



Prevent risk assessment for schools

Person completing: Melanie Frost

Likelihood

Severity

Almost Certain	5	Catastrophic	5
Very Likely	4	Major	4
Likely	3	Moderate	3
Unlikely	2	Minor	2
Improbable	1	None or Trivial	1

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 Threat from Daesh inspired terrorism	Risk 2 threat from Extreme Right-Wing terrorism (ERWT)
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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 (group

Risk 1 Mixed ideology, Extreme Right Wing, Incel issues	Risk 2 Online material ‘ Pick and mix’ ideology
Leadership and Partnership	
Category	Risk
Leadership	<i>What is the risk here?</i> 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.

Category	Risk
Leadership	
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.

Category	Risk
Working in Partnership	
Capabilities	
	Staff do not recognise signs of abuse or vulnerabilities and the risk of harm is not reported properly and promptly by staff.
	Staff training

Category	Risk
Information Sharing	Staff do not share information with relevant partners in a timely manner.
Reducing Permissive Environments	

Category	Risk
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.
	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.

Category	Risk
IT policies	
	External speakers or visitors being given a platform to radicalise children and young people or spread hateful or divisive narratives.

Category	Risk
Visitors	

	Date Implemented: June 2024		

Risk 3 Single Issue Terrorism (SIT), and terrorism driven by Mixed, Unclear and Unstable ideologies (MUU),	Risk 4 emerging themes including Patriotic Alternative and Incel ideology		
s active in the area)			

Risk 3 Conspiracies / dis-information channelling individuals to harm	Risk 4 Less driven by religious ideology politics current focus		
Hazard	Risk management	likelihood	Severity
<i>What are the hazards?</i>	<i>What has your institution put in place to ensure sufficient understanding and buy-in from Leadership?</i>		
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/briefing for staff (including SLT) and governors. Access to NCC Prevent training briefings and support Prevent part of Safeguarding discussions during weekly staff meetings and in staff bulletins.	I	I
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.	Our Model B governance structure mean that safegaurding is owned at a Trust level The Prevent Lead is the Lead DSL The staff have a weekly safeguarding briefing task that checks understanding of internal safeguarding. Implementation is discussed weekly at SLT briefings	I	I

Hazard	Risk management	likelihood	Severity
Leaders do not communicate and promote the importance of the duty.	Risk assessments, safeguarding policies, and action plans signed off by SLT Policies shared with governors, Risk Assessment and action plans discussed at the governance level	I	I
Leaders do not drive an effective safeguarding culture across the institution.	Leadership have a clear understanding of reporting and referral mechanisms. Challenges discussed and key cases explored at SLT meetings and staff meetings. Notes sent to all staff via weekly staff bulletin.	I	I
Leaders do not provide a safe environment in which children can learn.	Staff sign on SmartLog to confirm reading of safeguarding policy and KCSIE part 1 and Annex A Prevent action plan, and RA shared with staff. Positive behaviour a daily focus through learning walks and reminders.	I	I
Office and premises members of staff are not up to date on safeguarding.	Promotion of a safeguarding culture through regular training, and discussions, with senior staff visibly involved and completed with all staff. Clear induction for new members of staff and trainee teachers Staff who miss safeguarding training are updated in person and through training	I	I
Members of SG SLT do not have a depth of knowledge greater than staff	All SLT SG members complete part 1 and part 2 of home office prevent training. NCC training access by SG SLT	I	I
The organisation does not establish effective partnerships with organisations such as the Local Authority and Police Prevent Team.	The providers has strong partnerships shown by effective working together where appropriate with: • Local Safeguarding Children's Partnership • DSL / headteacher forums • LADO • Community Safety Partnerships • Police Prevent Team • Channel panel • Child and family	I	I

Hazard	Risk management	likelihood	Severity
The setting does not work with wider partnerships so knowledge of issues and where to access support are not known. This places children at great risk.	Effective partnerships might include: • Regular attendance at meetings, boards or forums • In receipt of newsletters e.g. Educate Against Hate • Use of Educate Against Hate calendar and work based on key days in the calendar	I	I
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. Weekly quizzes, emails, briefings, and meetings all include reminders of signs and how to report.	I	I
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 as part of annual training and induction programme for all new staff. Staff who miss training are given 1:1 training or pre-recorded training videos matched to the school	I	I

Hazard	Risk management	likelihood	Severity
Staff do not access Prevent training or refresher training.	All staff attend Prevent training with a focus on Notice, Check, Share	1	1
	Ensure SLT and DSL receive additional support from local partnerships and training on local processes for Prevent	1	1
	Maintain records of all staff and governor training	2	2
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 The curriculum supports children to know how to report concerns to staff who act in a timely manner using appropriate procedures.	1	1
Staff are not aware of the Prevent referral process.	The provider has clear processes for raising radicalisation concerns and making a Prevent referral. This process is known by all and included in the policy. SG SLT monitor this process to continuously ensure it is known by all The referral process is included in the Prevent action plan	1	1
SG SLT monitor this process to continuously ensure it is known by all			

