

Prevent risk assessment for schools

Person completing: Michael Pasqualino Date Implemented: 10.07.25 Date for review: 10.07.26

A risk assessment is a core part of implementing the Prevent duty. All providers should read guidance from the department on how to complete a risk assessment and on safeguarding students vulnerable to radicalisation. Schools should assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.

Providers may choose to have a specific separate risk assessment to better communicate to staff and document actions taken to mitigate any risks.

The purpose of the risk assessment is to have an awareness and understanding of the risk of radicalisation in your area and your institution. The type and scale of activity that will address the risk will vary but should be proportionate to the level of risk, type of provision, size and phase of education.

This is an internal document and should be reviewed annually, in line with Keeping Children Safe in Education requirements, or following a serious incident.

National Risks – risk of radicalisation generally

What national risks are you aware of that could impact to your area, setting, students or families? For example, online radicalisation

Risk 1: Online Radicalisation: Social Media Gaming platforms Encrypted Apps such as Whatsapp Online grooming	Risk 2: Extreme Right-Wing Terrorism	Risk 3: Islamist Extremism	Risk 4: Influence of Global Events: Conspiracy theories following Covid 19 Anti government narratives including rejection of mainstream education and authority				
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Local Risks – risk of radicalisation in your area and institution

What specific local risks are you aware of that could impact to your area, setting, students or families? E.g. local extremist activity (groups active in the area)

Risk 1: Rural Isolation	Risk 2: Economic deprivation	Risk 3: Children who are more vulnerable such as those with SEN, mental health issues etc.	Risk 4				
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Leadership and Partnership

Category	Risk	Hazard	Risk management	Rig	Further action needed	Lead officer	Date for completion	Support available
Leadership	What is the risk here? The setting does not place sufficient priority to Prevent and risk assessment/action plans (or does not have one) and therefore actions to mitigate risks and meet the requirements of the Duty are not effective.	What are the hazards? Leaders (including governors and trustees) within the organisation do not understand the requirements of the Prevent Statutory Duty or the risks faced by the organisation. The Duty is not managed or enabled at a sufficiently senior level.	Prevent training/briefing for staff (including SLT) and governors. This is completed annually via the e-learning platform, Flick.		SLT to ensure training has been completed. Further face to face training to be planned as needed.	M Pasqualino		Prevent e-learning Home Office offer a free e-learning package on Prevent covering: - Prevent awareness - Prevent referrals - understanding Channel Users that complete this training will receive a certificate. https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/
		Leaders do not have understanding and ultimate ownership of their internal safeguarding processes, nor ensuring that all staff have sufficient understanding and that staff implement the duty effectively.	Lead governor for safeguarding/Prevent lead is at appropriate seniority Safeguarding lead in school is the Headteacher Weekly meetings take place with DSL/ DDSLs to monitor CPOMs incidents and plan any next steps.		Leaders to provide professional challenge for each other.	SLT		
		Leaders do not communicate and promote the importance of the duty.	Sufficient leadership ownership – risk assessments and safeguarding policies are signed off by SLT. All Risk assessments shared with staff and kept in a teams folder accessible to all staff.					
		Leaders do not drive an effective safeguarding culture across the institution.	Leadership have clear understanding of reporting and referral mechanisms and are on the 6 year safeguarding pathway.					
		Leaders do not provide a safe environment in which children can learn.	Ensuring the sharing of safeguarding policies – staff sign to confirm the reading of such policies via Flick					
		Leaders do not drive an effective safeguarding culture across the institution.	Promotion of a safeguarding culture through regular training, discussions with senior staff visibly involved. Clear induction for new members of staff and trainee teachers					
Working in Partnership	The setting is not fully appraised of national and local risks, does not work with partners to safeguard children vulnerable to radicalisation, and does not have access to good practice advice, guidance or supportive peer networks.	The organisation does not establish effective partnerships with organisations such as the Local Authority and Police Prevent Team.	The providers has strong partnerships with: • Local Safeguarding Children's Partnership • DSL / headteacher forums • LADO • Community Safety Partnerships • Police Prevent Team • Channel panel • Child and family					Prevent duty guidance Outlines the requirements of the duty, including working in partnership with others. https://www.gov.uk/government/publications/prevent-duty-guidance/prevent-duty-guidance-for-England-and-Wales#a-risk-based-approach-to-the-prevent-duty Understanding channel An overview of channel support and the Prevent Multi-Agency Panels (PMAP).

