

# Prevent Risk Assessment

## Adult Skills Bootcamp Provision | Quack Recruitment & Training Ltd

Document field	Current position
Version	1.0
Date of issue	17 June 2026
Next scheduled review	September 2026, or sooner if risk profile changes
Full annual review	February 2027
Applies to	Adult learners aged 19+ on Skills Bootcamp provision
Funded provision	West Midlands Combined Authority, South Yorkshire Mayoral Combined Authority, Enterprise Cheshire & Warrington, Hampshire County Council
Delivery modes	Face-to-face, remote classroom and online-supported delivery
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### Overall Prevent Risk Position

The overall residual Prevent risk is assessed as Medium. This reflects the provider's adult learner profile, short intensive delivery model, remote and face-to-face delivery, online risks, learner vulnerability factors and multiple funded geographies. Existing controls reduce risk, but leaders recognise that Prevent must remain actively monitored through safeguarding oversight, learner voice, staff training, quality assurance, FESIT/PICS/Power BI learner profile analysis, external scrutiny and QIP review.

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## 1. Purpose and Statutory Basis

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This Prevent Risk Assessment identifies and evaluates the risks that adult learners at Quack Recruitment & Training Ltd could be drawn into terrorism, radicalised, exposed to extremist narratives, groomed online, or influenced by harmful ideology. It sets out the controls, evidence, owners and further actions used to reduce risk and ensure Prevent is embedded as part of safeguarding practice.

The assessment applies to adult Skills Bootcamp provision funded through West Midlands Combined Authority, South Yorkshire Mayoral Combined Authority, Enterprise Cheshire & Warrington and Hampshire County Council. It covers face-to-face, remote classroom and online-supported delivery, including learner onboarding, IAG, induction, teaching, learner review, attendance monitoring, employer engagement and progression support.

This document has been prepared with reference to the Counter-Terrorism and Security Act 2015, the Home Office Prevent Duty guidance for England and Wales, the Department for Education Prevent duty risk assessment templates for further education and skills providers, and Ofsted further education and skills inspection expectations. Prevent is treated as part of the provider's wider safeguarding, online safety, learner support, inclusion and quality assurance arrangements.

## 2. Provider Context and Learner Profile

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Quack Recruitment & Training Ltd is a small independent learning provider delivering adult Skills Bootcamp provision only. The provider does not deliver apprenticeships or programmes for young people. Provision is short, intensive and employment-focused, with current pathways in retrofit, construction utilities and recruitment/business administration.

The learner profile increases the need for active Prevent awareness because many learners are adults who are unemployed, returning to learning, facing low confidence, financial pressure, digital access barriers, housing or welfare pressures, mental health concerns, limited recent education, or other temporary vulnerabilities. FESIT and internal evidence show that the provider reaches unemployed adults and learners from more deprived communities. This does not mean those learners are inherently at risk, but it does mean staff must remain alert to vulnerability, isolation, exploitation, online influence and sudden disengagement.

Delivery takes place through face-to-face teaching, remote classroom delivery and online-supported learning. Remote learning, online communication, job-search activity and learner use of digital platforms create specific risks linked to online extremist content, harmful communities, misinformation, conspiracy narratives, discriminatory content and inappropriate communication. These risks are controlled through safeguarding onboarding, Prevent awareness, official communication channels, tutor monitoring, learner conduct expectations and reporting routes.

The provider's current Prevent controls must therefore reflect both the adult learner profile and the delivery model. Prevent risk is reviewed not only through formal disclosures or incidents, but through IAG, attendance, learner behaviour, learner voice, tutor observation, staff concern reporting, safeguarding records, PICS learner records, quality assurance activity and leadership review.

### 3. Roles, Responsibilities and Governance

Role / function	Prevent responsibility
Senior Leadership	Ensure Prevent is embedded within safeguarding, quality assurance, learner support, staff training, risk assessment, QIP and governance review.
DSL - Jessica Roughton	Lead operational oversight of safeguarding and Prevent concerns, review concern forms, decide escalation and maintain safeguarding records.
Deputy DSL - Aaron Jones	Support DSL activity, provide cover and support escalation, learner support and staff guidance.
Tutors	Reinforce Prevent awareness, monitor learner engagement and conduct, identify concerns, record factual information and report promptly.
Enrolment and IAG staff	Check learner suitability, support needs, safeguarding awareness, access to learning, confidence and potential risk indicators.
Progression and employer engagement staff	Monitor learner vulnerability during job search, employer introductions, interviews and post-completion follow-up.
All staff	Complete safeguarding and Prevent training, remain alert to indicators, use the 5 Rs, and report concerns through the correct route.
External governance / FIN	Provide external challenge around safeguarding culture, Prevent oversight, learner voice, QIP review and inspection readiness.

Prevent governance is monitored through safeguarding leadership, SCR and training checks, learner file review, staff meetings, quality assurance activity, QIP review, funder scrutiny and external governance support.

