

									
Prevent risk assessment for schools									
Person completing: David Williams (Headteacher)		Date Implemented: 01/09/26			Date for review: Annual review and update as required				
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									
Online Risks: including conspiracy theories, misogyny, radicalisation and disinformation. This can include the watching and reading of content, the sharing/proliferation of content with others and the creation of content.	Threat of Terrorism: As a setting we should be alert to potential acts of terrorism and address these when they take place in other parts of the country to provide an alternative narrative to what pupils may be exposed to in terms of disinformation.	Extremism (Risks related to Islamist and Far Right extremism). As a setting we should be alert of not only violent extremism but also non-violent extremism, including divisive or intolerant narrative which could be linked to terrorism. This may come from groups or individuals who are not part of the							
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 (groups active in the area)									
Online Safety/Radicalisation - Pupils are at risk of exposure to inappropriate and harmful extremist content online and being drawn into the sharing/proliferation/creation of content and belief in the narrative being promoted.	See risk 2	See risk 3. Operation raise the flag was prevalent in this area and this, whether it was intended to or not, has raised tensions within some groups.							
Leadership and Partnership									
Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Due for completion	Support available	
Leadership	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 risks?			Prevent e-learning	
	Examples of potential radicalisation are not acted upon.	Leaders (including governors and trustees) within the organisation lack knowledge or understanding of Prevent and the Prevent Duty or the risks faced by the organisation.	Leadership have completed the Home Office training and/or training registered with the Regional Counter-Terrorism Strategy Coordinators (CONTEST Coordinators - previously known as Regional Prevent Co-ordinators - RPEC). Governors have had annual safeguarding training, including specific information related to Prevent.		Leadership to attend any further training recommended by the CONTEST Co-ordinator	DWJ/H	Oct half term 2026	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/	
		Leaders do not have a thorough and comprehensive understanding of safeguarding including Prevent.	Governors meet regularly with the safeguarding lead to discuss safeguarding processes and local risks to the school.		Ensure Safeguarding Governor attends any recommended Prevent training provided by CONTEST Co-ordinators.	JH and safeguarding governor	Ongoing		
		Leaders do not communicate and promote the importance of the duty, at regular intervals and particularly at induction for all staff.	Staff receive bi-annual Prevent training. Ensuring that recap/top-up training is included as part of the safeguarding briefing sessions during inset time, including any important updates are attended by DSL/DSL/ SLT. Staff induction process to ensure staff have completed Prevent training in the last two years and that staff are aware of the		Prevent recap/top-up sessions to be included in safeguarding briefings. As part of the induction process - ensure any new staff have completed Prevent training within the last two years and are aware of the procedures at this school.	JH	Ongoing		
		Leaders do not drive a robust safeguarding culture across the institution.	Leadership have a clear understanding of reporting and referral mechanisms and seek advice on any issues which may not meet referral criteria/threshold. In line with the June 26 guidance - CONTEST Co-ordinators stated that schools should contact the Counter Terrorism Police to talk through referrals prior to these being made. Fundamental British Values are actively promoted in school through displays, our school ethos, our school curriculum		Ensure the Prevent Referral form is available electronically	DWJ/H	Sep-26		
	Leaders do not provide a safe environment in which children can learn.	Safeguarding policies are shared with staff – Staff sign to confirm the reading of such policies, Keeping Children Safe in Education is signed in lieu of receipt and being read. Staff are regularly updated with safeguarding information via briefings and communication.							
	Lack of understanding of Prevent risks	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. This includes full Prevent training bi-annually.		Prevent recap/top-up sessions to be included in safeguarding briefings. As part of the induction process - ensure any new staff have completed Prevent training within the last two	JH	Ongoing			
	Leaders do not audit their safeguarding provision and identify areas that need improving.	Safeguarding within the school is reviewed termly by the MAT team. Single central record is regularly checked by leadership and a member of the MAT team.							
	Curriculum does not address or challenge prejudices.	Promotion of equality through the use of the No Outsiders approach (including regular assemblies), curriculum (including PE) and Rights Respecting approach.							
