

SCHOOL NAME Prevent Risk Assessment 2025-2026

Lead staff member for Prevent	Oliver Yates
Date of risk assessment	June 2026
Next review date	September 2027
Who is this document for? This document is intended for education staff, leaders and governors. The intention of this document is to give advice, reassurance, and guidance on how Prevent is being implemented within the education setting. It will provide a framework on how to assess and deal with Prevent vulnerabilities at the setting and to have due regard to the need to prevent people being drawn into terrorism or extremism.	

Background to Prevent

This risk assessment will ensure our school is working towards fulfilling the Prevent duty in Section 26 of the Counterterrorism and Security Act 2015 (CTSA 2015). The overall aim of our counter-terrorism strategy, CONTEST, is to reduce the risk from terrorism to the UK, its citizens and interests overseas, so that people can go about their lives freely and with confidence.

Prevent remains one of the key pillars of CONTEST, alongside the other three ‘P’ work strands:

- Prevent: to stop people becoming terrorists or supporting terrorism
- Pursue: to stop terrorist attacks
- Protect: to strengthen our protection against a terrorist attack
- Prepare: to mitigate the impact of a terrorist attack

Prevent Principles:

Prevent is about stopping people from becoming terrorists or supporting terrorism. It sits alongside long-established safeguarding duties on professionals to protect people from a range of other harms, such as, substance abuse, involvement in gangs, and physical and sexual exploitation.

Prevent seeks to intervene early and ensure that people who are susceptible to radicalisation to terrorism are supported as they would be under safeguarding processes.

Prevent Objectives:

The objectives of Prevent are to:

- tackle the ideological causes of terrorism
- intervene early to support people susceptible to radicalisation
- enable people who have already engaged in terrorism to disengage and rehabilitate

Risk scoring

Major	4
Moderate	3
Minor	2
None or Trivial	1

No	Risk Title	Vulnerability/Risks identified	Risk Score	Action taken/already in place to mitigate	Responsible Person/People	Further Actions Needed?	RAG rating
1	Leadership and management	Leaders within the setting do not understand the requirements of the Prevent Statutory Duty or the risks faced by the organisation and the Duty is not managed or enabled at a sufficiently senior level. The result is that the setting does not provide sufficient time or resources to prioritise Prevent Risk Assessments/Action plans (or does not have one) and therefore action to mitigate risks and meet the requirements of the Duty are not effective.	2	The setting safeguarding policy is up to date and contains information on Prevent awareness and procedures for reporting and recording for all staff. DSL and all DDSL staff have completed all relevant Prevent training at the appropriate level – including referral training to Channel. All staff, including governors, have completed a basic awareness course for Prevent and know the signs and indicators to look for when working with children and young people. This is reviewed at least every 2 years as best practice. All new staff to the setting completes Prevent training as part of the induction programme.	DSL/Principal/DDSL		
2	Training	A) Staff are not aware of the factors that make people vulnerable to radicalisation and terrorism and are unable to recognise the signs of vulnerability and therefore are unable or unwilling to refer concerns. B) Leaders and staff feel unable or unwilling to challenge extremist narratives or exemplify British Values throughout the setting.	2	All staff have completed Prevent basic awareness training and this is reviewed during annual safeguarding training which takes place at the beginning of a new academic year. All staff are aware of the signs and indicators and understand the monitoring processes in school when pupils are online using school mobile devices. All staff understand how the school respond to any online safety concern. All staff report any Prevent related concerns in line with the safeguarding reporting and recording procedures at the school. Our DSL understands the process for Prevent referrals in Redbridge.	DSL/Principal/DDSL	Prevent training to be arranged for September 2026	

