareness or understanding and pushed to distrust organisations and institutions following British Values. • The Coronavirus pandemic and associated lockdowns may isolate young people who have access to	4	5	20 High	• All computer systems within SupaJam are monitored with Sophos software, managed by an external partner agency. • Firewalls and site blocking applications prevent material which is perceived as 'radical' or terrorism-related from being accessed. • All students have individual log-in details which allows for tracking of their internet use. Weekly reports come through to SLT to show where inappropriate use may be occurring. • Students are monitored during lessons. Those that use computers during lunch times are checked in on. • SMSC lessons once a week look at various aspects of day-to-day living skills which aim to incorporate British Values to promote positive choices. • Any learning conducted during a lockdown will also include pastoral/wellbeing sessions with individual students to ensure that they	2	5	10 Medium	• Increased promotion of online safety throughout day-to-day practices. • Practical events to be included, such as seminars, workshops or similar for staff and students to engage with. Find external partner agencies who may be able to come in to deliver workshops to staff and students. • Consistent reviewing of safety measures when planning for lockdowns.

#	Category	Risk	L	I	Rating	Controls / Evidence	L	I	Rating	Actions
		unfiltered internet sites and therefore may be at an increased risk of radicalisation.			 (red)	are coping and are open with any difficulties that they are experiencing.			 (orange)	
2	Partnership	● 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	4	16 High (red)	● A referral has previously been made in 2017. ● SupaJam has students from various local authorities, each with different points of contact. ● Safeguarding policies promote partnership cooperation. ● Identified actions have been included on the QIP to develop partnership working. ● SupaJam's Advisory Board has professionals from education and police services who will be able to share experiences, good practices and provide critical feedback on current practices and protocols. ● SupaJam has now established partnership links with local Policing & Safeguarding teams in Sevenoaks.	2	4	8 Medium (orange)	● Establish the primary contacts for each Local Authority and record them within the Safeguarding Prevent policy. ● Attend a multi-agency conference or meeting for providers in the local area to build contacts and develop networking opportunities to develop practices which will support the implementation of our Prevent duties. This needs to be completed for SupaJam's Canterbury base. ● Continue to invite member(s) of the Advisory Board to Safeguarding meetings. ● Consistent practices need to be embedded in both SupaJam bases.
3	Leadership	● 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. ● SLT assumes that the basics are sufficient and are not vigilant with ongoing development and consistent review of local and national developments. ● SLT have a complacency about how extremism and radicalisation may be prevalent in the local area and within the organisation.	3	5	15 High (red)	● SLT are aware of the Prevent Duty, having completed basic e-learning, read guidance from Ofsted and other government publications. ● The need for additional and in-depth courses for at least one SLT member and the DSLs has been recognised and will be a priority to identify and complete. This member of SLT has been identified as Dan Broad. ● Policies are in place in recognising potential safeguarding concerns around extremism and radicalisation and SLT feedback to staff at staff meetings and/or CPD days with any significant changes or updates. Protocols are in place such as referrals and lockdown when there is a suspicion of activity or actual events. ● SLT needs to establish links with wider professionals, as outlined above, to have better partnerships with external agencies. ● Policies are reviewed at least annually, with regard to new information.	2	4	8 Medium (orange)	● Identify an appropriate in-depth Prevent course which will extend current knowledge and offer additional thoughts around better practices and protocols. ● Establish more partnership working with external agencies which is appropriate depending on base location. ● Implement a system which allows for more frequent review (for example, a set agenda at safeguarding meetings) and providing feedback to all staff.

