Department for Education

Prevent risk assessment for schools

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A risk assessment is a core part of implementing the Prevent duty. All providers should read guidance from the depa[...] 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 act[...] The purpose of the risk assessment is to have an awareness and understanding of the risk of radicalisation in your a[...] 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 requi[...]

National Risks – risk of radicalisation generally

What national risks are you aware of that could impact to your area, setting, students or families? For [...]

Risk 1 The threat of terrorism The Terrorism Act 2006 defines 'terrorism' as an action or threat designed to influence the government or intimidate the public. Its purpose is to advance a political, religious or ideological cause. In summary, terrorism is an action that: endangers or causes serious violence to a person or people causes serious damage to property, or seriously interferes with or disrupts an electronic system is designed to influence the government or to intimidate the public

Risk 2 The extremism threat Settings should not only be alert to violent extremism but also nonviolent extremism, including certain divisive or intolerant narratives which can reasonably be linked to terrorism. Some groups and organisations that promote extremist ideologies are not proscribed terrorist groups or organisations. These groups support divisive or hateful narratives

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?

Online safety Learners are at risk of accessing inappropriate and harmful extremist content online. There is a rapid proliferation of terrorist content online and the internet has become the preferred avenue for those searching for terrorist propaganda. This could include downloading or sharing terrorist material, which could be a criminal offence. The most recent data published shows the continued high numbers of under 18's being arrested for terrorism offences. The latest data indicates that 14% of those arrested year ending 31st March 2023 were 17 and under. The internet and social media make spreading divisive and hateful narratives to millions of people easy. The barriers that existed with in-person terrorist group activity in the past have been removed to be replaced with an online environment which

Online radicalisation Concerns that a learner is being radicalised online Any learner who uses the internet can be at risk of online abuse. Education settings need to be aware of the risks and talk to learners about staying safe online. If you're concerned that a learner is susceptible to radicalisation online, you should follow your normal safeguarding procedures. Radicalisation is like grooming. Whether this happens online or offline, you should treat it in the same way.

Leadership and Partnership

Category	Risk
	What is the risk here?

Category	Risk
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.

Category	Risk
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.
Capabilities	
	Staff do not recognise signs of abuse or vulnerabilities and the risk of harm is not reported properly and promptly by staff.

Category	Risk
Staff training	
Information Sharing	Staff do not share information with relevant partners in a timely manner.
Reducing Permissive Environments	

Category	Risk
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.
	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.

Category	Risk
IT policies	
Visitors	External speakers or visitors being given a platform to radicalise children and young people or spread hateful or divisive narratives.

Category	Risk

| Date Implemented: January 2026 | Date for rev |

artment on how to complete a risk assessment and on safeguarding students vulnerable to radicalisation. Schools should ass

:ions taken to mitigate any risks.

rea and your institution. The type and scale of activity that will address the risk will vary but should be proportionate to the

rements, or following a serious incident.

example, online radicalisation

| **Risk 3 <u>Online safety</u>**   Learners are at risk of accessing inappropriate and harmful extremist content online. There is a rapid proliferation of terrorist content online and the internet has become the preferred avenue for those searching for terrorist propaganda. This could include downloading or sharing terrorist material, which could be a criminal offence. The most recent data published shows the continued high numbers of under | **Risk 4 <u>Online radicalisation</u>** Concerns that a learner is being radicalised online Any learner who uses the internet can be at risk of online abuse. Education settings need to be aware of the risks and talk to learners about staying safe online. If you're concerned that a learner is susceptible to radicalisation online, you should follow your normal safeguarding procedures. Radicalisation is like grooming. Whether this happens online or offline, you should treat it in the same way. | |

E.g. local extremist activity (groups active in the area)

| **Risk 3** | **Risk 4** | |
| | | |

Hazard	Risk management	Rag
What are the hazards?	*What has your institution put in place to ensure sufficient understanding and buy-in from Leadership?*	

Hazard	Risk management	Rag
Leaders (including governors) 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. All staff complete full Prevent training bi-annually and recap with a Prevent 'quiz' in the first term of the 'offyear'. Prevent briefing is part of the annual safeguarding training for all staff.	
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 and meets regularly with the headteacher to discuss safeguarding processes within the school.	
Leaders do not communicate and promote the importance of the duty.	Sufficient leadership ownership – risk assessments, safeguarding policies, etc. being signed off by SLT and shared with all staff. Relevant policies are held both on internal system and printed to read in staff areas. There are copies of safeguarding policies on the school website. Governors review policies as part of their review cycle	
Leaders do not drive an effective safeguarding culture across the institution.	Leadership have clear understanding of reporting and referral mechanisms. The fundamental British Values are represented and reinforced within the values and ethos of the school. The British Values are linked closely to the school's Golden Rules and shared through stories, news and discussion with the children. British Values are shared with parents via	
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. Time is dedicated to safeguarding training, including discussion of scenarios at the beginning of each academic year and throughout the year.	
Leaders do not review the safeguarding reporting procedures effectively which could lead to incidents being missed.	Promotion of a safeguarding culture through regular training, discussions, etc with senior staff visibly involved. Clear induction for new members of staff and trainee teachers. DSL reviews usage and reporting on CPOMs system to ensure all staff have working access and are up to date with any system changes. This is reviewed by governors as a standing item on the HT report at Full Governing Body	

