



PREVENT RISK ASSESSMENT – APRIL 2026

School Prevent Lead	Completed by	Date	Review Date:
Danni Rose	Danni Rose	01.05.2026	September 2026

**All schools and colleges are subject to a duty under section 26 of the Counter Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.**

The aim of Prevent is to reduce the threat to the UK from terrorism by stopping people being drawn into terrorism.

Settings are required to take a risk-based approach to the Prevent duty, under paragraph 14 of the [Prevent duty guidance](#) (Home Office, 2023). This document demonstrates our awareness of the specific risks of extremism and radicalisation in our school and our area.

**Terrorism** is action that endangers / causes serious violence to a person/people; causes serious damage to property; or seriously interferes with / disrupts an electronic system.

**Extremism** is defined as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Extremism isn't exclusive to any section of society and can take many forms.

**Radicalisation** is defined as the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. School staff are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance [Working together to safeguard children](#) (DfE, 2023) and [Keeping children safe in education](#) (DfE, 2025).

Designated Safeguarding Leads and other senior leaders in schools should familiarise themselves with the [Prevent duty guidance](#) (Home Office, 2023), especially page 33, which is specifically concerned with schools. Schools should also consider the government's [Filtering and monitoring standards for schools and colleges guidance](#). The appropriateness of any filtering and monitoring systems are a matter for individual schools and colleges and will be informed in part, by the risk assessment required by the Prevent duty [Keeping children safe in education](#) (DfE, 2025).

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This template can be adapted to reflect the specific context of your school. Included are some examples of possible risks and prompts for actions you may already be taking, although this is not exhaustive or specific.

**NATIONAL AND REGIONAL INFORMATION – AS SHARED IN DECEMBER 2025 (information adapted from the Counter Terrorism Local Profile)**

UK Current Threat Level	National Information	Eastern regional information/emerging vulnerabilities
SEVERE – meaning an attack is highly likely		<ul style="list-style-type: none"> <li>▪ 26% decrease in referrals regionally during most recent reporting period (April 2025 to September 2025).</li> <li>▪ Referrals remain 34% higher than the same period in 2024.</li> <li>▪ Extreme Islamist Terrorism continues to pose the primary threat to the Eastern region.</li> <li>▪ Increase in Extreme Right Wing (ERW) referrals.</li> <li>▪ Poor mental health and / or neurodiversity more prevalent amongst the ERW cohort.</li> <li>▪ Expressions of anxiety and suicidal ideation recurring themes more generally.</li> <li>▪ Tensions remain around the ongoing Israel / Hamas conflict, with organised pro-Palestinian protests continuing to occur within the region (and nationally). Individuals continued to express support and sympathy for Hamas, without directly aligning to the group.</li> <li>▪ Highly likely that intelligence relating to membership / support of Palestine Action from individuals in the Eastern region will continue to increase.</li> <li>▪ Highly likely that aspirations to obtain a firearm for a terrorist attack will continue to be a prominent theme (strong barriers remain for access to firearms in the UK).</li> <li>▪ Artificial Intelligence (AI) likely to be exploited and utilised in extremist activity going forward.</li> </ul> <p><b>Regional data:</b></p> <ul style="list-style-type: none"> <li>▪ Education is highest referring agency to Prevent (40%).</li> </ul>

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		<ul style="list-style-type: none"> <li>▪ No ideology identified is the highest referral category, followed by ERW, then Fascination with extreme violence or Mass Casualty Attacks.</li> <li>▪ ERW is most prevalent theme in Channel Panel.</li> <li>▪ 67% cases (at various stages in the process) for under 18-year-olds / 16% for 18-24-year-olds / 16% for 25 years +.</li> </ul> <p><b>Essex data:</b></p> <ul style="list-style-type: none"> <li>▪ Highest number of referrals from Education (20).</li> </ul> <p>Majority of referrals (across all agencies) – no ideology identified.</p>
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Requirement	Rating	Current Risk/Concerns	Current Risk Mitigation	Next Steps by whom/when
Senior Leaders trained and aware of Prevent Duty	Low	New staff or leadership changes may affect awareness.	Leaders understand Prevent duties; DSL attends safeguarding forums and shares updates; Prevent embedded in safeguarding practice.	Annual Prevent training and regular updates – HT/DSL.
DSL appointed and leads Prevent activities	Low	Changes in staffing could affect continuity.	DSL and DDSLs monitor concerns through MyConcern and safeguarding systems; clear reporting pathways.	Continue monitoring and induction arrangements – Ongoing.
DSL has access to current risk information	Low	Emerging local/national threats may develop.	DSL attends forums and receives Essex safeguarding updates which inform practice.	Review risk assessment annually and after significant updates – DSL.
Governors aware of responsibilities	Low	Training may become outdated.	Governors read KCSIE and Child Protection Policy; complete Prevent training; receive safeguarding reports.	Annual governor training and monitoring – HT/Chair.

