



Prevent risk assessment for schools	
Person completing: Rebecca Yeaton and Helen Dillon	Date Implementation: 27.10.23 Date of review: 03.11.25 Date for next review: 03.11.27

National Risks – risk of radicalisation generally

Risk 1 Political opinions regarding world events which cause division	Risk 2 Insel ideology (eg Andrew Tate)	Risk 3 Radicalisation through online gaming	Risk 4 Right wing ideology				
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Local Risks – risk of radicalisation in your area and institution

Risk 1 County lines (drugs and gangs affiliated to drug dealing)	Risk 2 Right wing ideology (picked up at football matches etc)	Risk 3 Online vulnerability to radicalisation	Risk 4				
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Leadership and Partnership

Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Date for review	Support available
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.	Prevent training/briefing for staff (including SLT) and governors. Training for staff up to date. Training for key governors up to date.	G	Half termly updates in briefing. Be mindful of changes to staffing within year as well as start of year to ensure all staff receive timely training when joining school.	BY	1.12.23	<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>
		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.	G	Safeguarding policies up to date. Safeguarding training up to date.	BY	1.12.23	
		Leaders do not communicate and promote the importance of the duty.	Sufficient leadership ownership – risk assessments, safeguarding policies, etc. being signed off by SLT. Policy sign sheet. Training record.	G	Continued questioning through staff meetings. Focused reminders.	BY	1.12.23	
		Leaders do not drive an effective safeguarding culture across the institution.	Leadership have clear understanding of reporting and referral mechanisms.	G	Policy sign sheet. Training record. Teams questions. Staff meeting minutes.	BY	1.12.23	
		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.	G	Policy sign sheet. Training record. Teams questions. Staff meeting minutes.	BY	1.12.23	
		Staff do not fully understand their safeguarding duties.	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.	G	Policy sign sheet. Training record. Induction pack. Mentoring.	BY / LM	1.12.23	
Working in Partnership	The setting is not fully apprised 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: <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 	A	Continued up to date contact details and relationships with teams.	HD / CB / BY	1.12.23	<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/revision-prevent-duty-guidance-for-england-and-wales/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> <p>https://igmp.ac-mail.co.uk/igmp/d659377c9cf4b64031633086484ac</p>
	The setting is not fully apprised 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 effectively communicate with supporting organisations such as the Local Authority and Police Prevent Team.	Effective partnerships might include: <ul style="list-style-type: none"> Regular attendance at meetings, boards or forums In receipt of newsletters e.g. Educate Against Hate Being able to demonstrate effective partnerships by use of the referral process or involvement in Channel 	A	Referral process has not been required for prevent. Referral for CP concerns evidenced in CPOMS. Designated member of staff to support as needed.	HD / CB / BY	1.12.23	
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 broader than face to face or e-learning. You should consider how to communicate information to staff e.g. via staff updates, notices, emails	G	Run training sessions regularly for staff to ensure up to date	HD / CB / BY	1.12.23	<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>
		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.	Ensure all staff attend safeguarding training and are familiar with key school safeguarding and statutory policies	G	Run training sessions regularly for staff to ensure up to date	HD / CB / BY	1.12.23	<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>
	Staff do not recognise signs of abuse or vulnerabilities and the risk of harm is not reported properly and promptly by staff.	Staff do not access Prevent training or refresher training.	Ensure all staff attend Prevent training with a focus on Notice, Check, Share	A	Run training sessions regularly for staff to ensure up to date. Keep refresher trainings with staff	HD / CB / BY	1.12.23	
		Governors to not have adequate training to support and challenge school	Ensure governors attend Prevent training	A	Run training sessions regularly for staff to ensure up to date. Keep refresher for new governors.	BY	1.12.23	
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 	G	Regular review of CPOM updates by SLT	HD / CB / BY	1.12.23	<p>Resources to support information sharing</p> <p>The department has published guidance on making a Prevent referral.</p> <p>https://www.gov.uk/guidance/making-a-referral-to-prevent</p>
	Staff do not share information with relevant partners in a timely manner.	Staff are not aware of the Prevent referral process.	The provider has clear processes for raising radicalisation concerns and making a Prevent referral. Flow chart of actions to take shared with all staff and part of school policy.	G	Regular reminders of process in staff meetings.	HD / CB / BY	1.12.23	
Reducing Permissive Environments								
	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). The PSHE / RE and wider curriculum encourage children to speak out. Whole school values, assemblies and themes encourage children to speak out.	G	Regular reminders for staff and children to promote values.	SLT / PP	1.12.23	<p>Resources for having difficult classroom conversations</p> <p>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 Islamic extremism.</p> <p>www.educateagainsthate.com</p> <p>www.educateagainsthate.com/category/teachers/classroom-resources</p>

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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 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 school values promote british values. The curriculum underpins and promotes these.	G	Regular review of process	SLT	1.12.23	www.educationinspires.com/category/teachers/classroom-resources/fflmar-ted-discuss
		The children to not have opportunity to explore issues in a safe environment	The institution provides opportunities within the curriculum to discuss controversial issues and for students to develop critical thinking and digital literacy skills	G	Continue to review curriculum delivery as part of monitoring process.	SLT / PP	1.12.23	
		The children to not have opportunity to share worries or concerns	Settings should ensure that discussions of controversial issues are carried out in a safe space.	G	Gather pupil views to ensure they feel comfortable sharing views.	HD / CB / BY	1.12.23	
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.	Settings are in place to ensure appropriate internet filtering is in place. Systems are in place to log all key strokes to identify pupils or staff trying to access extremist material.	G	Renew Next Gen contract. Compare to ensure best quality package.	BY / LD / HD	1.12.23	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 Further guidance is available at https://safesinternet.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/
		Students may distribute extremist material using the institution IT system.	There is a clear reporting process in place and the school filtering systems flag any safeguarding or Prevent- related concerns to the DSL and Headteacher.	G	Renew Next Gen contract. Compare to ensure best quality package.	BY LD / HD	1.12.23	
		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).	G	DSL and computing lead receive regular training	HD	1.12.23	
Children vulnerable to negative online influence	The computing curriculum equips children and young people with the skills to stay safe online, both in school and outside. Safer internet day provides a whole school focus on online safety. Assemblies and school values promote safety, kindness and reporting to adults.			G	Regular revisit for children	LD	1.12.23	
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.	Gates, intercom, passes are all in place to manage site visitors, including sub-contractors.	G	Regular staff reminders to be vigilant.	MR / MC	1.12.23	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 robust risk assessment and carries out due diligence checks on visitors and the organisations they represent and the materials they promote or share.	G	Review process and procedures.	SLT	1.12.23	
		The setting does not conduct any due diligence checks on visitors or the materials they may use.	Letting of the school spaces are effectively managed & due diligence checks are carried out on those using/booking and organisations that they represent.	G	Review process and procedures.	MR / BY	1.12.23	