Hazard	Risk management	Rag
Leaders do not audit their safeguarding provision and identify areas that need improving.	The headteacher uses the Hampshire self-evaluation audit tool to identify key priorities for continuous improvement. This audit is then used to inform the school improvement plan. The headteacher shares the audit with the Senior Leadership Team and the Full Governing Body to ensure there is a shared understanding of systems and processes, and to highlight areas for continued development.	
The organisation does not establish effective partnerships with organisations such as the Local Authority and Police Prevent Team.	[Example] 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	
Frontline staff including governors, do not understand what radicalisation means and why people may be vulnerable to being drawn into terrorism	Training is broader than face to face or e-learning. Regular communication of information to staff e.g. via staff updates, notices, emails.	
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 and Governors are expected to attend safeguarding training and are familiar with key school safeguarding and statutory policies. Staff who are unable to attend whole staff training will receive training at the next earliest possible date. Training logs are kept to ensure all staff have received timely training.	

Hazard	Risk management	Rag
Staff do not access Prevent training or refresher training.	Ensure all staff attend Prevent training with a focus on Notice, Check, Share. Ensure that any part time staff or staff absent for any other reason are caught up on training at the soonest possible occasion.	
DSLs and senior staff do not have a good understanding of local threat levels, issues and/or local support	Ensure SLT and DSLs receive additional support from local partnerships and training on local processes for Prevent. DSL to attend DSL network meeting (half-termly) and community	
Staff do not feel confident sharing information with partners regarding radicalisation concerns.	Leyland St James CE Primary 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	
Staff are not aware of the Prevent referral process.	Leyland St James CE Primary School r has clear processes for raising radicalisation concerns and making a Prevent referral.	

Hazard	Risk management	Rag
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.	Leyland St James CE Primary School has codes of conduct for all staff (teaching and non-teaching staff)	
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.	Leyland St James CE Primary School carries out safer recruitment checks on all staff	
[Insert additional hazards here]	Teaching is monitored by senior leaders through observations, book checks and is quality assured	
[Insert additional hazards here]	Leyland St James CE Primary School provides opportunities within the curriculum to discuss controversial issues and for students to develop critical thinking and digital literacy skills	
[Insert additional hazards here]	Leyland St James CE Primary School should ensure that discussions of controversial issues are carried out in a safe space.	
[Insert additional hazards here]	Leyland St James CE Primary School embeds fundamental British values into the curriculum, while also ensuring specific discussions can take place in a safe environment.	
Students can access terrorist and extremist material when accessing the internet at the institution.	Leyland St James CE Primary School should ensure appropriate internet filtering is in place.	

Hazard	Risk management	Rag
Students may distribute extremist material using the institution IT system.	Leyland St James CE Primary School should ensure that there is a clear reporting process in place should filtering systems flag any safeguarding or Prevent- related concerns.	
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).	
Children do not have the opportunity to learn how to stay safe online and in and out of school.	The curriculum is carefully planned and monitored in order to equip children and young people with the skills to stay safe online, both in school and outside. Online safety is taught both discretely and is also integrated into the curriculum.	
Leaders do not provide a safe space for children to learn.	[Example] A process is in place to manage site visitors, including sub-contractors.	
Settings do not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.	Leyland St James 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.	
The setting does not conduct any due diligence checks on visitors or the materials they may use.	The private/commercial use of the institution's spaces is effectively managed & due diligence checks are carried out on those using/booking and organisations that they represent.	

Hazard	Risk management	Rag

sess the risk of

level of risk,

Further action needed	Lead officer	Date for completion
What does your institution need to further action to address the identified risk(s)?		

Further action needed	Lead officer	Date for completion

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Support availale
Prevent e-learning Home Office offer a free e-learning package on Prevent covering:

Support availale

- 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/

Page 24 of 28

Prevent duty guidance

Outlines 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#c-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

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Prevent resources, guidance and support

The department's Educate Against Hate website provides a range of training and guidance materials.

www.educateagainsthate.com

Page 25 of 28

Resources to support information sharing

The deparment has published guidance on making a Prevent referral.

https://www.gov.uk/guidance/making-a-referral-to-prevent

Support availale

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 Isalmist extremism.

www.educateagainsthate.com

www.educateagainsthate.com/category/teachers/classroom-resources

www.educateagainsthate.com/category/teachers/classroom-resources/?filter=lets-discuss

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/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges

Support availale

Further guidance is available at https://saferinternet.org.uk/guide-and-resource/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/

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/

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