

									
Prevent risk assessment for schools									
Person completing:		Date implemented:				Date for review:			
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, 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 Religious extremism- Motivations include religious ideology, online propaganda, and grievances relating to international conflicts.	Risk 2 Extreme right-wing extremism — identified as the fastest-growing threat, with increased online radicalisation, conspiracy-driven narratives, and youth engagement.	Risk 3 Mixed, unstable or unclear ideologies — individuals drawing from multiple extremist narratives (e.g., incel ideology, eco-extremism, anti-government accelerationism). This category is rising nationally.	Risk 4 Online radicalisation — the internet is the primary source for recruitment, grooming, and ideological exposure across all age groups.						
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 Exposure to online extremist content.	Risk 2 Gang-related influence in wider community.	Risk 3 Potential for misinformation spread via social media.	Risk 4 Occasional community tensions linked to international events.						
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	
	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		Governors to complete Prevent training in Sep	DG	Sep-26	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/	
		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.	Prevent Lead (Headteacher) works with DSL and DDSL			DG			
		Leaders do not communicate and promote the importance of the duty.	Safeguarding policy in place			DG			
		Leaders do not drive an effective safeguarding culture across the institution.	Leadership have clear understanding of reporting and referral mechanisms.			DG			
		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.			DG			
		Leaders do not provide sufficient safeguarding training.	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			DG			
	Leaders do not review safeguarding procedures	Leaders use self-evaluation to identify key priorities for continuous improvement			DG				
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.	The providers has strong partnerships with: • Bromley Safeguarding Officer- Libby Kember • DSL / headteacher forums attended • LADO • Contact with school's officer • Signposts from other safeguarding organisations			DG		Prevent duty guidance Outlines the requirements of the duty, including working in partnership with others. https://www.gov.uk/government/publications/prevent-duty-guidance/prevent-duty-guidance-for-england-and-wales#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-gmp-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 https://groups.cs.mil.co.uk/Signup?id659377ac%5b%40363358%40&ur	
	The setting does not support strong partnerships with other well-informed institutions with expertise on Prevent matters	The school is unaware of the support available	Effective partnerships might include: • Regular attendance at meetings and forums • In receipt of newsletters e.g. Educate Against Hate from/safeguarding team • Being able to demonstrate effective partnerships by use of the referral process or involvement in Channel if needed			DG			
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	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			DG		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/	
		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		Governors- Prevent training	DG	Sep-26	Prevent resources, guidance and support The department's Educate Against Hate website provides a range of training and guidance materials. www.educateagainsthate.com	
		Staff do not access Prevent training or refresher training.	Ensure all staff attend Prevent training with a focus on Notice, Check, Share			DG			
		Governors do not understand Prevent and the referral process	Ensure governors attend Prevent training		Prevent to be part of the safeguarding training at first Governor's meeting in new academic year	DG	Sep-26		
		DSL and safeguarding team unaware of the local risks of extremism	Ensure SLT and DSL receive additional support from local partnerships and training on local processes for Prevent			DG			
		Records are not kept in a timely manner	Maintain records of all staff and governor training			DG			
		Staff are not kept up to date with changes	Refresher training to take place regularly			DG			
		Training platform is not CPD accredited	Training is quality assured and evaluated for effectiveness on a regular basis			DG			

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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: • 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			DG		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.			DG		
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.	British values are actively taught and themes are around terrorism and extremism are explored in lessons in an age appropriate manner e.g. grooming, racism, misogyny			DG		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
		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.	British values part of the culture of the school and reflected in the mission statement and values of the school			DG		www.educateagainsthate.com/category/teachers/classroom-resources/ffbarriers-discuss
		Topics are not reviewed in line with the current need.	Teaching is monitored by senior leaders through observations, book checks and is quality assured			DG/RB		
		Timetable is overloaded therefore lessons relating to important issues are not discussed	The institution provides opportunities within the curriculum to discuss controversial issues and for students to develop critical thinking and digital literacy skills			DG/RB		
		Sufficient time is not allocated for exploring controversial issues	Settings should ensure that discussions of controversial issues are carried out in a safe space.			DG/RB		
		Teachers lack the knowledge and skills to teach British values	The institution embeds fundamental British values into the curriculum, while also ensuring specific discussions can take place in a safe environment.			DG/RB		
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 should ensure appropriate internet filtering is in place			DG/RB		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
		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.			DG/RB		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/
		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).			DG/RB		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.
		Students are unaware of the dangers and risks of being online.	Settings should equip children and young people with the skills to stay safe online, both in school and outside.			DG/RB		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/
Visitors	External speakers or visitors being given a platform to radicalise children and young people or spread hateful or divisive narratives.	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 institution has codes of conduct for all staff (teaching and non-teaching staff)			DG		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 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. Materials are quality assured with Headteacher or a member of staff before distribution to children.			DG		
		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 space is effectively managed & due diligence checks are carried out on those using/booking and organisations that they represent.			DG		
		The school does not seek expert advice where needed regarding the suitability of visitors.	The setting seeks advice and support from partners where necessary to make an assessment of suitability.			DG		