



Prevent risk assessment for schools

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National Risks – risk of radicalisation generally

Self Initiated Terrorism	Islamic Terrorism	Extreme Right Wing Terrorism					
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Local Risks – risk of radicalisation in your area and institution

Vulnerable with no ideology	Mixed, unstable, unclear	Extreme right wing	Islamist				
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Leadership and Partnership

Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Date for completion	Support available
Leadership	What is the risk here?	What are the hazards?	What has your institution put in place to ensure sufficient understanding and buy-in from Leadership?		What does your institution need to further action to address the identified risks?			Support available 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.	TLT Prevent risk assessment H&S and Safeguarding committee meeting Prevent is covered 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.					
		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.	DSLs all have Prevent training Prevent is standing agenda item in the monthly meetings with Head of Safeguarding For staff the process for referring prevent is the same as other safeguarding concerns		Implement knowledge checks on Prevent for staff throughout the year - case study completed Feb 2025		KK	01/12/2025 - completed Feb 2025 and planned for Feb 2026 also
		Leaders do not communicate and promote the importance of the duty.	All policies are signed off by SLT Prevent risk assessment agreed and reviewed regularly (annually for individual schools, every 3 years for Trust)					
		Leaders do not drive an effective safeguarding culture across the institution.	DSL does termly updates on safeguarding with all staff, including Prevent where appropriate DSL leads safeguarding and Prevent training with staff Staff support delivery of Prevent by delivering safeguarding curriculum, which embeds the fundamental British Values Board of Trustees has Safeguarding lead, with responsibility for					
Working in Partnership	Leaders do not provide a safe environment in which children can learn.	Policies for safeguarding and prevent are reviewed annually Staff training on safeguarding/prevent taken annually KSCIE read and confirmed annually			As above, embed Prevent knowledge checks throughout the year - case study completed Feb 2025		KK	01/12/2025 - completed Feb 2025 and planned for
	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 school has strong partnerships with: • Local Safeguarding Children's Partnership • DSL / headteacher forums • LADO • Community Safety Partnerships • Police Prevent Team • Channel panel • Child and family Head of Safeguarding provides regular updates and resources to		Attend Prevent DFE workshops to remain up to date on current issues and concerns.		KK	Dec-25 Prevent duty guidance Outline the requirements of the duty, including working in partnership with others. https://www.gov.uk/government/publications/prevent-duty-guidance/revised-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). https://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance Sign-up for Educate Against Hate newsletter Latest news, blogs and resources to help teachers, school leaders and designated safeguarding leads protect students from radicalisation https://signup.es-mail.co.uk/SignupId659377ac95f9d804036330864e84ac
Capabilities	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 delivered to staff on Prevent and staff are delivered relevant updates as required throughout the year if these are raised by multiagency partners. All Board of Trustees receive Prevent and safeguarding training					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
Staff training		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.	As above, all staff are trained on Prevent annually					
		Staff do not access Prevent training or refresher training.	DSL follows up to ensure all staff have completed training at the beginning of the year. New starters captured as they join.					

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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 provider has 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 process for staff is the same as escalating other safeguarding concerns. This is working well as staff are referring concerns as they happen in a timely manner.					
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.	Children are taught BV throughout the year <ul style="list-style-type: none"> School embeds safeguarding curriculum and safeguarding covered in assemblies Children are clear on who trusted adults are and talk to them if they have any concerns Children are taught how to stay safe online in computing and PSHE 					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/?term=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.	The curriculum is broad and balanced, PSHE is planned and sequenced to build on ideas					
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.	Classroom cloud is used to monitor, and any concerns are flagged to the DSL to review Filtering and monitoring is in place so children cannot access extremist material and this is tested annually					Web filtering and online safety The Department for Education has 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/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges Further guidance is available at https://safesinternet.org.uk/guide-and-resource/teachers-and-school-staff/appropriate-filtering-and-monitoring/appropriate-data-monitoring You can test whether your internet service provider removes terrorist content at http://usfiltering.com/ 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 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/
		Students may distribute extremist material using the institution IT system.	Classroom cloud concerns are RAG rated and any concerns rated as high risk are reviewed urgently by the DSL to ensure swift action is taken					
		Unclear linkages between IT policy and the Prevent duty. No consideration of filtering as a means of restricting access to harmful content.	Online safety is covered in the Child Protection and Safeguarding Policy, there is a separate Online Safety Policy. These are reviewed annually.					
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.	Inventory is used to log in all site visitors, visitors go through vetting process and visitors who have not been vetted are accompanied at all times on site					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. https://www.gov.uk/government/publications/political-impartiality-in-schools/political-impartiality-in-schools-the-law
		Settings do not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.	The school has a vetting process in place to ensure appropriate checks are in place for visitors. The school tends to use official organisations (e.g. NSPCC/ Police) to speak in the school.					