Capabilities

Staff training	Staff do not recognise signs of abuse or vulnerabilities and the risk of harm is not reported properly and promptly by staff.	Frontline staff including governors, do not understand what radicalisation means and why people may be vulnerable to being drawn into terrorism	Training is mandatory.					Prevent e-learning Home Office offer a free e-learning package on Prevent covering: - Prevent awareness - Prevent referrals - understanding Channel Users that complete this training will receive a certificate. https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/ Prevent resources, guidance and support The department's Educate Against Hate website provides a range of training and guidance materials. www.educateagainsthate.com
		Frontline staff including governors, do not know what measures are available to prevent people from being drawn into terrorism and do not know how to obtain support for people who may be exploited by radicalising influences. Staff do not access Prevent training or refresher training.	All staff attend safeguarding training and are familiar with key school safeguarding and statutory policies				Ongoing	
		Staff do not access Prevent training or refresher training.	All staff attend Prevent training with a focus on Notice, Check, Share					
		Governors do not access Prevent training or refresher training.	Governors attend Prevent training					
		Staff do not access Prevent training or refresher training.	Records are kept of all staff and governor training including refresher training					
Information Sharing	Staff do not share information with relevant partners in a timely manner.	Staff do not feel confident sharing information with partners regarding radicalisation concerns.	The school has a culture of safeguarding that supports effective arrangements to: • identify children who may need early help or who are at risk of neglect, abuse, grooming or exploitation • help children reduce their risk of harm by securing the support they need, or referring in a timely way to those who have the expertise to help					Resources to support information sharing The department has published guidance on making a Prevent referral. https://www.gov.uk/guidance/making-a-referral-to-prevent
		Staff are not aware of the Prevent referral process.	The school has clear processes for raising radicalisation concerns and making a Prevent referral. First instance via CPOMs and discussion with DSL who will then support referrals.				weekly supervision is timetabled	

Reducing Permissive Environments

	Children and young people are exposed to intolerant or hateful narratives and lack understanding of the risks posed by terrorist organisations and extremist ideologies that underpin them.	The setting does not provide a safe space in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.	The institution has codes of conduct for all staff (teaching and non-teaching staff)					Resources for having difficult classroom conversations Educate Against Hate has a range of resources to help teachers conduct difficult conversations with students. The 'Let's Discuss' teaching packs have been developed to help facilitate conversations about topics such as fundamental British values, extreme right-wing terrorism and Islamist extremism. www.educateagainsthate.com www.educateagainsthate.com/category/teachers/classroom-resources
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Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Due for completion	Support available
Building children's resilience to radicalisation		The setting does not teach a broad and balanced curriculum which promotes spiritual, moral, cultural mental and physical development of students and fundamental British values and community cohesion.	The institution carries out safer recruitment checks on all staff. Spirituality came out as an area of strength in SIAM's report May 2024. Pastoral Manager completing apprenticeship on community health and wellbeing. AA has completed DfE training on wellbeing.					
		The setting does not teach a broad and balanced curriculum which promotes spiritual, moral, cultural mental and physical development of students and fundamental British values and community cohesion.	Teaching is monitored by senior leaders through observations, book checks and is quality assured					
		The setting does not teach a broad and balanced curriculum which promotes spiritual, moral, cultural mental and physical development of students and fundamental British values and community cohesion.	The institution provides opportunities within the curriculum to discuss controversial issues and for students to develop critical thinking and digital literacy skills					
		The setting does not teach a broad and balanced curriculum which promotes spiritual, moral, cultural mental and physical development of students and fundamental British values and community cohesion.	Settings should ensure that discussions of controversial issues are carried out in a safe space.					
		The setting does not teach a broad and balanced curriculum which promotes spiritual, moral, cultural mental and physical development of students and fundamental British values and community cohesion.	The institution embeds fundamental British values into the curriculum, while also ensuring specific discussions can take place in a safe environment.					
IT policies	Ineffective IT policies increases the likelihood of students and staff being drawn into extremist material and narratives online. Inappropriate internet use by students is not identified or followed up.	Students can access terrorist and extremist material when accessing the internet at the institution.	Settings ensure appropriate internet filtering is in place via security. This is monitored by the Headteacher					Web filtering and online safety The Department for Education have issued comprehensive guidance on how schools and colleges should be using filtering and monitoring standards, including specific measures to comply with the Prevent duty. https://www.gov.uk/guidance/setting-digital-and-technology-standards-in-schools-and-colleges/setting-and-monitoring-standards-for-schools-and-colleges
		Students may distribute extremist material using the institution IT system.	Settings ensure that there is a clear reporting process in place should filtering systems flag any safeguarding or Prevent related concerns. Security flags straight to the DSL.					Further guidance is available at https://safeguarding.org.uk/guide-and-resources/teachers-and-school-staff/appropriate-filtering-and-monitoring/appropriate-monitoring You can test whether your internet service provider removes terrorist content at http://testfiltering.com/
		Unclear linkages between IT policy and the Prevent duty. No consideration of filtering as a means of restricting access to harmful content.	The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety).					The Joint Information Systems Committee (JISC) can provide specialist advice and support to the further and higher education sectors to help providers ensure students are safe online and appropriate safeguards are in place. Teach about online extremism
			Settings should equip children and young people with the skills to stay safe online, both in school and outside. This is done via termly e-safety lessons.					The 'Going Too Far' resource from Educate Against Hate and the London Grid for Learning to help teach students about staying safe online https://www.educateagainsthate.com/resources/going-too-far/
Visitors	External speakers or visitors being given a platform to radicalise children and young people or spread hateful or divisive narratives.	Leaders do not provide a safe space for children to learn.	A process is in place to manage site visitors, including sub-contractors via coloured lanyards and adapting relevant checks and supervision accordingly.					Political Impartiality Guidance When using external agencies, schools in England must be mindful of their existing duties regarding political impartiality and to ensure the balanced presentation of political issues. Guidance on this is available on GOV.UK.
		Settings do not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.	The setting has a robust risk assessment and carries out due diligence checks on visitors, speakers, the organisations they represent and the materials they promote or share.					https://www.gov.uk/government/publications/political-impartiality-in-schools/political-impartiality-in-schools-the-law