



Prevent risk assessment for schools

Person completing: Mrs C Walker Deputy Headteacher/SENCO/DSL

A risk assessment is a core part of implementing the Prevent duty. All providers should read guidance from the department on 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. The purpose of the risk assessment is to have an awareness and understanding of the risk of radicalisation in your area, 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.

National Risks – risk of radicalisation generally

What national risks are you aware of that could impact to your area, setting, students or families? For each risk, describe the risk and how it could be managed.

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.

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? For each risk, describe the risk and how it could be managed.

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 homelife or school life can explore other options online and can be attracted by groups offering new friends, work for a 'good cause' or by being given gifts.

Leadership and Partnership

| Category | Risk |
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| | <i>What is the risk here?</i> |

| Category | Risk |
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| <p data-bbox="475 891 624 920">Leadership</p> | <p data-bbox="948 147 1401 353">The setting does not place sufficient priority to Prevent and therefore actions to mitigate risks and meet the requirements of the Duty are not effective.</p> |

| Category | Risk |
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| <p style="text-align: center;">Working in Partnership</p> | <p>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.</p> |
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| Capabilities | |
| <p style="text-align: center;">Staff training</p> | <p>Staff do not recognise signs of abuse or vulnerabilities and the risk of harm is not reported properly and promptly by staff.</p> |
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| Category | Risk |
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| <p style="text-align: center;">Information Sharing</p> | <p>Staff do not share information with relevant partners in a timely manner.</p> |
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Reducing Permissive Environments

| Category | Risk |
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| <p style="text-align: center;">Building children's resilience to radicalisation</p> | <p>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.</p> |
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| | <p>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.</p> |

| Category | Risk |
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| <p style="text-align: center;">IT policies</p> | |
| <p style="text-align: center;">Visitors</p> | <p>External speakers or visitors being given a platform to radicalise children and young people or spread hateful or divisive narratives.</p> |
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| Category | Risk |
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| | Date Implemented: September 2025 | Date for review |
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department on how to complete a risk assessment and on safeguarding students vulnerable to radicalisation. Schools should also

actions taken to mitigate any risks.

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

requirements, or following a serious incident.



example, online radicalisation

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| 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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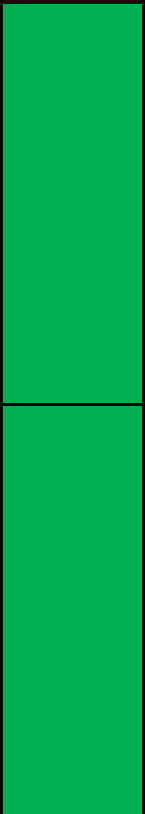

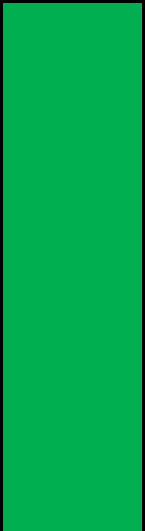
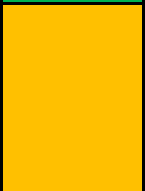

E.g. local extremist activity (groups active in the area)

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| Young people are at risk of emotional harm from extremists operating online. They are at risk of adverse behaviour from peers who have been influenced negatively in their views. | Young people are at risk from far right-radicalisation in the Essex area. This can be influenced by family members as well as a lack of world understanding and tolerance from families. | |
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| Hazard | Risk management | Rating |
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| <i>What are the hazards?</i> | <i>What has your institution put in place to ensure sufficient understanding and buy-in from Leadership?</i> | |

| Hazard | Risk management | Rag |
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| 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 3 members of the safeguarding leadership team have PREVENT training. All staff have PREVENT training including in their annual safeguarding training. All governors have PREVENT as part of their annual safeguarding training. . We recognise that early intervention is at the heart of “Prevent” in diverting people away from being drawn into terrorist activity. “Prevent” happens before any criminal activity takes place. It is about recognising, supporting and protecting people who might be susceptible to radicalisation | |
| 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, including PREVENT, was Reverend Anne-Marie Renshaw. A new safeguarding governor will be in position from the September 2025 FGB meeting. 1 SL and 2 DSL are level 3 safeguarding trained. All 3 safeguarding leads and deputy leads have PREVENT awareness training.Safeguarding leads have taken PREVENT quiz for staff as well as up to training on PREVENT referrals. | |
| Leaders do not communicate and promote the importance of the duty. | Weekly safeguarding meetings are minuted and vital information emailed to staff. Any radicalisation updates are communicated to staff via email. There is a safeguarding area on the school website and on the school site. | |
| Leaders do not drive an effective safeguarding culture across the institution. | Leadership have clear understanding of reporting and referral mechanisms. Referral training has been undertaken by a DSL. The procedures are outlined in our child protection policy which is on school site and on the school website. This | |
| 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 as per the Confirmation of Safeguarding Training and documents sheet (Essex Infolink). Children are taught in a safe environment, and pupil | |
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| Hazard | Risk management | Rag |
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| <p>The organisation does not establish effective partnerships with organisations such as the Local Authority and Police Prevent Team.</p> <p>The setting does not place sufficient priority to Prevent and risk assessment and therefore actions to mitigate risks and meet the requirements of the Duty are not effective.</p> | <p>We work with:</p> <ul style="list-style-type: none"> • Local Safeguarding Children's Partnership • DSL / headteacher forums • LADO • Community Safety Partnerships • Police Prevent Team • Channel panel • Child and family <p>• Regular attendance at safeguarding update forums (termly).</p> <p>• In receipt of newsletters e.g. Educate Against Hate, Andrew Hall update.</p> |  |
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| <p>Frontline staff including governors, do not understand what radicalisation means and why people may be vulnerable to being drawn into terrorism</p> | <p>Training is broader than face to face or e-learning. Staff training and updates is linked to training to teach risks and radicalisation and extreme behaviour, hate crime etc in the PSHE programme. Internal safeguarding meetings are held weekly, and weekly emails with updates are sent to all staff</p> |  |
| <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.</p> | <p>Ensure all staff attend safeguarding training and are familiar with key school safeguarding and statutory policies. Ensure all staff attend safeguarding training and are familiar with key school safeguarding and statutory policies. Log of safeguarding training is kept on the TEAMS safeguarding area.</p> |  |
| <p>Staff do not access Prevent training or refresher training.</p> | <p>Ensure all staff attend Prevent training with a focus on Notice, Check, Share- annual safeguarding training. All DSL to update training annually.</p> |  |
| <p>Governors are unable to fulfil their role to detect radicalisation when on site.</p> | <p>Ensure governors attend Prevent training within their annual safeguarding training.</p> |  |

