Department for Education

Prevent risk assessment for schools

Person completing: Rachel Wells, DSL; Jo Bickerton, Safeguarding Governor		Date Implemented: March 2025	Date for review: September 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

Terrorism	Extremism (violent and non-	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 extremis t activity (groups active in the area)

Terrorism	Extremism (violent and non-	Online Radicalisation				

Leadership and Partnership

Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Date for completion	Support availale
	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*			**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/
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	Prevent training/briefing for staff and governors.		Annual training for staff; Prevent Training for new Governors; Prevent	Headteacher and Safeguarding Governor	Ongoing	
		Leaders do not have understanding and ultimate ownership of their internal safeguarding processes, nor ensuring that all staff have sufficient understanding and that staff	Governor for safeguarding is experienced; Prevent lead is at appropriate seniority.		None			
		Leaders do not communicate and promote the importance of the duty	Sufficient leadership ownership – risk assessments, safeguarding policies, etc, being signed off by staff and		None			
		Leaders do not drive an effective safeguarding culture across the institution	Leadership have clear understanding of reporting and referral mechanisms		None			
		Leaders do not provide a safe environment in which children can learn	Ensure the sharing of safeguarding policies – staff sign to confirm the reading of such policies		None			
		Leaders do not promote a culture of safeguarding	Promotion of a safeguarding culture through regular training, discussions, etc with senior staff visibly involved. Clear induction for new members of staff and trainee teachers (see		None			
		Leaders do not identify priorities for improvement	Leaders use self-evaluation to identify key priorities for continuous improvement		None			
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 organisation has strong partnerships with: • Local Safeguarding Children's Partnership • DSL / headteacher forums • LADO • Police • Child and family		None			**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**

Capabilities

Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Date for completion	Support availale
Staff training	Staff do not recognise signs of abuse or vulnerabilities and the risk of them is not assessed correctly	Frontline staff including governors, do not understand what radicalisation means and why people may be vulnerable to being drawn into	Training is broader than face to face or e-learning including regular scenarios and communication to staff and governors		None			**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/
		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	All staff and governors attend safeguarding training and are familiar with key school safeguarding and statutory policies		None			**Prevent resources, guidance and support**
		Staff/governors do not access Prevent training or refresher training.	All staff and governors attend approved Prevent training with updates as appropriate. A record of this training is kept		None			The department's Educate Against Hate website provides a range of training
		DSL does not access Prevent training or refresher training.	DSL receive additional support from local partnerships and training on local processes for Prevent as appropriate.		None			
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.	The organisation 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		None			**Resources to support information sharing** The deparment 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.	The provider has clear processes for raising radicalisation concerns and making a Prevent referral.		None			

Reducing Permissive Environments

Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Date for completion	Support availale
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	The organisation has codes of conduct for all staff (teaching and non-teaching staff) and carries out safer recruitment checks on all staff.		None			**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 Isalmist extremism.
		The setting does not teach a broad and balanced curriculum which promotes spiritual, moral, cultural mental and physical	Teaching is monitored by senior leaders through observations, book checks and is quality assured. The school provides opportunities within the curriculum to discuss		None			
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.	Appropriate internet monitoring and filtering is in place.		None			**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.
		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.		None			https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges
		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 (including online safety).		None			Further guidance is available at https://saferinternet.org.uk/guide-and-resource/teachers-and-school-staff/appropriate-filtering-and
		Students do not know how to stay safe online	Children and young people are taught the skills to stay safe online, both in school and outside.		None			
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.		None			**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
		The orgnisation does not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised nor does it not conduct any due diligence checks on visitors or the materials they may use.	Robust risk assessment are in place and the organisation carries out due diligence checks on visitors, speakers, the organisations they represent and the materials they promote or share. The school seeks advice and support from partners where necessary to make an assessment of suitability.		None			