Department for Education

Prevent risk assessment for schools

Person completing:			Date Implemented: September 2025	Date for review: July 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 The UK threat level has been at SUBSTANTIAL (meaning an attack is likely)since 09/02/2022. It is assessed that an attack would most likely be conducted by a '**self-initiated terrorist**' (S-IT) acting independently of an established terrorist group or organisation. The public should remain vigilant and report any concerns they may have to the Police at www.gov.uk/ACT or call 101. In an emergency where there is immediate risk to life or property, always use 999.	**Risk 2** A self-initiated terrorist attack could relate to either **Islamist terrorism (IT) or Extreme Right-Wing Terrorism** (ERWT) and would likely involve low-sophistication methods.						

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 A self initiated attack has already impacted the local area following the Forbury Gardens terrorist attack in 2020 and the loss of one Wokingham teacher. *◊The overall risk means spotting the signs within schools and intervening early are important , use NOTICE CHECK SHARE as a reminder to staff*	Risk 2 Thames Valley and the South East Region continues to face a persistent threat from both Islamist Extremism and Extreme Right Wing Extremism. Propaganda relating to both continues to circulate and be easily accessible on-line and each uses local, national and international events as a vehicle to promote grievance narratives and encourage attacks. *◊ Training, awareness raising, liaison between partner agencies.* *◊Protective Security are key to the early identification of self -initiated attacks*	Risk 3 . Local statistics for Prevent referrals and CT arrests confirm the continuing increase in young people (minors and under 25s) coming to attention for extremist or terrorism-related activity. A significant proportion of these young people experience mental health, cognitive, behavioural, emotional or familial difficulties and at least half are active online to varying degrees. Over 90% of minors coming to Prevent attention in Thames Valley display a 'Vulnerability present but no ideology or CT risk, Mixed/ Unclear/Unstable/Conflicted ideology or ERWT ideology *◊ Local initiatives should consider how to engage with younger audiences, including those in geographically or socially isolated communities.* *◊ Safeguarding initiatives focused on online behaviour and resilience to grievance narratives are necessary to help mitigate the risks of unsupervised online activity and the often 'passive' exposure to extremist content.* *◊ Initiatives should include training to understand the specific vulnerabilities which may impact on susceptibilities to being drawn into extremism*	Risk 4 The ideological landscape is influenced by local, national and international concerns used as a vehicle to promote grievance narratives and racial, ethnic or religious hatred. Local authority and hotel housing of asylum seekers and immigrants, and conflict zone/current affairs concerning the Israel-Hamas conflict have resulted in local community tension, peaceful vigils and local activism. Cultural nationalist and white nationalist groups, and others who sympathise with them, have attended hotels and planned immigrant housing locations to protest and have used the issue to highlight anti-immigrant and pro-British narratives. This is likely to continue in 2025. *◊ Prevent-related training will support local staff to recognise the implications of emerging issues and identify those vulnerable to radicalisation.* *◊ Schools should maintain awareness of the Israel-Hamas conflict alongside any local community tensions*				