Prevent is not managed as a separate standalone document; it is linked to the Safeguarding, Prevent and Online Safety Policy, Learner Handbook, Code of Conduct, staff training matrix, SCR, learner onboarding, PICS records and QIP.

### 4. Risk Assessment Methodology

This assessment uses inherent risk and residual risk. Inherent risk is the level of risk before controls. Residual risk is the remaining level of risk after existing controls are applied. Where residual risk remains Medium or High, further action must be monitored through safeguarding review and the QIP.

Likelihood	Definition
Low	Unlikely to occur or isolated risk only.
Medium	Could occur due to learner profile, delivery model, online exposure or identified vulnerability factors.
High	Likely to occur without active controls or where evidence suggests recurring concern.
Impact	Definition
Low	Limited effect on learner wellbeing, learning environment or safeguarding risk.
Medium	Significant safeguarding concern requiring DSL oversight, learner support or external advice.
High	Serious risk requiring urgent DSL action, external referral, statutory intervention, police/Channel consideration or immediate safeguarding response.
Overall rating	Definition
Low	Existing controls are strong and risk is unlikely to materialise. Continue routine monitoring.
Medium	Risk requires active monitoring, evidence checks, staff awareness and periodic leadership review.
High	Risk requires immediate action, named ownership, short review timescale and escalation where required.

## 5. Overall Prevent Risk Profile

Risk area	Overall position
Learner vulnerability	Medium. Adult learners may face unemployment, isolation, hardship, low confidence or mental health/welfare concerns.
Online radicalisation and harmful content	Medium. Remote learning, digital communication, social media, gaming and online job search create exposure risk.
Staff awareness and reporting	Low to Medium. Staff training and reporting routes are in place, but confidence must continue to be tested.
Remote delivery and Teams monitoring	Medium. Controls are in place, but online conduct and learner engagement must remain actively monitored.
External speakers, employers and job-search activity	Medium. Employer engagement is positive but must be controlled and documented.
Governance and evidence	Medium. Operational controls exist; the next stage is stronger evidence of challenge, trend review and impact.
Overall residual risk	Medium. Controls are appropriate, but active monitoring remains necessary due to learner profile and delivery model.

## 6. Prevent Risk Register

The following risk register should be reviewed by the DSL, Deputy DSL and senior leadership team. Evidence must be recorded and linked to the QIP where further action is required.

### Risk 1 - Exposure to online extremist, terrorist or harmful ideological content

<b>Risk description</b>	Learners may access extremist, terrorist, discriminatory or harmful ideological material through social media, messaging platforms, video platforms, websites, gaming communities, forums or online job-search activity.
<b>Who may be affected</b>	Adult learners, especially those using remote learning, social media, messaging platforms or online job search.
<b>Potential impact</b>	Potential radicalisation, grooming, normalisation of extremist narratives, discriminatory behaviour, fear or harm to other learners, safeguarding escalation.
<b>Inherent rating</b>	Likelihood: Medium   Impact: High   Rating: High
<b>Controls currently in place</b>	<ul style="list-style-type: none"> <li>• Safeguarding and Prevent awareness embedded in onboarding and induction.</li> <li>• Learners receive online safety and reporting route information.</li> <li>• Tutors monitor live remote sessions, learner conduct and chat where applicable.</li> <li>• Official communication channels are used for learning and progression activity.</li> <li>• Learners are told how to report concerns to the DSL, Deputy DSL and safeguarding inbox.</li> <li>• Prevent and online safety themes are reinforced through tutor discussion, learner activities and learner handbooks.</li> </ul>
<b>Evidence to hold in Management folder</b>	<ul style="list-style-type: none"> <li>• Learner onboarding evidence and Prevent awareness certificates.</li> <li>• Learner Handbook and Code of Conduct.</li> <li>• Teams/remote delivery protocols and safeguarding visuals.</li> <li>• PICS IAG checks confirming reporting routes explained.</li> <li>• Safeguarding concern log, where relevant.</li> </ul>
<b>Further action required</b>	<ul style="list-style-type: none"> <li>• Review learner-facing online safety wording each term.</li> <li>• Add sample online safety/Prevent discussion prompts to tutor resources.</li> <li>• Test learner understanding through learner voice.</li> </ul>
<b>Owner/timescale</b>	Owner: DSL / Quality Manager Timescale/review: Termly review and after any online safety concern.
<b>Residual rating after controls</b>	Likelihood: Low to Medium   Impact: High   Rating: Medium

