



Prevent risk assessment for schools

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A risk assessment is a core part of implementing the Prevent duty. All providers should read guidance from the department on how to prevent 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 prevent radicalisation. The purpose of the risk assessment is to have an awareness and understanding of the risk of radicalisation in your area and your 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 significant change in circumstances.

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, on the basis of recent events, news or social media?

Southport Riots and Murders took place in Summer 2024. This has created disharmony within the community and across the wider country.

The crisis in the Middle East has impacted on Jewish communities within the school's area.

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 events, news or social media?

Southport Riots and Murders took place in Summer 2024. This has created disharmony within the community and across the wider country. This shone a light on extremist views and ideology in the area.

The area of Liverpool has a high risk factor of drug trafficking and child criminal exploitation. Vulnerable children and families are at risk of being groomed for this purpose.

Leadership and Partnership

Category

Risk

What is the risk here?

Category	Risk
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.

Category	Risk
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
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.

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

Category	Risk
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.
	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: March 2025

ow to complete a risk assessment and on safeguarding students vulnerable to radicalisation. Schools should assess the risk

mitigate any risks.

institution. The type and scale of activity that will address the risk will vary but should be proportionate to the level of risk,

following a serious incident.

Online radicalisation	
Islamist, right and left wing extremism	Misogyny and sexual aggression against girls
Extremist activity (groups active in the area)	
A previous member of staff has been convicted of grooming and engaging in sexual conversations and the sharing of images with a minor (outside of the organisation and area) Led to fake news, spreading of rumours leading to anger.	Racist incidents have been witnessed amongst parents and police have been involved. The children in some year groups have also used racist language.
Hazard	Risk management
What are the hazards?	What has your institution put in place to ensure sufficient understanding and buy-in from Leadership?

Hazard	Risk management
<p>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.</p>	<p>Prevent training/briefing for staff (including SLT) and governors Introduction of No Outsiders texts into the curriculum following training with all staff and model lessons from the No Outsiders founder, Andrew Moffat. All parents have received a link to the parent booklet and been given the opportunity to attend a meeting to look at resources. This is taught half termly and assemblies are ongoing. In addition, the school is working towards the Rainbow Flag Award and has provided training and information to staff as well as provided meeting opportunities for parents.</p> <p>The school has attended training from the Ariel Trust and the content has been delivered to Y6 on 'Send me a Selfie' and 'Grassing and Grooming'. Y6 attend annual events run by Crucial Crew to enable them to make sensible and responsible decisions before moving into Y7. Annual training for staff in safeguarding is carried out. The DSL and Deputy DSLs attend regular training updates on all aspects of safeguarding and belong to a Safeguarding Network on Creative Education.</p>
<p>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.</p>	<p>Lead governor for safeguarding/Prevent lead is at appropriate seniority.</p>
<p>Leaders do not communicate and promote the importance of the duty.</p>	<p>Sufficient leadership ownership – risk assessments, safeguarding policies, etc. being signed off by SLT and Governors.</p>
<p>Leaders do not drive an effective safeguarding culture across the institution.</p>	<p>Leaders review CPOMS records for behaviour incidents and follow up any concerns through referrals to Children's Social Care.</p>

Hazard	Risk management
<p>Leaders do not provide a safe environment in which children can learn.</p>	<p>All safeguarding policies are shared. Safeguarding governors quality assure the work that the school does. Outside agencies such as the NSPCC support the school in delivering safeguarding messages, such as Speak Out, Stay Safe and The Pants Rule. Pupil voice is regularly sought to ensure that children feel safe. Mental health and wellbeing questionnaires are completed by children. The school also participates in expert-led surveys such as The OXWELL Survey, to give insight into children's feelings and to help develop their resilience. Safer recruitment training is undertaken by senior staff.</p>
	<p>Promotion of a safeguarding culture through regular training, discussions, assemblies, displays, daily check-ins, circle time etc with senior staff visibly involved. Clear induction for new members of staff and trainee teachers. Dojo communication to parents and carers. Website page updated.</p>
	<p>Leaders use self-evaluation to identify key priorities for continuous improvement - 175 audit completed annually and shared with Governors. Termly safeguarding audit overview shared with Governors. Safeguarding Governors regularly audit safeguarding processes and practices and report back to the full governing body.</p>
<p>The organisation does not establish effective partnerships with organisations such as the Local Authority and Police Prevent Team.</p>	<p>The school has strong partnerships with:</p> <ul style="list-style-type: none"> • Local Safeguarding Children's Partnership, including family support at different levels to prevent MARFs. • DSL / headteacher forums (including LPHA and Creative Education) • LADO • Community Safety Partnerships • Police Community Team • Safeguarding organisations • Child and family
	<p>Effective partnerships include:</p> <ul style="list-style-type: none"> • Regular attendance at meetings, boards or forums • In receipt of newsletters e.g. Educate Against Hate

