

School Profile

Rise Academy is a large alternative provision, which serves some of the most vulnerable young people and families in Hull. Admissions to Rise are through four routes: through the Hull Fair Access Panel, through permanent exclusion from a mainstream secondary school in Hull, through the SEND consultation process, or by referral from a mainstream school to avoid permanent exclusion.

- On admission to Rise, average student attendance is 60%.
- On average, over 60% of our students on roll are Pupil Premium
- On average, over 40% of students on our roll have Education and Health Care Plans
- On average, over 20% of students on our roll have a social worker
- On average, over 10% of students on roll are looked after or previously looked after

At Rise Academy, we recognise that 'no one size fits all' and our ethos is built entirely around relational practice. We understand that the young people we work with have often had significant and multiple adverse childhood experiences, including experiences around education. Many of our pupils have attended over 5 schools including previous alternative provisions and special schools. These will likely have an impact on their views and actions, and we are prepared to work extensively and creatively with students and their families to improve their life chances.

Local Context

The current threat to the UK from terrorism is SEVERE (as of 18/09/2026)

Key risk themes for Humberside:

- Extreme Right-Wing terrorism remains the primary threat to the Humberside area. The risk is most likely to be low complexity, from lone, self-initiated terrorists.
- Online influences occur in almost every single investigation, intelligence development and Prevent referral within CT Policing.
- Minors; Region has seen a significant increase in under 18's being investigated for terrorism offences. Casework numbers now comparable to that within ERWT
- Increasingly LASIT and Conspiracy type theories are requiring assessment. We must prioritise providing support for those with mixed and unclear ideologies (MUU) who are at risk of committing acts of violence.
- Daesh/ISIS Inspired: Poses a significant regional threat within the NE Region. Self-initiated Terrorism (SIT): A Self-Initiated Terrorist is defined as "Person(s) who threaten or mobilise to violence without material support or personal direction from a terrorist organisation; but who may still be influenced or encouraged by the rhetoric or ideology or a group". Self-Initiated Terrorists have previously been referred to as 'Lone Actors'.

Prevent Duty

School staff are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance Working Together to Safeguard Children (2023) and Keeping Children Safe in Education (2024). Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. Radicalisation is listed as a specific safeguarding issue within this statutory guidance and is addressed within the Government Prevent Strategy. The Counter-Terrorism and Security Act 2015 places a duty on Schools to ‘have “due regard to the need to prevent people from being drawn into terrorism”’.

The Prevent Strategy has three main objectives:

- Respond to the ideological challenge of terrorism & the threat we face from those who promote it;
- Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support;
- Work with sectors and institutions where there are risks of radicalisation which we need to address.

Rise Academy recognises that it has a duty under Section 26 of the Counter-Terrorism and Security Act, 2015, in the exercise of its functions, to have due regard to the need to prevent people from being drawn into terrorism.

Duty: School to provide a broad and balanced curriculum that helps protect students against extremism and radicalisation and promotes British values and a culture of equality.		
Breakdown	What this means	Action(s)
The values and ethos of the school promote resilience against extremist ideologies and promote British values.	The school values clearly set out our commitment to British values.	• Strong focus on our values and our attributes. • Values include a commitment to tolerance, diversity and mutual respect.
The MAT and Local Advisory Board (LAB) carry out their role to monitor the school’s Prevent strategy effectively.	Governors have a good understanding of their duty.	• All governors have read our Safeguarding and Child Protection Policy and Keeping Children Safe in Education (2026).