### Risk 2 - Learner vulnerability linked to unemployment, isolation, hardship or personal crisis

<b>Risk description</b>	Learners experiencing unemployment, financial pressure, housing issues, mental health concerns, low confidence, isolation, discrimination or personal crisis may be more susceptible to exploitation, grooming, extremist narratives or harmful online communities.
<b>Who may be affected</b>	Adult learners with barriers to participation or progression.
<b>Potential impact</b>	Increased susceptibility to radicalisation, exploitation, online grooming, disengagement, welfare concerns or safeguarding escalation.
<b>Inherent rating</b>	Likelihood: Medium   Impact: High   Rating: High
<b>Controls currently in place</b>	<ul style="list-style-type: none"> <li>• IAG and enrolment identify barriers, confidence, support needs and welfare concerns.</li> <li>• Attendance and disengagement are monitored as possible welfare indicators.</li> <li>• Learners can access safeguarding and learner support routes.</li> <li>• Staff signpost learners to appropriate external support where required.</li> <li>• PICS records support needs, attendance barriers and safeguarding indicators.</li> <li>• Tutors and progression staff maintain contact during and after delivery.</li> </ul>
<b>Evidence to hold in Management folder</b>	<ul style="list-style-type: none"> <li>• PICS IAG and suitability records.</li> <li>• Attendance intervention records.</li> <li>• Learner support logs and signposting evidence.</li> </ul>

	<ul style="list-style-type: none"> <li>• ILP reviews and learner voice.</li> <li>• Exit survey evidence, where relevant.</li> </ul>
<b>Further action required</b>	<ul style="list-style-type: none"> <li>• Strengthen trend review of barriers identified during IAG and exit surveys.</li> <li>• Ensure support/signposting actions are recorded consistently.</li> <li>• Include vulnerability themes in monthly safeguarding/quality review.</li> </ul>
<b>Owner / timescale</b>	<p>Owner: DSL / Enrolment Lead / Progression Lead Timescale/review: Monthly review through safeguarding and quality oversight.</p>
<b>Residual rating after controls</b>	Likelihood: Medium   Impact: Medium   Rating: Medium

### Risk 3 - Staff fail to recognise or report Prevent concerns

<b>Risk description</b>	Staff may miss early signs of radicalisation, extremist influence, discriminatory conduct or online grooming if Prevent knowledge is not refreshed or if staff are uncertain about escalation routes.
<b>Who may be affected</b>	All staff and learners.
<b>Potential impact</b>	Missed safeguarding intervention, delayed support, escalation of risk, and failure to meet Prevent Duty expectations.
<b>Inherent rating</b>	Likelihood: Medium   Impact: High   Rating: High
<b>Controls currently in place</b>	<ul style="list-style-type: none"> <li>• All learners complete safeguarding and Prevent training.</li> <li>• All staff complete Level 2 safeguarding and Prevent training.</li> <li>• Staff and learners are briefed on DSL/DDSL, safeguarding inbox and concern reporting.</li> <li>• The 5 Rs approach is used: recognise, respond, record, report and refer.</li> <li>• SCR and training matrix monitor training completion and renewal. <ul style="list-style-type: none"> <li>• Funder SCR checks provide external scrutiny.</li> </ul> </li> </ul>
<b>Evidence to hold in Management folder</b>	<ul style="list-style-type: none"> <li>• Staff training matrix.</li> <li>• SCR.</li> <li>• Safeguarding and Prevent certificates.</li> <li>• Staff meeting minutes and CPD logs.</li> <li>• Safeguarding policy and reporting procedures.</li> </ul>
<b>Further action required</b>	<ul style="list-style-type: none"> <li>• Introduce short Prevent confidence checks in staff survey or staff meeting.</li> <li>• Record Prevent refresher reminders and staff discussion in meeting minutes.</li> <li>• Use case-study discussion in CPD to test staff understanding.</li> </ul>
<b>Owner / timescale</b>	<p>Owner: DSL / Senior Leadership Team Timescale/review: Quarterly staff confidence check and annual training review.</p>
<b>Residual rating after controls</b>	Likelihood: Low   Impact: High   Rating: Medium

### Risk 4 - Inappropriate use of Teams, Highfield Vault, BKSb or other online platforms

<b>Risk description</b>	Learners could use online learning platforms, chat functions, file sharing, email or messaging to share extremist content, discriminatory comments, harassment or unsafe links.
<b>Who may be affected</b>	Learners on remote, blended or online-supported provision.
<b>Potential impact</b>	Learner exposure to harmful content, harassment, discriminatory culture, safeguarding incidents, disrupted learning environment.
<b>Inherent rating</b>	Likelihood: Medium   Impact: Medium   Rating: Medium
<b>Controls currently in place</b>	<ul style="list-style-type: none"> <li>• Remote learning expectations are explained to learners.</li> <li>• Official platforms and communication channels are used.</li> <li>• Tutors monitor live sessions and chat where relevant.</li> <li>• Concerns are reported immediately to the DSL/DDSL.</li> <li>• Learner Code of Conduct and anti-bullying expectations apply online and face-to-face.</li> <li>• Cameras are expected unless a reasonable adjustment is agreed.</li> </ul>
<b>Evidence to hold in Ofsted folder</b>	<ul style="list-style-type: none"> <li>• Remote delivery protocol.</li> <li>• Learner Handbook and Code of Conduct.</li> <li>• Teams safeguarding background/visuals.</li> <li>• Incident/concern logs where relevant.</li> <li>• Tutor session records.</li> </ul>
<b>Further action required</b>	<ul style="list-style-type: none"> <li>• Ensure all remote tutors know how to save evidence/screenshots safely if a concern occurs.</li> </ul>