Hazard	Risk management
Frontline staff including governors, do not understand what radicalisation means and why people may be vulnerable to being drawn into terrorism	[Example] Training is broader than face to face or e-learning. You should consider how to communicate information to staff e.g. via staff updates, notices, emails
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.	[Example] Ensure all staff attend safeguarding training and are familiar with key school safeguarding and statutory policies
Staff do not access Prevent training or refresher training.	All staff attend Prevent training with a focus on Notice, Check, Share
	Governors attend Prevent training and safeguarding governors attend advanced Prevent training.
	SLT and DSL receive additional support from local partnerships and training on local processes for Prevent
	Records are maintained of all staff and governor training
	Refresher training takes place regularly
	Training is quality assured and evaluated for effectiveness on a regular basis

Hazard	Risk management
Staff do not feel confident sharing information with partners regarding radicalisation concerns.	<p>The school has a culture of safeguarding that supports effective arrangements to:</p> <ul style="list-style-type: none"> • 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
Staff are not aware of the Prevent referral process.	The School has clear processes for raising radicalisation concerns and making a Prevent referral.
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.	<p>The school has codes of conduct for all staff (teaching and non-teaching staff), a parent code of conduct and a home-school agreement.</p> <p>There are regular, daily opportunities to discuss sensitive topics through check in times. Pastoral support is provided in-house as well as through partner organisations that provide counselling and guidance.</p> <p>The No Outsiders and Rainbow Flag work enable children to discuss sensitive topics in context.</p>
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.	The institution carries out safer recruitment checks on all staff. The curriculum is broad and balanced and promotes all aspects of personal development and fundamental British Values. The school uses a scheme for PSHE alongside the No Outsiders curriculum and also uses Picture News resources to challenge views on particular topics in the news. The school provides opportunities within the curriculum to discuss controversial issues and for students to develop critical thinking and digital literacy skills

Hazard	Risk management
	Teaching is monitored by senior leaders through observations, book checks and is quality assured by senior and middle leaders.
Outside agencies may provide a message that is not in line with KCSIE	Provider checks are completed to ensure that the messages delivered to children are appropriate and safe.
	School ensures that discussions of controversial issues are carried out in a safe space.
	The school embeds fundamental British values into the curriculum, while also ensuring specific discussions can take place in a safe environment.
Students can access terrorist and extremist material when accessing the internet at the institution.	School ensures appropriate internet filtering is in place and is supported in this by its computing company.
Students may distribute extremist material using the institution IT system.	School ensures that there is a clear reporting process in place should filtering systems flag any safeguarding or Prevent- related concerns.
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).
	School equips children and young people with the skills to stay safe online, both in school and outside. Online safety is taught explicitly and also through other subjects. This is monitored by the Computing Lead alongside the DSL.
Leaders do not provide a safe space for children to learn.	A process is in place to manage site visitors, including sub-contractors. This follows LA procedures - A provider form is completed by visiting speakers to ensure the content is appropriate.

Hazard	Risk management
Settings do not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.	[Example] The setting has a robust risk assessment and carries out due diligence checks on visitors, speakers, the organisations they represent and the materials they promote or share.
The setting does not conduct any due diligence checks on visitors or the materials they may use.	The private/commercial use of the school's spaces is effectively managed & due diligence checks are carried out on those using/booking and organisations that they represent.
	The setting seeks advice and support from partners where necessary to make an assessment of suitability.

Date for review: March 2026

of

Anti-establishment and anti LGBT grievances			
Rag	Further action needed	Lead officer	Date for completion
	What does your institution need to further action to address the identified risk(s)?		

Rag	Further action needed	Lead officer	Date for completion
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Support available
Prevent e-learning
Home Office offer a free e-learning package on Prevent covering:

Support available

- 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 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

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>

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-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.

Support available

<https://www.gov.uk/government/publications/political-impartiality-in-schools/political-impartiality-in-schools#the-law>