



| Prevent risk assessment for schools | | | | | | | | |
|--|--|--|---|---|---|--|---------------------|--------------------------|
| Person completing: | | Stephanie Beard | | Date Implemented: 1/9/2025 | | Date for review: September 2026 | | |
| National Risks – risk of radicalisation generally | | | | | | | | |
| Risk 1: Islamist terrorism | Risk 2: Extreme right-wing / white nationalist terrorism | Risk 3: Extreme left-wing / anarchist threat | Risk 4: Incel Group Male supremacist views (online subculture in which a misogynistic worldview is promoted by individuals who blame women for their lack of sexual activity) | | | | | |
| Local Risks – risk of radicalisation in your area and institution | | | | | | | | |
| Risk 1: White nationalist / xenophobic behaviour | Risk 2: County lines based radicalisation | Risk 3: Online content exposure risk, specifically on mobile phone apps with older primary children | Risk 4: | | | | | |
| Leadership and Partnership | | | | | | | | |
| Category | Risk | Hazard | Risk management | Rag | Further action needed | Lead officer | Date for completion | |
| Leadership | <i>What is the risk here?</i> | <i>What are the hazards?</i> | <i>What has your institution put in place to ensure sufficient understanding and buy-in from Leadership?</i> | | <i>What does your institution need to further action to address the identified risk(s)?</i> | | | |
| | 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. | Senior leaders and governors have completed Prevent training and understand their statutory duties. Prevent Duty is included in all safeguarding policies and risk assessments, which are reviewed annually. Safeguarding governor has relevant experience; new appointees receive induction and support from the Chair of Governors. All staff receive regular safeguarding updates, including Prevent, through weekly briefings and annual training. Induction for new staff and volunteers includes Prevent and safeguarding responsibilities. Leaders participate in local safeguarding networks to share priorities and case studies. | | Ensure all staff and governors complete Prevent e-learning by 31/10/2025. Schedule and deliver DSL Channel and Prevent refresher training by 31/10/2025. | SB | Termly | |
| | | 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. | Leaders do not communicate and promote the importance of the duty. Leaders do not drive an effective safeguarding culture across the institution. Leaders do not provide a safe environment in which children can learn. | Safeguarding culture is promoted through visible leadership, regular training, and self-evaluation. | | Review and update Prevent training register termly. Arrange further training for new safeguarding governor on current practice by 31/10/2025 and then on a termly basis to be completed by half term. | BP | 31/10/2025 - then termly |
| | | | | | | | | |

| Category | Risk | Hazard | Risk management | Rag | Further action needed | Lead officer | Date for completion |
|------------------------|---|---|--|--------|--|--------------|--------------------------|
| 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. | Strong partnerships are maintained with the Local Safeguarding Children's Partnership, Police Prevent Team, Channel Panel, and Trust forums. Annual and bi-annual safeguarding training includes local context and updates. Regular attendance at Early Help drop-ins, Trust safeguarding forums, and local working groups. Information on Prevent and local contacts is shared with staff and parents via the school website. All staff and volunteers are aware of how to report Prevent concerns; DSL attends relevant multi-agency meetings. | Green | Monitor attendance at Early Help drop-ins and Trust safeguarding forums; report termly to SLT. | SB | Half Termly |
| | | | | Yellow | Ensure all school-based volunteers receive Prevent awareness training by 31/10/2025 and any new volunteers complete the training within 6 weeks. Update website with latest Prevent and safeguarding contacts by 31/10/2025. Ensure all staff receive annual Prevent refresher training. | BP | 31/10/2025 - then 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 | All staff and governors complete Prevent training; training records are audited termly. Weekly safeguarding updates and reminders are included in staff briefings. Annual refresher training and regular record audits ensure compliance. Staff are familiar with key school safeguarding and statutory policies. | Green | Audit staff Prevent training records each term and address any gaps within 2 weeks. Include Prevent reminders in weekly staff briefings. Ensure all staff complete Prevent training with a focus on Notice, Check, Share by 31/10/2025. | SB | Ongoing |
| | | 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 <u>Prevent training or refresher training</u> . Staff do not access Prevent training or refresher training. Staff fail to act on concerns they may have Staff are unaware of the responsibilities for safeguarding in school. | DSLs receive additional support and training on local Prevent processes as needed. | Green | Ensure governors complete Prevent training by 31/10/2025. Maintain and regularly update records of all staff and governor training. | BP | 31/10/2025 - then termly |
| 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. | Clear processes are in place for raising radicalisation concerns and making Prevent referrals. Staff receive annual training and reminders on information sharing and referral procedures. DSLs have completed relevant Prevent referral training. | Green | Verify and update DSL Channel and Prevent referral certificates by 31/10/2025. Ensure all staff are aware of the Prevent referral process through annual training and reminders. | SB | 31/10/2025 - then termly |

| Category | Risk | Hazard | Risk management | Rag | Further action needed | Lead officer | Date for completion |
|---|--|--|---|-----|--|--------------|---|
| | | Staff are not aware of the Prevent referral process. | Guidance and resources for making Prevent referrals are available to all staff. | | | | |
| 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. | Codes of conduct for all staff are communicated annually; safer recruitment checks are completed for all staff and volunteers. Curriculum and assemblies promote British values and protected characteristics. | | Review and update PSHE and Behaviour Curriculum to ensure explicit teaching of British Values and protected characteristics by 31/12/2025. | LF | 31/12/2025 then monitored in subject leader time |
| | | 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. | Teaching is monitored through observations, book checks, and learning walks. Incidents of racist or extremist behaviour are robustly addressed and recorded. Opportunities are provided within the curriculum for students to discuss controversial issues and develop critical thinking and digital literacy skills. Safe spaces are provided for discussion of sensitive topics. | | Monitor and record incidents of racist or extremist behaviour; review actions termly. Provide staff with updated resources for discussing controversial issues by 31/12/2025. | SB | 31/12/2025 for updated resource. Incidents reported immediately and discussed at weekly meetings. |
| 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. | Trust-level filtering and monitoring systems are in place; concerns are escalated to Judicium as needed. Regular e-safety sessions are delivered through the curriculum and in response to arising concerns. | | Test and review effectiveness of web filtering systems each term; report findings to SLT. | Trust | Termly |
| | | Students may distribute extremist material using the institution IT system. Unclear linkages between IT policy and the Prevent duty. No consideration of filtering as a means of restricting access to harmful content. | Parents are signposted to online safety resources and events. Clear reporting processes are in place for online extremism concerns. | | Continue to signpost parents to e-safety resources and events each half-term. Ensure all staff are aware of procedures for reporting online extremism concerns. | SB | As needed. |
| 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. | All visitors and speakers are subject to due diligence and DBS checks; a visitor protocol is in place. Concerns about visitors are reported immediately and protocols are reviewed annually. Staff receive refresher training on political impartiality and visitor checks. | | Review and update visitor protocol annually to ensure robust due diligence. Provide staff with refresher training on political impartiality and visitor checks by 31/12/2025. | GF | |
| | | Settings do not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised. The setting does not conduct any due diligence checks on visitors or the materials they may use. | | | | | |