



Prevent risk assessment for schools

Person completing: Matthew Scott, Executive Headteacher

Date Implemented: November 2024

Date for review: November 2025

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

The current threat from Terrorism and Extremism in the United Kingdom is real and severe and can involve the exploitation of vulnerable people, including children, to involve them in extremist activity.	Vulnerable individuals may be groomed and at risk of being radicalised. Recently a suspected terrorist awaiting trial escaped from jail and presented a threat to members of the public (until recaptured by the police).	There are extremist groups operating online to recruit individuals and groups to join their organisations to spread hate messages against groups/faiths/ women etc.	Individuals who have been radicalised pose a threat to the public. They may be travelling on public transport, in public places at events, or try to gain access to public buildings and carry out an act of terrorism				
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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)

Young people can be at risk of grooming by extreme groups and enticed to join extreme groups online or in-person - in our rural community this could include (but not be limited to) extreme nationalist views, such as the BNP or Britain First, as well as supremacist views, such as those of Andrew Tate.	Young vulnerable students who are undergoing difficulty in their homelife or school life can explore other options online and can be attracted by groups offering new friends, work for a 'good cause'. This could potentially (but not exclusively) affect some of our older	Risk 3	Risk 4				
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Leadership and Partnership

Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Date for completion	Support available
Leadership	<i>What is the risk here?</i>	<i>What are the hazards?</i>	<i>What has your institution put in place to ensure sufficient understanding and buy-in from Leadership?</i>		<i>What does your institution need to further action to address the identified risk(s)?</i>			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/
	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.	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 for all staff. Senior leaders trained in Prevent referrals. ACT training for staff. Governors aware of Prevent duty and included in governor safeguarding training.					
		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.	Chair of Governors is safeguarding governor. Executive Headteacher is Prevent Lead in both schools. DSL and DDSLs trained in Prevent and Prevent referrals.					
	Leaders do not communicate and promote the importance of the duty.	Safeguarding policies written by SLT and approved by governors. Information relating to prevent clearly displayed for staff in both schools. Included in half termly safeguarding quizzes for staff.						

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		Leaders do not drive an effective safeguarding culture across the institution.	DSL and DDSL have clear understanding of reporting mechanisms. Strong culture of safeguarding across federation with an 'it could happen here' attitude.					
		Leaders do not provide a safe environment in which children can learn.	Staff foster a culture in classes which provides a safe learning environment. Thrive approach focusses on inclusion for all.					
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 schools have strong partnerships with: <ul style="list-style-type: none"> Local Safeguarding Children's Partnership DSL / DDSLs LADO Local Police Child and family 					<p>Prevent duty guidance</p> <p>Outlines the requirements of the duty, including working in partnership with others.</p> <p>https://www.gov.uk/government/publications/prevent-duty-guidance/revise-prevent-duty-guidance-for-england-and-wales#fc-a-risk-based-approach-to-the-prevent-duty</p> <p>Understanding channel</p> <p>An overview of channel support and the Prevent Multi-Agency Panels (PMAP).</p> <p>https://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance</p> <p>Sign-up for Educate Against Hate newsletter</p> <p>Latest news, blogs and resources to help teachers, school leaders and designated safeguarding leads protect students from radicalisation</p>
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	Regular safeguarding updates to staff. Termly CPD days include scenarios for staff to discuss and make agreements.					<p>Prevent e-learning</p> <p>Home Office offer a free e-learning package on Prevent covering:</p> <ul style="list-style-type: none"> - Prevent awareness - Prevent referrals - understanding Channel <p>Users that complete this training will receive a certificate.</p> <p>https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/</p> <p>Prevent resources, guidance and support</p> <p>The department's Educate Against Hate website provides a range of training and guidance materials.</p> <p>www.educateagainsthate.com</p>
		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 receive safeguarding training which includes the Prevent Duty. DSL and DDSLs undertake further training.					
		Staff do not access Prevent training or refresher training.	All staff access Prevent and ACT training.					

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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 schools have a culture of safeguarding that supports effective arrangements to: <ul style="list-style-type: none"> • 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 schools have clear processes for raising radicalisation concerns and making a Prevent referral, as set out in our child protection policy.					
Reducing Permissive Environments								
Building children's resilience to radicalisation	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.	Our schools have codes of conduct for all staff (teaching and non-teaching staff). Current affairs are discussed in an age appropriate way (such as the summer 2024 riots) - resources such as Picture News helps to convey key messages in an age and stage appropriate manner.					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 www.educateagainsthate.com/category/teachers/classroom-resources/?filter=lets-discuss
		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.	Our schools offer a broad and balanced curriculum. We follow an approved scheme of learning in PSHE and supplement this with other resources such as Picture News, No Outsiders and the teaching of fundamental British values. As church schools, we foster children's SMSC development in a holistic way.					

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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.	Our schools use Smoothwall filtering and monitoring which confirms to all requirements for school standards.					<p>Web filtering and online safety</p> <p>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.</p> <p>https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges</p> <p>Further guidance is available at https://saferinternet.org.uk/guide-and-resource/teachers-and-school-staff/appropriate-filtering-and-monitoring/appropriate-monitoring</p> <p>You can test whether your internet service provider removes terrorist content at http://testfiltering.com/</p> <p>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.</p> <p>Teach about online extremism</p> <p>The 'Going Too Far?' resource from Educate Against Hate and the London Grid for Learning to help teach students about staying safe online</p> <p>https://www.educateagainsthate.com/resources/going-too-far/</p>
		Students may distribute extremist material using the institution IT system.	Filtering and monitoring of pupils' time online flags any concerns directly to the DSL via email.					
		Unclear linkages between IT policy and the Prevent duty. No consideration of filtering as a means of restricting access to harmful content.	The DSL is also the filtering and monitoring lead. Governors understand their statutory role in this area.					
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. Speakers are never left alone with children and their delivery is monitored by school staff.					<p>Political Impartiality Guidance</p> <p>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.</p> <p>https://www.gov.uk/government/publications/political-impartiality-in-schools/political-impartiality-in-schools#the-law</p>
		Settings do not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.	Our schools have a robust risk assessment and carries out due diligence checks on visitors, speakers, the organisations they represent and the materials they promote or share.					
		The setting does not conduct any due diligence checks on visitors or the materials they may use.	The private/commercial use of our schools' spaces are effectively managed & due diligence checks are carried out on those using/booking and organisations that they represent.					

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