Hazard	Risk management	likelihood	Severity
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.	The institution has codes of conduct for all staff (teaching and non-teaching staff) The behaviour and safeguarding curriculum is taught so that children have space to raise concerns. The PSHE curriculum supports the children in raising concerns in a safe place. Children are educated using resources from Educate against hate to challenge terrorism and extremist ideas	I	I
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.	Norman Primary carries out safer recruitment checks on all staff. This includes online searches. British values are referred to daily and focused on at least weekly through Collective Worship. Collective Worship teaches acceptance and respect for all PSHE exceeds the expected NC coverage. Safeguarding curriculum in place and makes links with PSHE curriculum. Work in school is supplemented through the use of educate against hate	I	I
Local concerns and current threats do not match what is being taught at that time through the curriculum.	The institution provides opportunities within the curriculum to discuss controversial issues and for students to develop critical thinking and digital literacy skills. This is through Collective Worship, PSHE, Educate against Hate, ABA, and Shout	I	I
Students can access terrorist and extremist material when accessing the internet at the institution.	Filtering is in place using Talk Straight DSL has a daily report on content access Children have individual logins so at risk children can be identified	I	I

Hazard	Risk management	likelihood	Severity
Students may distribute extremist material using the institution IT system.	Norman ensures that there is a clear reporting process in place should filtering systems flag any safeguarding or Prevent- related concerns that all staff are aware of	3	1
Unclear linkages between IT policy and the Prevent duty. No consideration of filtering as a means of restricting access to harmful content.	SG SLT take the lead in monitoring. Filtering set up to limit access to harmful content Monitoring in place so when content is accessed action to safeguard is taken	1	1
The school curriculum leave children unsure of what is safe and unsafe online which leads children to access harmful material.	The curriculum that exceeds the NC along with Shout Out UK, educate against hate and weekly CW's allows children to know clearly what is safe and unsafe online	1	1
Leaders do not provide a safe space for children to learn.	A process is in place to manage site visitors, including sub-contractors.	2	2
Settings do not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.	Safeguarding checks are carried out before visitors work with children.	2	2

Hazard	Risk management	likelihood	Severity
The setting does not conduct any due diligence checks on visitors or the materials they may use.	Material is requested before a speaker visits	3	3
Partners are not consulted so visitors are able to share harmful content and promote hate.	No advice is currently sought	3	3

	Date for review: September 2025			

Total	Rag	Further action needed	Lead officer	Date for completion
		<i>What does your institution need to further action to address the identified risk(s)?</i>		
I		<i>Ensure updates continues throughout the year at SLT level</i>	MF	Jul-25
I		<i>Continue these process</i>	MF	Jul-25

Total	Rag	Further action needed	Lead officer	Date for completion
1		<i>Continue to share when review needed and appropriate</i>	MF	Jul-25
1		<i>appropriate</i>	MF	Jul-25
1		<i>Adjust support and monitoring for behaviour where appropriate and as a result of significant incidents</i>	MF	Jul-25
1		<i>Adapt induction policy as the Trust-wide induction is released.</i>	MF	Jul-25
1		<i>Continue to identify training opportunities for SG SLT</i>	MF	Jul-25
1		<i>When the opportunity arises work with Police Prevent Team and Channel panel</i>	MF	Jul-25

Total	Rag	Further action needed	Lead officer	Date for completion
1		<i>Involve the whole teaching staff in planning for the key yearly events to make sure they are continually referenced and marked</i> <i>Teachers to access the educate against hate resources and use were appropriate in class and in one off lessons based on need</i>	MF	Jan-25
0				
1		<i>Adapt the Safeguarding CPD Schedule to include a Prevent record.</i>	MF	Jul-25
1			MF	Sep-24

Total	Rag	Further action needed	Lead officer	Date for completion
1		<i>Ensure this training is included on the SCR</i>	MF	Jun-25
1			MF	Jul-25
4		<i>report from Smart Log</i>	MF	Sep-24
1		<i>Update refresher training 9th June 2025</i>	MF	Dec-24
1		<i>Continue SLT SG monitoring and act on any gaps</i>	MF	Dec-24
0	#			

Total	Rag	Further action needed	Lead officer	Date for completion
1		<i>Promote and signpost staff to resources that support the curriculum and individual lessons to challenge hate</i>	MF/MP	Jul-25
1			MF/MP	Jul-25
1		<i>Safeguarding curriculum updated to include religious and cultural events National Holocaust Day to widen and strengthen children's understanding of global issues</i>	MF/MP	Jul-25
1		<i>Share reports at fortnightly DSL meetings.</i>	MF	Jun-25

Total	Rag	Further action needed	Lead officer	Date for completion
3		<i>Safeguarding curriculum updated. Information included in staff bulletin and newsletter following incidents</i>	Mf	Jul-25
1			MF	Jun-25
1			MF/MP	Jun-25
4			MF/SC	Jun-25
4			MF/SC	Dec-24

Total	Rag	Further action needed	Lead officer	Date for completion
9		All visitor need to be checked based on the visitor and material that will be used before hand	MF/MP/SC	Jul-25
9		The setting seeks advice and support from partners where necessary to make an assessment of suitability.	MF/MP	Jul-25

Support available

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/>

Support available

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).

Support available

<https://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-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://signup.es-mail.co.uk/Signup/da659377ec9fa9e8d40363308d4a84ac>

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Prevent resources, guidance and support

The department's Educate Against Hate website provides a range of training and guidance materials.

www.educateagainsthate.com

Support available

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>

Support available

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

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->

Support available

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/>

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>

Support available