Prevent Risk assessment – Rise Academy 2026-2027



		We have a dedicated LAB member who oversees our compliance with the Prevent Duty.
All students participate in an RSHE curriculum which meets their needs. All curriculum subjects delivered by Rise staff promote equality and British values, where appropriate.	The curriculum promotes British values and a culture of equality.	- Students are able to explore political, cultural and religious issues through RSHE. - Students are encouraged to discuss their opinions and experiences in RSHE lessons or 1:1 with staff. - Staff who teach students with SEND are able to adapt the curriculum appropriately to meet the needs of their students. - Where students are not able to participate in full class RSHE lessons, they receive additional 1:1 ELSA support so that they are still able to participate in discussion and exploration on relevant topics.
Staff assess the risk of children being drawn into terrorism.	Staff can demonstrate a general understanding of the risks affecting children and young people	- All staff have read Keeping Children Safe in Education 2026 Part 1. - The DSL has informed staff of their duties as set out in The Prevent Duty Guidance (DfE, December 2023). - All staff have completed online Prevent training.
	Staff can identify individual children who may be at risk of radicalisation and how to support them.	- The DSL has informed staff about signs and indicators of radicalisation. - Students are taught in small groups, ensuring that vulnerable students have conversations with staff daily about their opinions and concerns. - Where low level/initial concerns are raised, the curriculum model is set up to allow wave 2, 3 and 4 interventions to ensure that all students are supported appropriately.
	There is a clear procedure in place for protecting children at risk of radicalisation.	- All staff have read the Safeguarding and Child Protection Policy which includes a statement regarding the school's Prevent Duty. - All staff understand how to record and report concerns regarding risk of radicalisation.
Duty: Appropriate policies and procedures are in place to manage external speakers.		
Breakdown	What this means	Action(s)
Prohibit extremist speakers and events in the school.	The school exercises due diligence in relation to requests from external	- Outline of content speakers are covering is requested/discussed prior to event. - Research the person/organisation to establish whether they have demonstrated extreme views/actions.

	speakers and organisations using school premises.	• Visitors are never left alone with children. Deny permission for people/organisations to use school premises if they have links to extreme groups. • Letters of assurance are completed by agencies used to support school e.g. sports companies working in school and additional providers. • Announced and unannounced quality assurance visits are carried out termly on all unregulated providers used by Rise. • Testimonies requested from other schools who have used the speakers.
Duty: School work in partnership with other agencies to ensure appropriate reporting and recording processes are in place and referrals are managed effectively.		
Breakdown	What this means	Action(s)
The school is using existing local partnership arrangement in exercising its Prevent duty.	Staff record and report concerns in line with policies.	• All staff record and report concerns to the Prevent Lead or DSLs. • School leaders stay up to date with local developments and risks. • The school is in regular communication with local police (PCSO). • Member of the safeguarding team attends the LA DSL meetings where updates on extremism and other topics are often given as well as additional training opportunities where relevant. • Advice and training is sought from the academy trust.
Staff are confident and capable of working with external agencies and sharing concerns about extremism externally.	The Prevent Lead makes appropriate referrals to agencies.	• Records of referrals are kept on CPOMS. • Referrals are followed up appropriately (and challenged if necessary). • DSL knows the process to contact other agencies and expedite concerns about extremism. • All concerns regarding extremism are reported to the Head of Safeguarding (Hull City Council). • Records of referrals are kept, and referrals are followed up appropriately.
Duty: The school will ensure staff and the LAB are Prevent trained according to role and clear leadership and accountability structures are in place.		
Breakdown	What this means	Action(s)

Prevent Risk assessment – Rise Academy 2026-2027



Equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas.	Assess the training needs of staff in the light of the school's assessment of the risk to pupils at the school of being drawn into terrorism.	• The DSL and Prevent Lead undertakes Prevent Awareness Training in addition to Local Authority and Trust bespoke training. • The DSL is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation. • All staff completed online Prevent Training. • Updates given in safeguarding briefings.
Duty: Ensure that staff, children and visitors are protected against accessing extremist material on the internet.		
Breakdown	What this means	Action (s)
Ensure that children are safe from terrorist and extremist material when accessing the internet in schools.	The school has policies in place which make reference to the "Prevent" duty.	• Online safety policy in place. • Acceptable use policy in place. • Anti-bullying policy in place. • Pupils are encouraged to report any material they come across online which makes them worried or uncomfortable. • IT safety and monitoring systems, for example: ➤ The school IT network has appropriate filters to block sites deemed inappropriate or unsafe. ➤ Smoothwall filtering and monitoring system is in place ➤ School email accounts are monitored by IT staff/Smoothwall. ➤ Curriculum (computing and PSHE) reflects this duty.