4	Staff training and awareness	• 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. • Staff are unable to differentiate between the organisation's vulnerable learners for their learning or mental health needs and possible signs of radicalisation. • 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.	3	5	15 High	• Staff complete e-learning every academic year to refresh their knowledge. • Staff meetings have regular themed questions at the end of each session to look at various safeguarding issues, including radicalisation. This includes questions to answer or scenarios to debate. • CPD days throughout the year recap on safeguarding duties, including radicalisation.	2	5	10 Medium	• At least one member of SLT and the DSLs to identify and attend a course aimed at providing extensive knowledge and networking opportunities. • All staff should have feedback from update meetings where it directly affects their working practices. • Further reinforcement of British Values need to be included in all lessons, but in particular SMSC, including both bases. • PREVENT posters will be placed in conspicuous places around both bases to ensure that staff and students are able to recognise and report signs of potential radicalisation to the appropriate person.
5	Speakers and events	• Extremist organisations are given a platform to radicalise young people 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 checks are made of external speakers and materials that they promote or share. • Larger events not set up by the organisation are difficult to manage and risk of exposure to material is increased.	2	5	10 Medium	• The specialist nature of the organisation means that guest speakers are mostly limited to music industry representatives, including artists in the public domain, management teams promoting artists, journalists and musicians. • All those who do attend to speak to students who are considered as 'other professionals' (that is, not a musician or linked directly to the music industry), who may come to work with students (e.g. talking about sexual health) are checked to ensure they have a valid DBS and are asked to share their resources prior to delivery wherever possible so that they can be 'screened' to ensure they are appropriate. • Current events include access to music festivals. This is closely managed to ensure maximum supervision and close liaison with parents/carers in supporting supervision at the end of a 'shift'. Students are prepared as much is possible with regards to appropriate behaviours and ensuring they make good choices. SMSC lessons throughout the year	2	3	6 Low	• Continued monitoring of protocols with regards to guest speakers. • SLT who make arrangements for guest speakers continue to ensure they have dynamically risk assessed visits based on their previous knowledge of staff, students, the type of visit and the visitors themselves. • Other staff who seek to arrange guest speakers continue to consult with SLT prior to any agreement of guest speakers.

						look at British Values in society to ensure that students understand what is appropriate behaviour and deter away from possible material which would be deemed as inappropriate, including extremist views. Festivals will also have their own security to monitor and challenge customers who may attempt to bring in inappropriate material.				
6	Welfare & Pastoral Care	• 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. • Staff become complacent with student views and may not delve deeper with out-of-character behaviours/comments. • Staff do not follow up students with any support offered. • Staff are under pressure to support many young people regularly and may miss an indicator of radicalisation.	2	5	10 Medium	• A good system of scheduled and impromptu wellbeing sessions are currently in place. • Consistent staff are used to work with the same selection of pupils in Pastoral sessions as well as sessions which are required ad-hoc to support student needs. • SupaJam employs familiar and consistent leads in promoting the wellbeing of students. • SLT set a positive example to all staff with regards to wellbeing. • Staff are offered the opportunity to talk when they feel under pressure. Staff wellbeing is as key as student wellbeing to ensure effective support. • Staff are encouraged to use the external support system the 'Educational Support Partnership' which offers free, 24 hour support for a large variety of issues, both personal and work related.	1	4	4 Low	• Staff sickness should continue to bee monitored to ensure staff are not falling ill due to an overload of work pressures. • Ongoing monitoring of the effectiveness of Pastoral sessions during the week should continue.
7	Prayer & Faith Facilities	• 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. • 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	5	10 Medium	• Currently only one student follows a faith requiring the opportunity for prayer. • Space is made for them and staff and students respect this space during such time. • Support is given if assistance with food preparation is required. • SMSC supports students with tolerating other views and faiths. • All rooms within the organisation are secured with CCTV.	1	5	5 Low	• Review if new students come or if current students wish to develop their faiths (with emphasis on understanding what they are looking to support, reporting any concerns).
8	Work based learners	• The organisation does not have robust processes in place to protect work-based students from	2	5	10 Medium	• Currently work-based learning within SupaJam is limited to the Black Deer and	1		5 Low	• Review of current career programmes will also require review of