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Staff receive Prevent awareness training	Low	New staff may be unfamiliar with procedures.	All staff complete safeguarding and Prevent training and receive regular safeguarding briefings.	Continue annual training and induction – HT/DSL.
Robust policies and procedures in place	Low	Policies require regular review.	Child Protection, Behaviour, Online Safety and related policies are established and understood by staff.	Annual policy review cycle – HT/DSL.
DSL and deputies aware of Prevent referrals	Low	Staff may not understand referral pathways.	Referral procedures are established; concerns recorded and monitored appropriately.	Refresh staff awareness annually – DSL.
Action plans developed where risks identified	Low	Emerging risks may require targeted response.	Concerns are reviewed and actions logged through safeguarding systems.	Continue monitoring and review – DSL/SLT.
School alert to local, national and international incidents	Low	Current events may affect pupils.	Leaders receive updates and relevant issues are addressed through curriculum and assemblies.	Continue monitoring developments – DSL.
Strong partnership working	Low	Concerns may not be shared appropriately.	Good relationships with safeguarding partners and referral agencies.	Maintain engagement with agencies – DSL.
Visiting speakers suitably checked	Low	Inappropriate content could be delivered.	Visitor procedures followed; content checked beforehand; visitors supervised.	Continue robust checks – All staff.
Due diligence for premises use	Low	External users may not share school values.	Visitor and lettings procedures in place.	Review lettings arrangements annually – HT.
Emergency response strategies in place	Low	Security incidents may occur.	Secure entry systems, visitor procedures and staff vigilance established.	Review lockdown/security arrangements annually – SLT.

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Positive environment and British Values	Low	Risk of intolerance or discriminatory attitudes.	British Values embedded through curriculum, displays, assemblies and pupil voice.	Continue curriculum and enrichment opportunities – All staff.
Staff receive online safety training	Low	Online risks evolve rapidly.	Online safety included in safeguarding training; monitoring alerts reviewed.	Annual updates and refreshers – SLT/IT Lead.
Online safety reflected in policies	Low	Policies may become outdated.	Online Safety, Acceptable Use and Anti-Bullying policies reviewed regularly.	Continue annual review – SLT.
Online safety reflected in curriculum	Low	Pupils require ongoing support to stay safe online.	Computing and Life Skills curriculum teach online resilience and reporting.	Continue curriculum development – Subject Leaders.
Filtering and monitoring systems in place	Low	Access to harmful content.	Impero filtering and monitoring systems active; alerts reviewed by SLT.	Annual review of systems – SLT/IT.
Parents engaged in online safety	Low	Parents may be unaware of emerging risks.	Newsletters and guidance provided regarding online safety and radicalisation risks.	Continue parent communication – SLT.
Safe environment for discussion of challenging issues	Low	Pupils may encounter harmful narratives.	Life Skills curriculum supports respectful discussion and critical thinking.	Continue pupil voice and curriculum opportunities – All staff.
Reducing permissive environments	Low	Extremist or discriminatory views may go unchallenged.	Behaviour expectations, safeguarding procedures and visitor checks are robust.	Continue monitoring culture and safeguarding arrangements – SLT.
Developing critical thinking and resilience	Low	Children need skills to assess information critically.	Curriculum promotes critical thinking, online safety and informed decision-making.	Ongoing curriculum review – Subject Leaders.

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Role	Signature	Date
Headteacher	Antony Clements	
Prevent Lead	Danni Rose	
Chair of Governors	Rosemary Lovatt	