3	Reporting and recording	Leaders have not ensured there are effective reporting and recording systems for Prevent related concerns and issues. Prevent is not reported in the setting by all staff, including support, agency and temporary staff because training has not been sufficient to ensure they understand the expectations of	2	The setting has effective and embedded reporting and recording systems for all safeguarding causes of concern, including Prevent. All staff at the setting, including non teaching, support staff, agency staff and visitors are aware of our recording and recording expectations for all safeguarding causes for concern. These procedures are shared during annual update training and	DSL/Principal/DDSL		
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		reporting and recording prevent concerns.		reinforced regularly throughout the academic year. All new staff complete a robust induction programme before or at the start of employment which includes full safeguarding training, to cover our reporting and recording systems and expectations.			
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4.	Reducing permissive environments	<u>Online Safety</u> Extremist organisations can radicalise pupils online and encourage them to commit acts of violence or incite others to commit acts of violence as 'lone actors'. Learners (and staff) can access unlawful radicalising material which promotes proscribed terrorist and extremism groups <u>Speakers and external events</u> Extremist organisations are given a platform to radicalise young people because the organisation has ineffective processes in the place for vetting speakers and events. Inappropriate or extremist materials are shared with learners (face to face or via weblinks) because insufficient checks are made of external speakers and materials that they promote or share. <u>Promoting British Values</u> The setting does not have a culture and ethos where British Values are	2	The setting has appropriate filtering, monitoring and cyber-security systems in place to meet DFE standards. All mobile devices that belong to the setting have filtering and monitoring systems installed. Any monitoring alerts are sent directly to a senior nominated member of staff and actioned accordingly. Classroom cloud The DSL has overall responsibility for systems, supported by a nominated governor. Filtering and monitoring systems are checked at least annually. Pupils are taught how to stay safe online through the PSHE and online safety curriculums. In addition, external speakers/workshops/assemblies take place for online safety and British Values work. Parents/carers are supported to understand online safety risks and how to support their child or young person safety using the internet, including social media platforms. We ensure that all external visitors and speakers are risk assessed and booked only through official sources. All DBS checks are completed prior or on arrival to the setting. Visitors are never unsupervised and do not complete regulated activity unless they registered on the SCR. All resources are pre-vetted to ensure they are age appropriate.	DSL/Principal		
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		celebrated, which leads to a culture of disrespect and intolerance and where tensions are allowed to flourish. Staff and learners do not understand BV (or feel confident about) and extremist views and narratives are allowed to flourish unchallenged. <u>Site security</u> The setting does not have sufficient security of its premises and learners are targeted by individuals or groups seeking to share their extremist views or endanger their personal safety. Charities are allowed on site without effective checks or charitable collections are inadvertently diverted to inappropriate or unlawful causes On site dangerous or hazardous substances and equipment are not kept secure and are allowed into the possession of individuals or groups seeking to use them unlawfully. <u>Prayer and faith facilities</u> Requirements of learners (or staff) requiring faith support, or the use of facilities are not met by the organisation		All staff and pupils at the setting understand diversity, culture, religion and difference. Any causes of concern, staff and pupils know who to report them to. The setting has a zero-tolerance approach to any acts of racism, extremism or terrorism views that are made public by any pupil or member of staff. The police would be involved where necessary. The setting site is fully secure and checked daily by site staff. All visitors sign-in and out at the main reception and ID checks are completed. No visitors to our setting, including parents are left unsupervised at any point unless they are completing regulated activity with a pupil that has been pre-authorised and all vetting checks, including DBS clearance has been completed. No visitors to our setting have open access to the network and if they are allowed access, this is under filtering and monitoring systems. The setting only engages with pre authorised charity events as part of our PSHE and enrichment calendar for national events, such as Children in Need, Cancer research and Comic Relief. Monies raised for charity are sent directly through the finance assistant and not collected by any individuals. All equipment and liquids used in science, design and technology and other practical lessons is managed only by appropriately trained staff and are not accessible to any pupil unsupervised. The setting offers an appropriate venue should this be needed by any pupil. The setting fully supports all	DSL/Principal/Principal PA		
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				faiths and celebrates diversity in our community.			
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		resulting in individuals seeking external support of unknown suitability. Facilities (either prayer rooms or quiet space type facilities) provided are not effectively managed or supervised and become ungoverned spaces where radicalising, inappropriate or dangerous activities can take place.		All pupils will be supervised by a member of staff should they need suitable venues for quiet spaces/reflection times, and the venue is only accessible at specific times of the school day, under the supervision of staff.			
5.	Partnership Work	The setting does not establish effective partnerships with organisations such as the Local Authority, Police/CTU Prevent Officers, DfE Regional Coordinator, and others. Therefore, the setting is not fully appraised of national and local risks and does not have access to developing good practice advice or supportive peer networks	1	The setting has effective links with the LA Prevent Co-Ordinator. Support is available as necessary for training, resources, advice for individual concerns and Channel referrals. The setting engage with Redbridge Safeguarding team and lead professional and universal support is offered from the Education Safeguarding Officer for the LA. Updates are shared timely and prevent is assessed annually by leaders and management through reviewing this risk assessment, PSHE and online safety curriculums and safeguarding policy reviews.	DSL/Principal		

6.	Redbridge	Identified Risk Reporting is dominated with vulnerabilities in the online space including the radicalisation of individuals. Prevent referrals relate to concerning behaviours and online searches. Whereas not all instances have shown further extremist ideologies, it displays a vulnerability and a possible pathway towards radicalisation, including the possibility of peers becoming influenced in these behaviours. The main risk for individuals in Redbridge concerns radicalisation, both online and physically. Trends have highlighted mental health issues, and those with neuro divergent tendencies, being evident in individuals. The online space remains a key radicalising influence and there have been instances in classroom settings of searching for concerning and/or explicit material online such as terrorist organisations, religious hatred, chemicals, and beheading videos. If the more concerning behaviour is left unchallenged, individuals could become vulnerable to radicalisation. Such behaviours in this setting could also cause tensions and influence vulnerable peers who could choose to seek out additional content, gradually becoming more extreme in nature and pose a significant risk of radicalisation. The online space remains a significant factor for online platforms, such as Reddit and Telegram, to allow these groups to share extremist material freely and allow individuals who hold such ideologies space to discuss and promote these views.
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