Department for Education

Prevent risk assessment for schools

Person completing: Lynn Sanderson		Date Implemented: 30/03/2026	Date for review: 30/03/2027

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	Risk 2	Risk 3	Risk 4	
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	**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 extermist 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.**	

Local Risks – risk of radicalisation in your area and

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	Risk 2	Risk 3	Risk 4	
Young people can be at risk of grooming by extreme groups and enticed to join extreme groups online or in-person	**Young vulnerable students who are undergoing difficulty in their home life or school life can explore other options online and can be attracted by groups offering new friends, work for a 'good cause'.**	**Young people who have been radicalised can become distant from friends and family and at risk of forming stronger attachments to these organisations. They are at risk of 'forced marriage within**	**Young people are at risk of emotional harm from extremeists operating online. They are at risk of adverse behaviour from peers who have been influenced negatively in their views.**	

Leadership and Partnership

Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Date for completion
	What is the risk here?	***What are the hazards?***	***What has your institution put in place to ensure sufficient understanding and buy-in from***		***What does your institution need to further action to***		
Leadership	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.	All staff undergo prevent training as part of our rolling programme of CPD. All staff have completed the Prevent Channel Training Prevent duty training: Learn how to support people vulnerable to radicalisation. All staff have annual updated safeguarding training which contains staff's responsibilities under the Prevent Duty (2023		*Ensure ALL new starters (staff and governors) complete the training as part of the induction process.*	LS	Ongoing
		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.	All governors have read our child protection policy and Keeping Children Safe in Education. Risk assessment and Prevent statement shared in Governor's meeting & on website. Prevent lead has up to date training and knowledge of the issues around radicalisation and prevent strategies. All staff know who the Prevent Lead is and how to contact them with concerns. The Prevent Lead knows how to contact Counter Terrorism Policing (CTP) Education Leads to request further training or advice. The Prevent Lead and the DSL team know how to contact the CTP Education Leads for further support and know how to make a				

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		Leaders do not communicate and promote the importance of the duty.	The Prevent Lead has shared with staff the potential signs and indicators of radicalisation.		*Prevent Lead to ensure staff are informed of any changes to legislation in a timely manner*	SP	ongoing
		Leaders do not drive an effective safeguarding culture across the institution.	All staff have read and signed to say they have understood the Child Protection/Safeguarding Policy and how to report concerns. All staff have received training to record concerns using CPOMS. All relevant policies in place		*Maintenance of staff training record to ensure training is kept up-to-date*	LS	ongoing
		Leaders do not provide a safe environment in which children can learn.	The Prevent Lead knows how to contact Counter Terrorism Policing (CTP) Education Leads to request further training or advice. Site security audit is completed annually as well as CSE Audit, Prevent RA, and online Safety Audit.				
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		*Ensure ALL DSL's and Safeguarding Governor attend termly DSL update meetings.* *Records to be kept of attendance.*	LS	Ongoing - Termly
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	PREVENT and safeguarding training is completed by ALL Staff and Governors Training is broader than face to face or e-learning. PREVENT is also communicated to staff e.g. via staff updates, notices, emails, staff meetings.				
		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 have completed the Prevent Channel Training Prevent duty training: Learn how to support people vulnerable to radicalisation | Prevent duty training (support-people-vulnerable-to-radicalisation.service.gov.uk) All staff attend safeguarding training and are familiar with key school safeguarding and statutory policies All policies and Risk Assessments are uploaded onto the school website (Staff area) for access				
		Staff do not access Prevent training or refresher training.	All staff/Governors attend Prevent training with a focus on Notice, Check, Share SLT and DSL receive additional support from local partnerships and training on local processes for Prevent Records of all staff and governor training are maintained Training is quality assured and evaluated for effectiveness on a regular basis				

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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.	We work and communicate with local safeguarding partners and other relevant agencies regarding concerns about extremism. The DSL/Prevent lead is aware of the process to contact other agencies and expedite concerns about extremism. Records of referrals are kept on CPOMS, and referrals are followed up appropriately.				
		Staff are not aware of the Prevent referral process.	All staff to be able to report safeguarding concerns, including those of extremism and radicalisation through CPOMS.		*Lead DSL to ensure ALL staff have access to CPOMS and are trained in its use. Ensure ALL new starters complete CPOMS training as part of the induction*	GB	Ongoing
Reducing Permissive Environments			**CPOMS.**				
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.	The institution has codes of conduct for all staff (teaching and non-teaching staff). Through PSHE/RE and other curriculum activities, pupils are able to explore political, religious and social issues. Pupils are taught about the diverse national, regional and ethnic identities in the UK and the need for mutual respect. School ensures 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.	Safer Internet Day – Feb '24 Opportunities to promote British values are clearly identified within all curriculum areas. Use of PSHE or RSE lessons for sensitive and supportive discussions on radical issues and extreme ideologies. Weekly assemblies reference British Teaching is monitored by senior leaders through observations, book checks and is quality assured values The school provides opportunities within the curriculum to discuss controversial issues and for students to develop critical thinking and digital literacy skills		*Review our current practices for promoting British values and consider where we could do more to embed these values into our curriculum.*	SLT	Ongoing
		British values are not promoted outside of the classroom	Steps taken to promote British values around the school include: Pupils participate in democracy through school council and student leadership elections. Assemblies promoting diversity, human rights, and respect. Celebrations from multiple religions and cultures are celebrated around the school		*Continue to audit PSHE and RE curriculum to ensure are taught about the diverse national, regional and ethnic identities in the UK*	PHSE Lead	Ongoing
	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.	School ensures appropriate internet filtering is in place (SENSO) in conjunction with IT services (LA). These are reviewed regularly and any overfiltering is monitored and managed. Email system is montiored and filtered using SOPHOS, supported by the IT Service Team.		*Review our online safety policy and filtering and monitoring policy annually*	LS	Annually

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IT policies		Students may distribute extremist material using the institution IT system.	There is a clear reporting process in place for when filtering systems flag any safeguarding or Prevent-related concerns. The SBM receives notifications of filtering 'flags' as they occur, these are recorded on CPOMS for investigation by the Deputy Head (in the case of children), or the Head (in case of staff). A report of all SENSO flags, and actions taken, is submitted to the governors on a bi-termly basis.				
		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 takes responsibility for safeguarding and child protection (including online safety).				
		Pupils access extremist material on their own devices or on social media, or are specifically targeted for online radicalisation	The ICT curriculum includes teaching pupils how to stay safe online. Parents are provided with support on how to help their children access the internet safely and spot the signs of online radicalisation. The school website is constantly updated with links and information to support parents.				
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 visitor policy is in place to manage site visitors, including sub-contractors. Staff know to use recommendations and reviews from fellow professionals when looking for visitors. Access to school is denied to any group/organisations with links to extremist's organisations				
		Settings do not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.	The school 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. This is done in line with the school's Visitors Policy, which is reviewed annually. The school seeks advice and support from partners where necessary to make an assessment of suitability of visitors.				
		The setting does not conduct any due diligence checks on visitors or the materials they may use.	Visitor procedure includes: All visitors to the school must be signed in at reception and wear ID badges. Visitors are accompanied around the school site by a member of staff at all times. The private use of the school's spaces is effectively managed & due diligence checks are carried out on those using it, and organisations that they represent. The school does not take		To continue to review policy and procedure on an ongoing basis	LS	Ongoing