	<ul style="list-style-type: none"> <li>• Add online conduct reminder to induction slides and learner handbook review.</li> </ul>
<b>Owner / timescale</b>	<p>Owner: Quality Manager / Tutors / DSL Timescale/review: Before each remote cohort and after any online incident.</p>
<b>Residual rating after controls</b>	Likelihood: Low   Impact: Medium   Rating: Low to Medium

### Risk 5 - Learners express extremist, discriminatory, misogynistic, racist or hateful views during learning

<b>Risk description</b>	Learners may express views that are extremist, discriminatory or hostile towards protected groups or may repeat harmful content seen online. This may occur during discussions, chat, group tasks, employability activity or informal interaction.
<b>Who may be affected</b>	Learners and staff within learning environments.
<b>Potential impact</b>	Unsafe learning environment, learner harm, normalisation of hateful ideology, safeguarding concern, reputational damage.
<b>Inherent rating</b>	Likelihood: Medium   Impact: Medium   Rating: Medium
<b>Controls currently in place</b>	<ul style="list-style-type: none"> <li>• Expectations around respect, British Values, equality, diversity and inclusion are reinforced.</li> <li>• Tutors challenge inappropriate behaviour proportionately and report concerns. <ul style="list-style-type: none"> <li>• Anti-bullying and safeguarding procedures apply.</li> </ul> </li> <li>• Learners are told how to report concerns if they feel unsafe or targeted.</li> <li>• OTLA and learner voice test whether learning environments are respectful.</li> </ul>
<b>Evidence to hold in Management folder</b>	<ul style="list-style-type: none"> <li>• Learner Handbook.</li> <li>• Safeguarding/Prevent induction materials. <ul style="list-style-type: none"> <li>• OTLA reports.</li> <li>• Learner voice.</li> </ul> </li> <li>• Behaviour/incident logs where relevant.</li> </ul>
<b>Further action required</b>	<ul style="list-style-type: none"> <li>• Create short tutor guidance on responding to controversial or extremist statements.</li> <li>• Ensure incidents are recorded even where they are low-level and resolved.</li> </ul>
<b>Owner / timescale</b>	<p>Owner: DSL / Quality Manager / Tutors Timescale/review: Guidance to be reviewed termly and after relevant incidents.</p>
<b>Residual rating after controls</b>	Likelihood: Low to Medium   Impact: Medium   Rating: Medium

### Risk 6 - Learners do not understand Prevent, British Values or reporting routes

<b>Risk description</b>	Learners may complete induction activity but not retain or understand how Prevent, online safety and reporting routes apply to them in practice.
<b>Who may be affected</b>	All learners.
<b>Potential impact</b>	Learners may fail to report concerns, misunderstand Prevent, or be less able to recognise risk to themselves or others.
<b>Inherent rating</b>	Likelihood: Medium   Impact: Medium   Rating: Medium
<b>Controls currently in place</b>	<ul style="list-style-type: none"> <li>• Safeguarding and Prevent information is provided during onboarding and induction.</li> <li>• PICS IAG checks whether learners know who to speak to if they have a safeguarding concern.</li> <li>• Teams backgrounds, face-to-face prompts, QR codes and learner handbooks repeat contacts.</li> <li>• Tutors reinforce Prevent through scenario-based discussion and Kahoots where used.</li> </ul>
<b>Evidence to hold in Management folder</b>	<ul style="list-style-type: none"> <li>• PICS IAG records.</li> <li>• Learner certificates.</li> <li>• Learner handbooks.</li> <li>• Kahoot/question activity evidence.</li> <li>• Learner voice feedback.</li> </ul>
<b>Further action required</b>	<ul style="list-style-type: none"> <li>• Ask Prevent/reporting route questions in learner voice sampling.</li> <li>• Add a quick "who would you contact" check during week 1 learner review.</li> </ul>
<b>Owner / timescale</b>	Owner: DSL / Tutors / Quality Manager

	Timescale/review: Each cohort and through QA sampling.
<b>Residual rating after controls</b>	Likelihood: Low   Impact: Medium   Rating: Low to Medium

