

## Prevent risk assessment for schools

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Date for review: 7/2/2025

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**  
The threat of terrorism

**Risk 2**  
The extremism threat

**Risk 3**  
Online radicalisation

### 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)**

<b>Risk 1 AQ/IS inspired terrorism</b>  Terrorism inspired by AQ/ISIS is the dominant ideology investigated by Northamptonshire, at 61%. This remains comparable to the 2021/22 CTLP	<b>Risk 2 Extreme Right Wing Terrorism.</b>  Extreme Right Wing (ERWT) is an ongoing issue in the Northamptonshire area, with 16% of this years investigations involving this thematic area. ERWT activity in the East Midlands is predominantly online. It often involves young people inspired by conspiracies and racist stereotypes about ethnic minorities, who believe that violent action to protect white people is justified	<b>Risk 3 Online Extremism</b>  The threat posed by Online Extremism is high, with 35% of Northamptonshire's investigations last year involving the internet. This is a 2.5% increase from the year before. Online radicalisation features in a large proportion of local terrorism investigations and is also the largest primary radical influence on individuals referred to Prevent.	<b>Risk 4 Self-Initiated Terrorism</b>  Self initiated terrorism is the greatest terrorist threat to the UK. It is likely that any attack in the UK will be conducted by a S-IT. S-ITs are potential terrorists who act alone and are difficult to identify. Islamist terrorist groups overseas, most notably Al-Qaeda and ISIL, continue to pose a threat from inspiring would be attackers through radicalisation.
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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)?			<b>Prevent e-learning</b>  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.  <a href="https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/">https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/</a>
	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.	All staff undergo prevent training as part of our rolling programme of CPD. All staff have completed the Prevent Channel Training Prevent duty training: Learn how to support people vulnerable to radicalisation. All staff have annual updated safeguarding training which contains staff's responsibilities under the Prevent Duty (2023		SLT and Prevent Lead to complete the first 2 DfE Prevent Training modules following the attached link: <a href="https://www.support-people-susceptible-to-radicalisation.service.gov.uk/portal">https://www.support-people-susceptible-to-radicalisation.service.gov.uk/portal</a>	KD	Feb 2025	

		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.	All governors have read our child protection policy and Keeping Children Safe in Education. Risk assessment and Prevent statement shared in Governor's meeting & on website. Prevent lead has up to date training and knowledge of the issues around radicalisation and prevent strategies. All staff know who the Prevent Lead is and how to contact them with concerns. The Prevent Lead knows how to contact Counter Terrorism Policing (CTP) Education Leads to request further training or advice. The Prevent Lead and the DSL team know how to contact the CTP Education Leads for further support and know how to make a referral.		<i>All governors to be provided with the link in order to complete online Prevent training: <a href="https://www.elearning.prevent.homeoffice.gov.uk">https://www.elearning.prevent.homeoffice.gov.uk</a></i>			
		Leaders do not communicate and promote the importance of the duty.	The Prevent Lead has shared with staff the potential signs and indicators of radicalisation.		<i>Staff CPD to be delivered face to face</i>		Feb 2025	
		Leaders do not drive an effective safeguarding culture across the institution.	All staff have read and signed to say they have understood the Child Protection/Safeguarding Policy and how to report concerns. All staff have received training to record concerns using CPOMS. All relevant policies in place.		<i>Staff are aware of internal SPoC for radicalisation/extremism concerns and enquiries. Utilise existing safeguarding referral pathways.</i>			

<b>Working in Partnership</b>	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: <ul style="list-style-type: none"> <li>• Local Safeguarding Children's Partnership</li> <li>• DSL / headteacher forums</li> <li>• LADO</li> <li>• Community Safety Partnerships</li> <li>• Police Prevent Team</li> <li>• Channel panel</li> <li>• Child and family</li> </ul>		Ensure Headteacher, DSLs and Prevent Lead receive the monthly Safeguarding in Education briefing bulletin via Debbie Carrie. To sign up for this newsletter, follow this link: <a href="http://eepurl.com/hNKJbv">http://eepurl.com/hNKJbv</a>		Feb 2025	<p><b>Prevent duty guidance</b></p> <p>Outlines the requirements of the duty, including working in partnership with others.</p> <p><a href="https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales#c-a-risk-based-approach-to-the-prevent-duty">https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales#c-a-risk-based-approach-to-the-prevent-duty</a></p> <p><b>Understanding channel</b></p> <p>An overview of channel support and the Prevent Multi-Agency Panels (PMAP).</p> <p><a href="https://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance">https://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance</a></p> <p><b>Sign-up for Educate Against Hate newsletter</b></p> <p>Latest news, blogs and resources to help teachers, school leaders and designated safeguarding leads protect students from radicalisation</p> <p><a href="https://signup.es-mail.co.uk/Signup/da659377ec9fa9e8d40363308d4a84ac">https://signup.es-mail.co.uk/Signup/da659377ec9fa9e8d40363308d4a84ac</a></p>
<b>Capabilities</b>								
<b>Staff training</b>	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 undergo prevent training as part of our rolling programme of CPD.CPD updates for all staff in September.					<p><b>Prevent e-learning</b></p> <p>Home Office offer a free e-learning package on Prevent covering:</p> <ul style="list-style-type: none"> <li>- Prevent awareness</li> <li>- Prevent referrals</li> <li>- understanding Channel</li> </ul> <p>Users that complete this training will receive a certificate.</p> <p><a href="https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/">https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/</a></p> <p><b>Prevent resources, guidance and support</b></p> <p>The department's Educate Against Hate website provides a range of training and guidance materials.</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 have completed the Prevent Channel Training Prevent duty training: Learn how to support people vulnerable to radicalisation   Prevent duty training (support-people-vulnerable-to-radicalisation.service.gov.uk)					www.educateagainsthate.com
		Staff do not access Prevent training or refresher training.	All staff have annual updated safeguarding training which contains staff's responsibilities under the Prevent Duty as well as online module on Every platform					
<b>Information Sharing</b>	Staff do not share information with relevant partners in a timely manner.	Staff do not feel confident sharing information with partners regarding radicalisation concerns.	We work and communicate with local safeguarding partners and other relevant agencies regarding concerns about extremism. The DSL/Prevent lead is aware of the process to contact other agencies and expedite concerns about extremism. Records of referrals are kept on CPOMS, and referrals are followed up appropriately.		<i>Use of CPOMS to share concerns to continue.</i>		Feb 2025	<b>Resources to support information sharing</b>  The department has published guidance on making a Prevent referral.  <a href="https://www.gov.uk/guidance/making-a-referral-to-prevent">https://www.gov.uk/guidance/making-a-referral-to-prevent</a>