	Staff are not suitably vetted during recruitment and may have or promote views contrary to British Values.	Warmer interviews are held as part of all interview processes. At least one member of all interview panels is safer recruitment trained. A social media check is conducted on interviewees. Staff are aware of and regularly reminded about the school's							
Working in Partnership	The setting is not fully apprised 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 School has strong partnerships with: • Local Safeguarding Children's Partnership • DSL / headteacher forums • LADO • Birmingham Childrens Trust • Children and families DSLs are signed up to the CONTEST Coordinators newsletter.					Prevent duty guidance	
		The School does not establish clear opportunities to learn.	Establish Effective partnerships which include: • Regular attendance at local schools forum • Accessing information from external providers • Being able to access the referral process					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/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-group-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	
Capabilities									
Staff do not recognise signs of abuse or vulnerabilities and the risk of harm is not reported properly and promptly by staff.	Frontline staff including governors, do not understand what radicalisation means and why people may be vulnerable to being drawn into terrorism	Training including face to face or e-learning. Variety of information cascaded to staff e.g. via staff updates. Staff are taught the procedure - Notice, Check (with DSL), Share (External).						Prevent e-learning	
								Home Office offer a free e-learning package on Prevent covering: • Prevent awareness • Prevent referrals • understanding Channel	

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Staff training		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.	School ensures all staff attend safeguarding training and are familiar with key school safeguarding and statutory policies. Staff know the procedure for raising any safeguarding concern including those related to radicalisation or extremism		Identify specific Governor training from the CONTEST Co-ordinators.	JHDW	Ongoing	Users that complete this training will receive a certificate. https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/ Prevent resources, guidance and support The department's Educate Against Hate website provides a range of training and guidance materials. www.educateagainsthate.com
		Staff do not access Prevent training or refresher training.	All staff attend safeguarding training which will include Prevent. All staff attend bi-annual Prevent training. Records of training kept centrally. Staff who are part time or who miss this training are caught up on training at the soonest possible occasion.		Regularly revisit Notice, Check, Share process with staff.	DWJ/H	Ongoing	
		SLT and DSL receive additional support from CONTEST Co-ordinator and training on Counter Terrorism Local Profile (CTLPL). Lack of DSL and SLT training	Annually, governors attend safeguarding training, which includes updates to Prevent SLT and DSL receive additional support from CONTEST Co-ordinator and training on Counter Terrorism Local Profile (CTLPL).		Ensure that the safeguarding governor can access the CONTEST Co-ordinator governor training Sign up to newsletter. And attend any suitable future training	DWJ/H	Sep-26	
						DWJ/H	Sep-26	
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 school 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		Remind staff of "Notice Check Share"			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
		Staff are not aware of the Prevent referral process.	The school has clear processes for raising radicalisation concerns and making a Prevent referral, staff are aware of the process for raising concerns and the DSL and DDSLs know how to refer cases within the Birmingham threshold model Right Help Right Time					
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.	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 school has codes of conduct for all staff (teaching and non-teaching staff). There are expected values and ethos in the school to ensure pupils are kept safe. The school provides opportunities for pupils to have conversations and a safe space to discuss issues to help them develop critical thinking skills The school follows the No Outsiders approach and we are a Rights, respecting School. Birmingham's No Platform policy is adopted by the school.					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
		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 school has developed a broad and balanced curriculum that teaches safeguarding throughout the curriculum, including within PD and ICT. Teaching is monitored by senior leaders. School provides opportunities within the curriculum to discuss controversial issues and for students to develop critical thinking and digital literacy skills. The curriculum (including through assemblies) embeds British values.					
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.	School has effective and appropriate monitoring/reporting and filtering software is in place (Smoothwall). Any concerning internet material is alerted to the Head teacher/Deputy Headteacher and filtering element prevents children viewing it.					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
		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 (Smoothwall).					Further guidance is available at https://safeschools.org.uk/guide-and-resources/teachers-and-school-staff/appropriate-filtering-and-monitoring/appropriate-monitoring
		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).					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.
		Children do not have the opportunity to learn how to stay safe online and in and out of school.	The curriculum is carefully planned and monitored in order to equip children and young people with the skills to stay safe online, both in school and outside. Online safety is taught both discretely and is also integrated into the curriculum. Posters around school promote e-safety.					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/
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.	An effective process is in place to manage site visitors, including sub-contractors. All visitors are expected to follow strict protocols when visiting school, office staff ensure this process is fully adhered to.					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
		Settings do not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.	The school has appropriate vetting of external providers and carries out due diligence checks on visitors, speakers, the organisations they represent and the materials they promote or share. Birmingham No Platform Policy is followed. The school seeks advice and support from partners where necessary to make an assessment of suitability. This will also include due diligence exercises including references from					
		Staff including volunteers are not suitably vetted before working in school	School adheres to strict safer recruitment practices (including Warner interviews) and holds a robust single central record.					