Leadership and Partnership

Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Date for completion	Support available
	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)?*			
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.	Online Home Office Prevent training every 3 years for all members of staff, including leaders. Included in the school Child Protection & Safeguarding policy which is updated annually in line with KCSiE and Working Together to safeguard children documents. The policy is signed off by SLT & Governors. Annual Safeguarding Refresher training for all staff, including SLT and Governors-led by DSL School has a lead governor for safeguarding.		*Continue to ensure all staff and identified Governors complete the Prevent training*	RB/DC	Ongoing Review July 2026	**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/
		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.	School has a lead governor for safeguarding. Included in the school Child Protection & Safeguarding policy which is updated annually in line with KCSiE and Working Together to Safeguard Children documents. Filtering and monitoring systems are in place which all staff are reminded about at the Annual Safeguarding Refresher training. and audit. Training given to all new members of staff re internal safeguarding processes and at the annual safeguarding refresher training. Cyber security trianing for pupils, staff and parents Jan 2026. DSL and Deputies meet once a week to discuss safeguarding. Key policies and processes are shared on our website.		*Ensure everyone completes KCSiE complete update training & all information is shared with Goverors and staff*	RB/DC	Ongoing Review July 2026	
		Leaders do not communicate and promote the importance of the duty.	Sufficient leadership ownership – DSL and 6 DDSL in place. Case loads divided but reviewed at weekly DSL meetings, all notes and actions followed up on action document. All risk assessments, safeguarding policies are being signed off by Head or Governors as required. Safeguarding is a weekly agenda item at SLT & Team Leader meetings. Updates shared with all staff when new information arrises. Updates in staffroom and class quizes include prevent concerns and signs to look out for.		*Ensuring information is shared appropriately. Ensure that any new Prevent Duty is shared with all Governors and staff.*	RB/DC	Ongoing Review July 2026	
		Leaders do not drive an effective safeguarding culture across the institution.	Leadership have clear understanding of reporting and referral mechanisms. Safeguarding is a weekly agenda item at SLT and Team Leader meetings. Safeguarding is embedded within the ethos and culture of the school, staff are aware of reporting any concerns, conversations etc. Safer recruitment requirements are completed for all new members of staff. Trusted people posters for children up around school. Safeguarding quizzes sent out to review staff confidence. Scenarios up in staff room and in staff areas around school-updated fortnightly.		*Ongoing*	RB/DC	Ongoing Review July 2026	
		Leaders do not provide a safe environment in which children can learn.	School ensures the sharing of the safeguarding policy – staff sign to confirm the reading of such policies. Values driven curriculum embeds children's voice and ability to raise concerns. Safeguarding handout for parents and on the website. Safe spaces for children to be able to take time out. Individual plans, liasie with proffessional services for support. Online safeguarding system CPOMS used by staff and reviewed in weekly DSL meetings.		Ongoing	RB/DC	Ongoing Review July 2026	
		Leaders/Managers do not understand factors that may impact families	Staff have received training on trauma, ACE's, Safeguarding updates and Prevent to help identify families at risk. Attendance reviews fortnightly to identify any patterns of concerns. DC/RB reviewed current therapeutic provision and understanding and training plan to embed the culture and understanding for all staff is in place- in SDP.		*Ongoing, new staff to have trauma and ACE's training.*	RB/DC	Ongoing Review July 2026	
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 school has strong partnerships/are aware of: • Local Safeguarding Children's Partnership • DSL / headteacher forums • LADO • Community Safety Partnerships • Police Prevent Team • Channel panel • Child and family		*Ongoing*	RB/DC	Ongoing Review July 2026	**Prevent duty guidance** Outlines the requirements of the duty, including working in partnership with others. 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 **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-pmap-guidance **Sign-up for Educate Against Hate newsletter**
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. Updated information is also communicated to staff e.g. via staff updates, notices, emails, staff meetings, Team Leader meetings. Safeguarding quiz and scenarios for staff to consider for recognising signs of abuse and indicators of radicalisation.		*Ongoing*	RB/DC	Ongoing Review July 2026	**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/ **Prevent resources, guidance and support** The department's Educate Against Hate website provides a range of training and guidance materials. www.educateagainsthate.com
		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 the Annual Safeguarding Refresher training and are familiar with key school safeguarding and statutory policies. Online universal safeguarding completed by all staff as well. Signed list of attendance is monitored and checked. All staff complete the Home Office online Prevent training every 3 years. DSL keeps a list of when training needs to be removed and this is monitored regularly. Policies shared electronically and also physical copy on the staff room policy board.		*Ongoing*	RB/DC	Ongoing Review July 2026	
		Staff do not access Prevent training or refresher training.	All staff complete the Home Office online Prevent training every 3 years. Training records are kept up to date by the DSL. Staff attend Prevent training and any updates are disseminated as and when they are shared or updated. Any training is put on the training database.		*Ongoing*	RB/DC	Ongoing Review July 2026	