### Risk 7 - Remote delivery limits visibility of learner welfare, disengagement or vulnerability

<b>Risk description</b>	Remote delivery may make it harder to identify changes in learner behaviour, wellbeing, engagement or environmental indicators that could suggest vulnerability or safeguarding risk.
<b>Who may be affected</b>	Learners on remote or blended provision.
<b>Potential impact</b>	Delayed identification of welfare or Prevent-related concerns, missed support needs, disengagement or withdrawal.
<b>Inherent rating</b>	Likelihood: Medium   Impact: High   Rating: High
<b>Controls currently in place</b>	<ul style="list-style-type: none"> <li>• Remote attendance and engagement are monitored.</li> <li>• Tutors follow up non-attendance or disengagement promptly.</li> <li>• Cameras are expected unless a reasonable adjustment is agreed.</li> <li>• Learners are contacted where attendance, communication or engagement changes.</li> <li>• Safeguarding contacts are visible in remote delivery.</li> <li>• PICS records learner contact and intervention.</li> </ul>
<b>Evidence to hold in Management folder</b>	<ul style="list-style-type: none"> <li>• Attendance records.</li> <li>• PICS contact notes.</li> <li>• Remote delivery protocols.</li> <li>• Learner support records.</li> <li>• Teams safeguarding visuals.</li> </ul>
<b>Further action required</b>	<ul style="list-style-type: none"> <li>• Ensure tutors document concerns around reduced camera use, silence, disengagement or sudden changes in communication.</li> <li>• Review remote learner engagement trends monthly.</li> </ul>
<b>Owner / timescale</b>	Owner: Tutors / DSL / Quality Manager Timescale/review: Live during delivery and monthly review.
<b>Residual rating after controls</b>	Likelihood: Medium   Impact: Medium   Rating: Medium

### Risk 8 - External speakers, employers or partners introduce unsuitable content or unsafe messaging

<b>Risk description</b>	Employers, guest speakers or partner representatives could unintentionally or deliberately share discriminatory, extremist, politically inappropriate or unsafe messages during learner engagement activity.
<b>Who may be affected</b>	Learners attending employer sessions, interviews or engagement events.
<b>Potential impact</b>	Exposure to inappropriate content, reputational risk, learner harm, conflict with safeguarding and Prevent expectations.
<b>Inherent rating</b>	Likelihood: Low to Medium   Impact: Medium   Rating: Medium
<b>Controls currently in place</b>	<ul style="list-style-type: none"> <li>• Employer engagement is managed by Quack staff.</li> <li>• Learner-facing sessions are planned and supervised where relevant.</li> <li>• Safeguarding and conduct expectations apply to employer engagement.</li> <li>• Concerns can be reported through safeguarding routes.</li> <li>• Employer feedback and engagement records are maintained.</li> </ul>
<b>Evidence to hold in Management folder</b>	<ul style="list-style-type: none"> <li>• Employer engagement records.</li> <li>• Employer letters/emails.</li> <li>• Session plans/agendas where relevant.</li> <li>• Learner voice and employer feedback.</li> <li>• Incident log where relevant.</li> </ul>
<b>Further action required</b>	<ul style="list-style-type: none"> <li>• Introduce a short external speaker/employer briefing covering safeguarding, Prevent, EDI and professional conduct.</li> <li>• Record which staff member supervises employer-facing activity.</li> </ul>
<b>Owner / timescale</b>	Owner: Progression Lead / DSL Timescale/review: Before employer-facing learner sessions.
<b>Residual rating after controls</b>	Likelihood: Low   Impact: Medium   Rating: Low to Medium

### Risk 9 - Learner job-search activity exposes learners to unsafe individuals, scams or extremist networks

<b>Risk description</b>	Learners may engage online with unknown employers, recruiters, social media contacts or job groups while searching for work, increasing exposure to scams, exploitation, grooming or extremist influence.
<b>Who may be affected</b>	Learners participating in progression and job-search activity.
<b>Potential impact</b>	Exploitation, unsafe contact, financial harm, grooming, radicalisation or safeguarding risk.
<b>Inherent rating</b>	Likelihood: Medium   Impact: Medium   Rating: Medium
<b>Controls currently in place</b>	<ul style="list-style-type: none"> <li>• Progression staff provide job-search and employer communication guidance.</li> <li>• Learners are supported with realistic vacancies and employer introductions.</li> <li>• Learners are told to use official communication channels and report concerns.</li> <li>• Safeguarding contacts remain available during post-completion support. <ul style="list-style-type: none"> <li>• Progression contact logs are maintained.</li> </ul> </li> </ul>
<b>Evidence to hold in Management folder</b>	<ul style="list-style-type: none"> <li>• Progression records.</li> <li>• Job-matching tracker.</li> <li>• Employer engagement evidence.</li> <li>• Learner handbook employability expectations.</li> <li>• Learner voice around employer readiness.</li> </ul>
<b>Further action required</b>	<ul style="list-style-type: none"> <li>• Add short “safe job searching and employer communication” guidance to employability materials.</li> <li>• Log any concerns raised during job-search activity.</li> </ul>
<b>Owner / timescale</b>	Owner: Progression Lead / DSL Timescale/review: By next employability resource review and each cohort.
<b>Residual rating after controls</b>	Likelihood: Low to Medium   Impact: Medium   Rating: Medium

