

Prevent risk assessment for schools

Person completing: Ed Seeley

Date reviewed: January 2025

Date for review: January 2026

A risk assessment is a core part of implementing the Prevent duty. All providers should read guidance from the department on how to complete a risk assessment and on safeguarding students vulnerable to radicalisation. Schools should assess the risk of 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 taken to mitigate any risks.

The purpose of the risk assessment is to have an awareness and understanding of the risk of radicalisation in your area and your institution. The type and scale of activity that will address the risk will vary but should be proportionate to the level of risk, 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, or following a serious incident.

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 Islamic extremism is still the major risk identified by national bodies.	Risk 2 Right-wing extremism is the highest reported concern but it leads to less high risk extremist situations						
---	---	--	--	--	--	--	--

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

Risk 1 Right wing views	Risk 2 Increasing multicultural school population with a range of religious views.						
-----------------------------------	--	--	--	--	--	--	--

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 risk(s)?			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/
	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 for all staff (including SLT) and governors is completed on the National College training portal. The head/DSL has also had further training from Nottinghamshire County Council on Prevent.					
		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 the chair of governors.					
		Leaders do not communicate and promote the importance of the duty.	Sufficient leadership ownership – risk assessments, safeguarding policies, etc. are all shared by SLT and all staff and safeguarding updates are done in staff meetings to keep the importance of this duty (and other safeguarding aspects) uppermost in staff minds. Safeguarding is a vital part of induction for new staff and supply and temporary staff have a supply handbook to remind them of who to speak to if they have a concern and what they should report. This is also shared with supply agencies BEFORE staff attend our school and is asked to be shared in advance.					
		Leaders do not drive an effective safeguarding culture across the institution.	Leadership have clear understanding of reporting and referral mechanisms both within school through My Concern and where we would then report on to MASH or through Prevent/Chanel.					

Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Date for completion	Support available
		Leaders do not provide a safe environment in which children can learn.	All staff sign to confirm the reading of safeguarding policies and all staff undertake training on the National College for general safeguarding and Prevent. All governors have to confirm they have read the child protection policy and KCSIE annually on Governorhub.					
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.	<p>The providers has strong partnerships 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 					<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/reviced-prevent-duty-guidance-for-england-and-wales#c-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://signup.es-mail.co.uk/Signup/da659377ec9fa9e8d40363308d4a84ac</p>
			In addition, the head teacher is the Chair of the Education Trust Board at Nottinghamshire County Council and the NAHT Nottinghamshire Branch Secretary so receives information and updates through both of those routes in addition to the above. As an NCC School, we also receive termly EHAWH newsletters with updates around PRevent and other safeguarding related news.					
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	Staff training is broader than face to face or e-learning and includes 7 minute briefings and emails where appropriate. As a Primary school we are able to communicate well amongst our staff due to the size of the school and the team structure within school.					<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> <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>
		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 attend safeguarding training and are familiar with key school safeguarding and statutory policies					
		Staff do not access Prevent training or refresher training.	All staff attend online Prevent training which is logged on the National College website and recorded by the SBM in the single central record. Training is refreshed annually and 7 minute briefings raise profile of Safeguarding, including Prevent in between.					
		Governors do not access Prevent training or refresher training.	Governors have annual safeguardin training from HT plus National College training on safeguarding AND Prevent					
		Training is not good enough quality.	Training is provided from NCC (as required) or National College (at least annually) or from nationally published 7 minute briefings from Salford and other Las to ensure they are quality assured and evaluated for effectiveness on a regular basis					

Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Date for completion	Support available
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 school 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 School staff log concerns regularly and promptly on My Concern showing this active culture around safeguarding.					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 provider has clear processes for raising radicalisation concerns and making a Prevent referral and would seek support from NCC's MASH if it required any further advice or support.					
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.	The institution has codes of conduct for all staff (teaching and non-teaching staff)					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
		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 institution carries out safer recruitment checks on all staff, including a social media check. Teaching is monitored by senior and subject leaders through pupil voice activities, observations, book checks and is quality assured by governors and other leaders. Through lessons and National Online Safety material, the school equips children and young people with the skills to stay safe online, both in school and outside.					
			The school provides opportunities within the curriculum to discuss controversial issues and for students to develop critical thinking and digital literacy skills.					
			The setting ensures that discussions of controversial issues are carried out in a safe space.					
			The institution embeds fundamental British values into the curriculum, while also ensuring specific discussions can take place in a safe environment.					
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. No consideration of filtering as a means of restricting access to harmful content.	The school and IT provider ensure appropriate internet filtering is in place (Currently Securly and Fortigate filtering).					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://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/
		Students may distribute extremist material using the institution IT system.	Students do not have free access to school emails within school to be able to distribute any material using school systems.					

Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Date for completion	Support available
		Unclear linkages between IT policy and the Prevent duty.	The designated safeguarding lead takes lead responsibility for safeguarding and child protection (including online safety).					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 To The Top' resource from Educators Against Hate and the Leader Grid for
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 process is in place to manage site visitors, including sub-contractors are not allowed unaccompanied access in school during times when pupils are present.					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 looks individually at any visitors and carries out due diligence checks on visitors, speakers, the organisations they represent and the materials they promote or share. Staff remain in any sessions from outside providers so sessions are stopped if they were in any way inappropriate.					
		The setting does not conduct any due diligence checks on visitors or the materials they may use.	The school currently does not have any outside lettings or bookings. If needed, the setting would seek advice and support from partners where necessary to make an assessment of suitability.					