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.	School 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 - Clear policy and expectations for sharing information and concerns. - All low level concerns logged on safeguarding system in case build a bigger picture. - Audit of staff confidence and knowledge of who to report to is		*Ongoing*	RB/DC	Ongoing Review July 2026	**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.	School has clear processes for raising radicalisation concerns and making a Prevent referral. Key posters from Educate Against Hate are displayed in staff areas. Information on how to make a referral in staff areas.		*Ongoing*	RB/DC	Ongoing Review July 2026	
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.	School has codes of conduct for all staff (teaching, non-teaching staff, contractors, visitors and volunteers) Teaching is monitored by SLT, Team leaders and subject leaders through observations and book checks. School provides opportunities within the curriculum to discuss controversial issues and for students to develop critical thinking and digital literacy skills. The school delivers the National curriculums and builds resiliance by ensuring opportunites are given for children to learn right from wrong, mix and share with other children and value others views, know about similarities and differences between themselves and others and challenge negative attitudes and stereotypes. Staff promote fundamental British values, protected characteristcs and SMSC through our values led curriculum. School actively take part in any local offers of education such as cyber secuity, fake news workshops, NSPCC or county lines CODE sessions for children.		*Ongoing - Working to mitigate risks from external factors outside of school and online alongside KCSiE 2025 guidelines.* *Leaders to source external workshops and information for children when available.*	RB/DC	Ongoing Review July 2026	**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.	School carries out safer recruitment checks on all staff. School embeds fundamental British values into the curriculum, while also ensuring specific discussions can take place in a safe environment. Assembly rota of themes incorporates the British Values alongside school values and the zones of reguation. Teaching is monitored by SLT, team leaders and subject leaders through observations and book checks.		*Ongoing*	RB/DC	Ongoing Review July 2026	
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.	School has an appropriate internet filtering in place. Use of SENSO to flag instantly. These alrerts go direct to DSLs. Any flags are invesitgated and logged on the online system. Staff are aware of their monitoring duties. School equips children and young people with the skills to stay safe online, both in school and outside. Staff training on online safety and filtering and monitoring in KCSiE update- including MDA reminders of access to any IT equipment at break and lunchtimes. External IT Support in school once a week. Complaince checks compelted and shared with governors. IT access at lunchtime is monitored in the library only and screens shared on big screen for monitoring.		*Ongoing*	RB/DC	Ongoing Review July 2026	**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/ 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 should filtering systems flag any safeguarding or Prevent related concerns. Critical concern flag emailed instantly to DSL and DDSL when any serches are made that may be of concern. Monitored and actioned in weekly DSL meetings. Fedback to safeguarding governor.		*Ongoing*	RB/DC	Ongoing Review July 2026	
		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 takes lead responsibility for safeguarding and child protection. The Deputy Head (deputy DSL) takes lead responsibility and is supported by the DSL with online safety. SBM links with IT provider to ensure montioring and filtering procurement and contract is in place.		*Ongoing*	RB/DC	Ongoing Review July 2026	
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. SCR and safeguarding audits completed with the LA. Visitor safeguarding handout given to all visitors. No speakers or visitors left alone with children.		*Ongoing*	RB/DC	Ongoing Review July 2026	**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.	School has robust risk assessments and carries out due diligence checks on visitors, speakers, the organisations they represent and the materials they promote or share. Visitor safeguarding handout given to all visitors. No speakers or visitors left alone with children.		Ongoing	RB/DC	Ongoing Review July 2026	
		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 spaces is effectively managed & due diligence checks are carried out on those using/booking and organisations that they represent. School would seek advice and support from partners, where necessary, to make an assessment of suitability. Request and view the materials in advance of visitors delivering content. Visitor safeguarding handout given to all visitors. No speakers or visitors left alone with children.		Ongoing	RB/DC	Ongoing Review July 2026	