| Hazard | Risk management | Rag |
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| <p>Staff do not feel confident sharing information with partners regarding radicalisation concerns.</p> | <p>The provider has a culture of safeguarding that supports effective arrangements to:</p> <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. | |
| <p>Staff are not aware of the Prevent referral process.</p> | <p>The provider has clear processes for raising radicalisation concerns and making a Prevent referral. This can be seen in the school's child protection policy.</p> | |
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| Hazard | Risk management | Rag |
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| <p>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.</p> | <p>The school and the FGB has codes of conduct for all staff (teaching and non-teaching staff). The main elements are highlighted in staff training and the code of conduct clearly set out in our safeguarding documents. Staff, read and agree to work in accordance with all of the policies.</p> | |
| <p>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.</p> | <p>The institution carries out safer recruitment checks on all staff. A member of the interview panel holds Safer Recruitment training which is in date. The school has a broad and balanced curriculum, including PSHE and SMSC which can be seen on the school website. Teaching is monitored by senior leaders through observations, book checks and is quality assured. It is also carried out by subject leaders and overseen by allocated members of the governing body. Findings of monitoring is always shared at SLT meetings and then feedback to staff verbally and in writing</p> | |
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| <p>Students can access terrorist and extremist material when accessing the internet at the institution.</p> | <p>School has monitoring and filtering systems in place. These send alerts to the headteacher, and these are discussed in weekly safeguarding meetings- decisions as to whether they are linked to curriculum searches i.e. guns/Britain at War. Concerns discussed directly with pupils by DSL. SENSO alerts also in place with headteacher, and 2 deputy DSL if headteacher is absent.</p> | |

| Hazard | Risk management | Rag |
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| Students may distribute extremist material using the institution IT system. | Settings should ensure that there is a clear reporting process in place should filtering systems flag any safeguarding or Prevent- related concerns. SEE ABOVE Online safety is clear within the computing curriculum and the PSHE curriculuml this can be found on the school website. | |
| Unclear linkages between IT policy and the Prevent duty. No consideration of filtering as a means of restricting access to harmful content. | The 3 designated safeguarding leads should take lead responsibility for safeguarding and child protection (including online safety). See above. | |
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| Leaders do not provide a safe space for children to learn. | A process is in place to manage site visitors, including sub-contractors. A third party check is requested for any person on site, if this is not satisfactorily completed, then they will wear a red lanyard and must be accompanied by a member of staff at all times. All children are aware of the red, yellow | |
| 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. SEE ABOVE. Any new visitors are involved in communication before the event to ensure that the content is appropriate and in line with the learning objectives. | |
| The setting does not conduct any due diligence checks on visitors or the materials they may use. | The private use of the school's spaces is effectively managed & due diligence checks are carried out on those using/booking and organisations that they represent. Private long term lets complete the third party check forms, as well as all private sports coaches. | |
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| Hazard | Risk management | Rag |
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view: September 2026

assess the risk of

level of risk,

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

| Further action needed | Lead officer | Date for completion |
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| <i>Governor to be allocated a Safeguarding governor in the September FGB meeting,</i> | | |
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| <p><i>We have not attended any Panels or boards meetings, as not had the need within our setting. If there is a more open invite, we would attend.</i></p> | | |
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| <p><i>Refresher training may need to be considered between annual safeguarding training events.</i></p> | | |
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Support available

- 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/>

Support available

Prevent duty guidance

Outlines the requirements of the duty, including working in partnership with others.

<https://www.gov.uk/government/publications/prevent-duty-guidance/revise-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

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

Support available

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>

Support available

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

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 available

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>