### Risk 10 - Weak recording or escalation of Prevent concerns

<b>Risk description</b>	A Prevent-related concern may be discussed informally but not recorded, escalated or reviewed appropriately.
<b>Who may be affected</b>	Learners, staff and safeguarding leads.
<b>Potential impact</b>	Missed intervention, poor evidence trail, delayed referral, inability to identify themes or trends.
<b>Inherent rating</b>	Likelihood: Medium   Impact: High   Rating: High
<b>Controls currently in place</b>	<ul style="list-style-type: none"> <li>• Safeguarding concern reporting route is defined.</li> <li>• Staff are trained not to investigate but to record and report.</li> <li>• DSL/DDSL review concerns and decide next steps. <ul style="list-style-type: none"> <li>• Safeguarding logs are maintained securely.</li> <li>• The 5 Rs model supports consistency.</li> </ul> </li> <li>• Urgent risk is escalated to emergency services where required.</li> </ul>
<b>Evidence to hold in Management folder</b>	<ul style="list-style-type: none"> <li>• Safeguarding Concern Form.</li> <li>• Safeguarding log - redacted for inspection. <ul style="list-style-type: none"> <li>• Staff training evidence.</li> <li>• Safeguarding policy.</li> <li>• DSL review notes.</li> </ul> </li> </ul>
<b>Further action required</b>	<ul style="list-style-type: none"> <li>• Add Prevent category/tag to safeguarding log where appropriate.</li> <li>• Review low-level Prevent/welfare themes termly.</li> <li>• Confirm local Channel/Prevent contact routes for each delivery geography.</li> </ul>
<b>Owner / timescale</b>	Owner: DSL / Deputy DSL Timescale/review: Immediate for concerns; termly trend review.
<b>Residual rating after controls</b>	Likelihood: Low   Impact: High   Rating: Medium

### Risk 11 - Local Prevent and Channel context not reviewed across funded geographies

<b>Risk description</b>	The provider works across multiple areas. Local risk, Prevent contacts, Channel referral routes and regional context may vary across WMCA, SYMCA, EC+W and HCC areas.
<b>Who may be affected</b>	Learners and staff across all funded areas.
<b>Potential impact</b>	Escalation delays, missed local context, weaker risk review and reduced effectiveness of Prevent response.
<b>Inherent rating</b>	Likelihood: Medium   Impact: Medium   Rating: Medium
<b>Controls currently in place</b>	<ul style="list-style-type: none"> <li>• Safeguarding leads oversee Prevent across contracts.</li> <li>• Learner handbooks include local support and safeguarding information where applicable.</li> <li>• Funder and external scrutiny support safeguarding oversight.</li> <li>• FIN governance support will strengthen external challenge.</li> </ul>
<b>Evidence to hold in Management folder</b>	<ul style="list-style-type: none"> <li>• Learner handbooks by contract.</li> <li>• Safeguarding policy.</li> <li>• Governance/FIN records.</li> <li>• Funder communication where relevant.</li> </ul>
<b>Further action required</b>	<ul style="list-style-type: none"> <li>• Create a local Prevent/Channel contact appendix for each funded geography.</li> <li>• Review local Prevent resources at least termly or when provision enters a new area.</li> <li>• Document local context review in safeguarding/governance minutes.</li> </ul>
<b>Owner / timescale</b>	Owner: DSL / Senior Leadership Team Timescale/review: By September 2026, then termly or when geography changes.
<b>Residual rating after controls</b>	Likelihood: Medium   Impact: Medium   Rating: Medium

### Risk 12 - Safer recruitment, staff suitability or staff conduct weakness affects Prevent oversight

<b>Risk description</b>	If staff suitability checks, safer recruitment records or staff conduct expectations are not maintained, the provider may not have sufficient assurance that staff are safe and suitable to work with learners.
<b>Who may be affected</b>	Learners and staff.
<b>Potential impact</b>	Safeguarding risk, reduced trust, compliance risk, failure to meet inspection or funder expectations.
<b>Inherent rating</b>	Likelihood: Low to Medium   Impact: High   Rating: Medium
<b>Controls currently in place</b>	<ul style="list-style-type: none"> <li>• Safer recruitment processes include identity, right-to-work, references, role suitability and DBS checks where required.</li> <li>• SCR monitors safeguarding and Prevent training and relevant checks.</li> <li>• Leaders have completed safer recruitment training.</li> <li>• Quarterly funder SCR checks provide scrutiny.</li> <li>• Staff code of conduct and safeguarding policy set expectations.</li> </ul>
<b>Evidence to hold in Management folder</b>	<ul style="list-style-type: none"> <li>• Single Central Record.</li> <li>• Staff training matrix.</li> <li>• Safer recruitment policy.</li> <li>• DBS/right-to-work/reference evidence.</li> <li>• Funder SCR check feedback.</li> </ul>
<b>Further action required</b>	<ul style="list-style-type: none"> <li>• Ensure SCR is reviewed monthly and before inspection submission.</li> <li>• Record any SCR actions and closure evidence.</li> </ul>
<b>Owner / timescale</b>	Owner: Senior Leadership Team / DSL Timescale/review: Monthly and quarterly funder/SCR review.
<b>Residual rating after controls</b>	Likelihood: Low   Impact: High   Rating: Medium