		Staff are not aware of the Prevent referral process.	All staff to be able to report safeguarding concerns, including those of extremism and radicalisation through CPOMS.		<i>All school staff, including support staff and admin staff to have regular safeguarding briefings, including the Prevent duty.</i>	KD	Feb 2025	
<b>Reducing Permissive Environments</b>								
<b>Building children's resilience to radicalisation</b>	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.	Through PSHE/RE and other curriculum activities, pupils are able to explore political, religious and social issues. Pupils are taught about the diverse national, regional and ethnic identities in the UK and the need for mutual respect.			PSHE RE and SLT	Feb 2025	<b>Resources for having difficult classroom conversations</b>  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.  <a href="http://www.educateagainsthate.com">www.educateagainsthate.com</a>  <a href="http://www.educateagainsthate.com/category/teachers/classroom-resources">www.educateagainsthate.com/category/teachers/classroom-resources</a>  <a href="http://www.educateagainsthate.com/category/teachers/classroom-resources/?filter=lets-discuss">www.educateagainsthate.com/category/teachers/classroom-resources/?filter=lets-discuss</a>
		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.	Opportunities to promote British values are clearly identified within all curriculum areas. Use of PSHE or RSE lessons for sensitive and supportive discussions on radical issues and extreme ideologies. Weekly assemblies reference British values		<i>Review our current practices for promoting British values and consider where we could do more to embed these values into our curriculum.</i>	PSHE lead SLT	Feb 2025	
		British values are not promoted outside of the classroom	Steps taken to promote British values around the school include: Pupils participate in democracy through school council and student leadership elections.		<i>Audit PSHE and RE curriculum to ensure are taught about the diverse national, regional and ethnic identities in the UK</i>	PSHE lead SLT	Feb 2025	

			Assemblies promoting diversity, human rights, and respect. Celebrations from multiple religions and cultures are celebrated around the school					
<b>IT policies</b>	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.	Our online safety/IT/child protection policy makes reference to the risks of online extremist material. Pupils are encouraged to report any material they come across online which makes them worried or uncomfortable. IT safety and monitoring systems, for example: <ul style="list-style-type: none"> <li>• The school IT network has appropriate filters to block sites deemed inappropriate or unsafe</li> <li>• School email accounts are monitored by IT staff and SLT</li> </ul>		<i>Review our online safety policy annually</i>	IT lead DSLs		<b>Web filtering and online safety</b>  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.  <a href="https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges">https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges</a>  Further guidance is available at <a href="https://saferinternet.org.uk/guide-and-resource/teachers-and-school-staff/appropriate-filtering-and-monitoring/appropriate-monitoring">https://saferinternet.org.uk/guide-and-resource/teachers-and-school-staff/appropriate-filtering-and-monitoring/appropriate-monitoring</a>  You can test whether your internet service provider removes terrorist content at <a href="http://testfiltering.com/">http://testfiltering.com/</a>  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.  <b>Teach about online extremism</b>  The 'Going Too Far?' resource from Educate Against Hate and the London Grid for Learning to help teach students about staying safe online  <a href="https://www.educateagainsthate.com/resources/going-too-far/">https://www.educateagainsthate.com/resources/going-too-far/</a>
		Students may distribute extremist material using the institution IT system.	IT department ensure that there is a clear reporting process in place should filtering systems flag any safeguarding or Prevent- related concerns.					
		Pupils access extremist material on their own devices or on social media, or are specifically targeted for online radicalisation	The ICT curriculum includes teaching pupils how to stay safe online. Parents are provided with support on how to help their children access the internet safely and spot the signs of online radicalisation.		<i>Audit online safety and Safer Internet Day include content to relate to access to any extremist content</i>	IT and SLT		
<b>Visitors</b>	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.	Staff know to use recommendations and reviews from fellow professionals when looking for visitors. Access to school is denied to any group/organisations with links to extremist's organisations.					<b>Political Impartiality Guidance</b>  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.  <a href="https://www.gov.uk/government/publications/political-impartiality-in-schools/political-impartiality-in-schools#the-law">https://www.gov.uk/government/publications/political-impartiality-in-schools/political-impartiality-in-schools#the-law</a>

		Settings do not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.	The school applies its policy for volunteers and visitors to the school to ensure visitors are appropriately checked before entering the school.					
		The setting does not conduct any due diligence checks on visitors or the materials they may use.	Visitor procedure includes: All visitors to the school must be signed in at reception and wear ID badges. Visitors are accompanied around the school site by a member of staff at all times		Review policies & procedures regularly	SLT	Feb 2025	