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		• the risks of radicalisation or views and practices contrary to British Values. • Employers within work-based settings are unaware of issues relating to Prevent the Statutory Duty and how to report concerns.				Neverworld Festivals. These are organised within SupaJam. • Roles and responsibilities are delivered within the programme and practical delivery is managed by most of the SupaJam work-force following shift patterns at the festivals. • SLT and DSLs are familiar with the DfE guidance 'Work based learners and the Prevent duty: Guidance for providers (September 2018)'. • Any student disclosing a volunteer or part-time job to staff are inquisitively spoken to to ascertain whether there is any risk.				safeguarding protocols including having regard for the Prevent duty.
9	Promoting British Values	• The college does not have a culture and ethos where British Values are celebrated, which leads to a culture of disrespect and intolerance and where tensions are allowed to flourish. • Staff and learners do not understand British Values (or feel confident about) and extremist views and narratives are allowed to flourish unchallenged.	2	4	8 Medium	• British Values are promoted in the ethos of SupaJam – everyone is treated fairly and equally, everyone is taught to be aware of the needs of others to have greater tolerance of one another, everyone should have mutual respect with one another and everyone has the same rules to follow, with an understanding of individual needs. • Posters currently raise awareness around the building. • Feedback from staff and students strongly suggests that the general feeling is one of support and encouragement towards one another. • Student and staff surveys check that staff and students know and understand British Values and where they don't, an action is put in place for the lead tutor and other teachers to discuss with students. SLT talk to staff who do not understand. • Student reviews are conducted 3 times a year and provides an opportunity for three formal opportunities to review British Values. • Inappropriate views, such as racial slurs, are challenged immediately by staff to set the example that those views are not supported. • A multitude of achievements, no matter how small or insignificant, are celebrated.	2	3	6 Low	• Continue to promote British Values as part of the core ethos within SupaJam. • Continue to embed British Values with all aspects of SupaJam's curriculum, but in particular, SMSC. • Continue checking staff and student surveys, as well as student reviews, to ensure any young people who still do not understand British Values are given the time, either individually or in small groups, to discuss, learn and demonstrate understanding.

| 10 | Building Security | ● The organisation does not have sufficient security of its premises and learners are targeted by individuals or groups seeking to share their extremist views or endanger their personal safety.

● Charities are allowed on campus without effective checks or charitable collections are inadvertently diverted to inappropriate or unlawful causes.

● 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.

● Students who may be involved in possible criminal activity outside of the organisation, or are identified by individuals or groups involved in promoting radical or extremist views, are targeted.

● Multiple sites may have different mechanisms of security. | 3 | 5 | 15
High | ● The building requires a magnetic lock to be negotiated upon entry.

● Access to teaching spaces and administration areas require magnetic locks to be activated first. Staff are the only personnel who have access.

● Students are monitored during breaks when in the immediate vicinity. Those students identified as posing a risk to themselves or others are supervised at all times, including lunchtimes.

● The building is monitored by CCTV. The only rooms without are the toilets; however, there are cameras monitoring the corridors.

● Some may not fully close the front door on entry – the Receptionist is responsible for making sure the door is closed if others do not close it fully.

● Lockdown protocols are in place in the event of an incident within or outside of the building. Staff and students have been briefed and practiced lockdown protocols.

● No persons are authorised to patrol the building without the consent of the SLT/Management Team. All visitors are to wear visitors' lanyards. Visitors, unless previously agreed, are to be accompanied by a member of staff at all times.

● One cleaner's cupboard is locked at all times. Access to the neighbouring school rooms/grounds is prohibited and access is not possible by SupaJam staff, with the exception of the fire escape route from the 'Level 1' and 'Sensory' rooms.

● The acquisition of additional buildings in both Swanley and Canterbury requires individual assessments to ensure appropriate security measures are in place. | 2 | 5 | 10
Medium | ● Ongoing reviews of current arrangements.

● Individual risk assessments of building security are required for Swanley buildings and the Canterbury base. |