**Risk 13 - Prevent is treated as a one-off induction topic rather than embedded learning**

<b>Risk description</b>	Learners may receive Prevent information at induction but not encounter it again in a meaningful way during the programme.
<b>Who may be affected</b>	All learners.
<b>Potential impact</b>	Learners may not retain understanding, cannot explain reporting routes and do not connect Prevent to workplace, online safety or personal safety.
<b>Inherent rating</b>	Likelihood: Medium   Impact: Medium   Rating: Medium
<b>Controls currently in place</b>	<ul style="list-style-type: none"> <li>• Prevent is included in onboarding, induction, learner handbooks and tutor discussion.</li> <li>• British Values and respectful conduct are reinforced through delivery.</li> <li>• Kahoots/scenario activities may be used to revisit Prevent.</li> <li>• Learner voice and PICS checks test understanding.</li> </ul>
<b>Evidence to hold in Management folder</b>	<ul style="list-style-type: none"> <li>• Learner certificates.</li> <li>• Induction resources.</li> <li>• Learner handbook.</li> <li>• Kahoot/activity evidence.</li> <li>• Learner voice.</li> </ul>
<b>Further action required</b>	<ul style="list-style-type: none"> <li>• Map where Prevent and online safety are revisited in each scheme of work.</li> <li>• Add Prevent/British Values prompt to ILP or learner review sampling.</li> </ul>
<b>Owner / timescale</b>	Owner: Quality Manager / Tutors Timescale/review: By next scheme of work review.
<b>Residual rating after controls</b>	Likelihood: Low to Medium   Impact: Medium   Rating: Medium

**Risk 14 - Low-level concerns, discriminatory comments or conduct issues are not analysed for themes**

<b>Risk description</b>	Individual low-level concerns may be dealt with, but leaders may miss patterns across cohorts, delivery modes or learner groups if themes are not reviewed.
<b>Who may be affected</b>	Learners and leaders.
<b>Potential impact</b>	Missed opportunity to identify emerging risk, inconsistent response, weaker safeguarding culture and QIP evidence.
<b>Inherent rating</b>	Likelihood: Medium   Impact: Medium   Rating: Medium
<b>Controls currently in place</b>	<ul style="list-style-type: none"> <li>• Concerns are reported through safeguarding routes.</li> <li>• Behaviour and attendance concerns are recorded in PICS where applicable.</li> <li>• Learner voice and OTLA help test learning culture.</li> <li>• Safeguarding is reviewed by leaders and through external governance/QIP.</li> </ul>
<b>Evidence to hold in Management folder</b>	<ul style="list-style-type: none"> <li>• Safeguarding log.</li> <li>• Low-level concern log.</li> <li>• Attendance and behaviour records.</li> <li>• Learner voice.</li> <li>• SLT/governance minutes.</li> </ul>
<b>Further action required</b>	<ul style="list-style-type: none"> <li>• Introduce termly safeguarding/Prevent themes review.</li> <li>• Add "themes and trends" to governance/QIP review agenda.</li> <li>• Ensure actions from trend review are logged.</li> </ul>
<b>Owner / timescale</b>	Owner: DSL / Senior Leadership Team Timescale/review: Termly and after any significant incident.
<b>Residual rating after controls</b>	Likelihood: Medium   Impact: Low to Medium   Rating: Medium

## Risk 15 - Prevent risk assessment becomes static and is not updated when risk profile changes

<b>Risk description</b>	Risk assessment may not be reviewed after changes to delivery mode, geography, learner profile, local context, incidents, staff changes or official guidance.
<b>Who may be affected</b>	Provider, learners, staff and governors/external reviewers.
<b>Potential impact</b>	Outdated controls, weak governance evidence, reduced inspection readiness and missed emerging risk.
<b>Inherent rating</b>	Likelihood: Medium   Impact: Medium   Rating: Medium
<b>Controls currently in place</b>	<ul style="list-style-type: none"> <li>• Risk assessment has owner, version control and review schedule.</li> <li>• QIP and SAR identify external governance and safeguarding oversight as priorities. <ul style="list-style-type: none"> <li>• FIN governance support has been progressed.</li> </ul> </li> <li>• Funder scrutiny and quality assurance provide challenge.</li> </ul>
<b>Evidence to hold in Management folder</b>	<ul style="list-style-type: none"> <li>• Version control table. <ul style="list-style-type: none"> <li>• QIP.</li> </ul> </li> <li>• FIN governance evidence.</li> <li>• SLT/governance minutes.</li> <li>• Updated risk assessment after review.</li> </ul>
<b>Further action required</b>	<ul style="list-style-type: none"> <li>• Review risk assessment every term and after significant incident, new delivery area or material change.</li> <li>• Record review outcome even where no change is required.</li> <li>• Keep superseded versions in archive, not active Management folder.</li> </ul>
<b>Owner / timescale</b>	Owner: DSL / Senior Leadership Team Timescale/review: September 2026, then termly and as required.
<b>Residual rating after controls</b>	Likelihood: Low to Medium   Impact: Medium   Rating: Medium

## 7. Referral and escalation pathway

Staff must not investigate Prevent concerns themselves. Staff should record and report factual information promptly so the DSL or Deputy DSL can assess risk and decide the appropriate response. Where there is immediate danger, staff should contact emergency services first and then inform the DSL as soon as it is safe to do so.

Stage	Action expected
Recognise	Remain alert to changes in behaviour, extremist or discriminatory comments, online risk, isolation, withdrawal, fixation with grievance narratives or support for violence.
Respond	Stay calm, listen, do not challenge aggressively, do not promise confidentiality, reassure the learner that support is available.
Record	Record factual information, date/time, words used where possible, platform/location, witnesses and immediate action taken.
Report	Report immediately to the DSL or Deputy DSL using the safeguarding concern route. Use emergency services if there is immediate risk.
Refer	DSL/DDSL reviews and decides whether to seek advice, refer to Channel/Local Authority Prevent, contact police, signpost support or monitor.

### Immediate escalation rule

If there is an immediate risk of harm, suspected terrorist activity, threat of violence, possession/sharing of terrorist material, or immediate danger to any person, staff must call 999 and notify the DSL/DDSL as soon as it is safe to do so. Non-urgent Prevent concerns must still be reported to the DSL promptly and recorded through the safeguarding route.

## 8. Monitoring, review and evidence expectations

Prevent is monitored through safeguarding leadership, learner support review, quality assurance, learner voice, staff CPD, attendance monitoring, online delivery checks, staff meetings, governance review and the QIP. Leaders must be able to evidence not only that controls exist, but that they are understood, used and reviewed.

- Monthly: review safeguarding/Prevent concerns, attendance/disengagement themes and staff/learner support actions.
- Monthly: review Prevent risk assessment, staff confidence, learner voice, local context, online safety controls and low-level concern themes.

- Quarterly: review SCR and staff training evidence, including funder SCR scrutiny where applicable.
- After any incident: review the relevant risk, controls, referral pathway, staff response and learner support actions.
- After delivery/geography changes: review local Prevent/Channel contact routes and delivery-specific risks.
- Annually: complete full Prevent risk assessment review, align to safeguarding policy review and update version control.

## 9. Prevent action plan summary

Action	Owner	Timescale	Evidence of completion
Create local Prevent/Channel contact appendix for WMCA, SYMCA, EC+W and HCC areas.	DSL / SLT	By September 2026	Local contact appendix and governance minute.
Add Prevent confidence checks to learner voice and/or week 1 learner review.	Quality Manager / Tutors	Next cohort cycle	Learner voice questions and sample responses.
Introduce external speaker/employer safeguarding and Prevent briefing.	Progression Lead / DSL	Before next employer-facing learner activity	Briefing note and employer/session record.
Create safe job-search and employer communication guidance for learners.	Progression Lead	Next employability resource review	Updated employability resource.
Map Prevent, online safety and British Values reinforcement in schemes of work.	Quality Manager	Next SOW review	SOW mapping and QA check.
Introduce quarterly safeguarding/Prevent themes review.	DSL / SLT	Quarterly	Meeting minutes, action log and QIP updates.
Ensure learner files evidence Prevent onboarding, reporting awareness and learner understanding checks.	Quality Manager / Enrolment Lead	Ongoing through file review	File review reports and action closure.
Test staff understanding through CPD case study or staff survey question.	DSL / SLT	Quarterly	Staff meeting minutes or CPD evidence.

## 11. Document Version Control

Version	Date	Author	Description of changes	Approved by	Next review
1.0	June 2026	Dion Bishop	Initial Prevent Risk Assessment.	Senior Leadership Team	February 2027

## Appendix A: Reference sources

This risk assessment should be read alongside the provider's Safeguarding, Prevent and Online Safety Policy, Learner Handbook, Staff Training Matrix, Single Central Record, QIP, and SAR.

Source	Purpose
Home Office - Prevent duty guidance: England and Wales	Statutory Prevent Duty guidance for specified authorities.
Department for Education - Prevent duty risk assessment templates	Templates for education settings including further education and skills providers.
Counter-Terrorism and Security Act 2015	Legislative basis for the Prevent Duty.