Department for Education

Prevent risk assessment for schools

Person completing:			Date Implemented:	Date for review:

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 y our 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, o r 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 radic alisation

Risk 1 Islamist Terrorism - Global terrorist organisations continue to disseminate extremist content online. Content can be shared amongst peers and can appeal to the disenfranchised population, increasing the risk of radicalisation. • Participation in extremist forums online create a sense of online community limiting the need for offline interaction or demonstration of views in the physical space. • Material shared online both encourages and provides guidance, inspiring individuals to conduct attacks in the UK without need for direct instruction. • Aspirations to travel overseas to join terrorist organisations have re-emerged on a smaller scale. Any individual returning to the UK after engaging with these groups would likely have increased capability, posing a threat to national security. • The most significant threat is from a Self-Initiated Terrorist; an	**Risk 2 Right Wing.90% of cases adopted as a Channel case were males.** **73% of all cases adopted as a Channel case were white male**The online space remains the primary area of activity with unregulated platforms being utilised to share extreme content. This increases the risk of radicalisation, knowledge sharing and alternative communities being built online. • Radicalisation online is not always detected by protective influences, such as family, reducing the probability for prevention or detection. • Crisis narratives continue to promote the targeting of immigrants, Muslim & Jewish communities. Anti-LGBTQ+ and anti-establishment narratives have increased. • Activism and aggravated activism have continued with leaflets being disseminated, and protests held. Overt activity increases the risk of individuals being drawn in by crisis narratives and being radicalised. • The most significant threat is from a Self-Initiated Terrorist; an individual not directly aligned to a group, using low-sophistication attack methodology Prevent addresses all forms of terrorism. Of all the Channel cases adopted 45% were related to extreme right-wing	**Risk 3 Left-wing, Anarchist and Single-issue Terrorism - 1%** **90% of cases adopted as a Channel case were males.** **73% of all cases adopted as a Channel case were white male.** Activism and aggravated activism has remained prominent, however, falls below the terrorism threshold. • Protests resulting in criminal damage (aggravated activism), have been held by individuals affiliated to animal rights groups, Palestine Action and Anti-HS2 groups. • Anti-government sentiments have continued to be expressed, with some calling for violent action. • Crisis narratives shared are likely to radicalise the vulnerable and those dissatisfied with the establishment. • Although the majority of activity does not meet the extremism threshold the possibility remains that an individual could escalate their activity.	**The data tell us: Individuals aged 11 to 15 accounted for the largest proportion (50%) referrals, with individuals aged 14 and under accounting for 31%, followed by individuals aged between 21 and 30 (14%).** **18% related to individuals with conflicted concerns** **6% for Vulnerability present but no CT risk or ideology** **4% school masacar 2% for incel related concern 8778** **Prevent referrals made – 20% adopted at Channel panel – 17% adopted as a Channel case.** **36% of all referrals came from Education** **39% of all cases adopted by Channel were individuals aged 11 to 15** **42% of all referrals adopted as a Channel case were for 'Extreme Right-Wing concerns; 15% for Islamist Extremism; 9% were for Fascination with extreme violence or mass casualty attacks (where no other ideology); 7% for multiple ideologies; 1% for Incel;**				

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)							
Risk 1 **Islamist Terrorism** - The West Midlands had a higher number of Prevent Referrals than the national average and higher than the national average adopted as a channel case. Islamist Extremism & Terrorism (ISL) •The most significant threat to the Region from ISL is a Self-Initiated Terrorist (S-IT) acting independently using a low sophistication methodology, such as a blunt or bladed weapon or a vehicle as a weapon. An individual operating in this way is inherently unpredictable. •The aspiration to travel for extremist purposes has continued, this includes aspiration for travel to conflict zones. • Support and links to terror organisations is reported in the Region. This includes Islamic State, Al Qa'ida, Hamas and Al-Shabaab. •Radicalisation has occurred over the last year, this has been both online and in person. • Funding terrorist organisations has been reported, this	**Risk 2 Extreme Right-wing Terrorism** The West Midlands had a higher number of Prevent Referrals than the national average and higher than the national average adopted as a channel case. Extreme Right Wing Terrorism & Right Wing Extremism (ERWT & RWE) •The most significant threat from ERWT & RWE is a S-IT individual influenced by the online space utilising a low sophistication methodology, such as a blunt or bladed weapon or a vehicle as a weapon. •The online space has remained the primary area of activity, allowing access to extremist and terrorist content and communication between like-minded individuals on a national and international scale. •The dissemination of crisis narratives has continued, these have commonly linked to anti-immigration sentiment, anti-LGBTQ+ narratives, anti-government rhetoric, racism and support of Nazism. •Key figures have remained significant within reporting, this has included convicted terrorists such Brenton TARRANT and Anders BREIVIK as well as historical figures such as Adolf HITLER. •Homemade blunt and bladed weapons have been frequently reported over the last year, these are often preferable due to their ease of access and lack of legal restrictions. •The aspiration to acquire firearms remains high, however UK legislation prevents easy access to weapons. Attempts to	**Risk 3 Left-wing, Anarchist and Single-issue Terrorism** The West Midlands had a higher number of Prevent Referrals than the national average and higher than the national average adopted as a channel case. Left-Wing, Anarchist & Single-Issue (LASI) •Activism and aggravated activism has remained prominent, however, largely falls below the terrorism threshold. •Anti-Israel sentiment has been prominent in reporting and increased following the October 2023 Hamas attack. •Anti-police sentiment has continued, reported in line with other single-issue ideologies. • Support for foreign terror organisations, the Kurdistan Workers party (PKK) and Liberation Tigers of Tamil Eelam (LTTE) is identified despite such groups being focused on international issues	Local area - Chelmsley Wood Vulnerable places (hotspots for crime/exploitation/gang activity) Meriden Park and McDonalds are both hotspots within Chelmsley Wood forSafeguarding leaders to liaise regularly with Local Police to enhance knowledge about areas of the community that of concern for exploitation and gang related activity.crime and exploitation Safeguarding leaders ensure staff understand hotspots or areas of concern in the community where children may be vulnerable.			

Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Date for completion
	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 risk(s)?*		
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 the risks faced by the organisation. The Duty is not managed or enabled at a sufficiently senior level.	Prevent training for all staff undertaken by February 2026 (including SLT) N.C/The Key Updates feed through to staff as appropriate		*To ensure governors have PREVENT training*	JC/EL	Spring term 2026
		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.	Lead governor N.Lamond for safeguarding/Prevent lead J Curry is at appropriate seniority. Head Teacher and Lead DSL in charge of feeding through PREVENT training and updates. All staff know who the Prevent Lead is and that this person acts as a source of advice and support. Clear awareness of roles and responsibilities regarding PREVENT exist across the school. Further training is available for staff on PREVENT and local aspects of extremism Recruitment, selection and induction programmes exist which include a commitment to the ethos and values of the school.		*None*	EL/JC	
		Leaders do not communicate and promote the importance of the duty.	SLT and DSLs have updated trinaing and understanding of the PREVENT duty . Risk Assessments completed and actions identified.		*Prevent risk assessments to be shared and agreed by the governing body.* *Staff to have continued updates hen appropratie to ensure good understanding*	JC/ Chair of governors	Autumn term 2025

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		Leaders do not drive an effective safeguarding culture across the institution.	Leadership have clear understanding of reporting and referral mechanisms. Strong focus on British values and our attributes. Values include a commitment to tolerance, diversity and mutual respect promoting British values.		*None*	JC/ SLT	
		Leaders do not provide a safe environment in which children can learn.	Ensuring the sharing of safeguarding policies – staff sign to confirm the reading of such policies.		*New staff to be given policies to read/ sign All staff to have signed to say Prevent policy and risk assessment is understood.*	JC/ SLT	Ongoing when new staff arrive
		Leaders do not continue to revisit and promote our safeguarding approach across the year	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		*None*	JC/ SLT	Ongoing
		Leaders are not aware of key priorities for improving safeguarding practice.	Leaders use self-evaluation to identify key priorities for continuous improvement		*None*	JC/ SLT	
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 providers has strong partnerships with: • Local Safeguarding Children's Partnership • DSL / headteacher forums • LADO • Children and families Advice and training is sought from Solihull LA School leaders stay up to date with local developments and risks. The school is in regular communication with local police (PCSO) Records of referrals are kept on CPOMS Referrals are followed up appropriately (and challenged if necessary). DSL knows the process to contact other agencies and expedite concerns about extremism. All concerns regarding extremism are reported to CTU GATEWAY@westmidalnds.police.uk or for advice contact Force Intelligence Bure (FIB) 101 (west midlands) Ex 822 5801 Records of referrals are kept, and referrals are followed up appropriately.		*School to continue to develop strong partnerships with* *- Community safety partnerships* *- Police Prevent Team* *- Channel panel*	JC	Ongoing
		School does not have sufficient access to Prevent related materials from external sources.	Effective partnerships include: • Regular attendance at meetings, boards or forums • In receipt of newsletters e.g. Educate Against Hate • Being able to demonstrate effective partnerships by use of the referral process or involvement in Channel		*School to continue to attend relevant briefing and forums where necessary (e.g. DSL conference, Counter Terrorism Unit)*	JC/EL	Ongoing
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 is identified for all staff and put into the CPD calender each year. New information that comes into school is communicated to staff via staff updates and through staff meetings where approparite. Governors will be updated through committee meetings and invited to staff training events.		*Prevent CPD added to CPD claendar for staff and governors* *New information sent to school will be shared wth staff and governors via emails and in staff meetings where appropriate*	JC	Ongoing

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Staff training		All staff and 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. Governors do not access Prevent training or refresher training.	All staff and Governors attend safeguarding training and are familiar with key school safeguarding and statutory policies All staff and Governors attend Prevent training with a focus on Notice, Check, Share All training is quality assured		*Ensure that all new staff have completed the Prevent training*	JC/EL	Ongoing
		Governors cannot carry out their role to monitor the schools's prevent strategy effectively	Governors attend Prevent training and Prevent is on the Governor agenda for monitorings and updates.		*Ensure training is in place for governors on Prevent for those who have not already completed it* *Prevent is on the monitoring agenda for governors* *All training for staff and gvernors is recorded*	JC/EL	Spring term 2026
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 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		*None*	JC	
		Staff are not aware of the Prevent referral process.	School has clear processes for raising radicalisation concerns and making a Prevent referral.		*None*	JC	
Reducing Permissive Environments							

Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Date for completion
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.	Prosper Together MAT has codes of conduct for all staff (teaching and non-teaching staff) School ensures that discussions of controversial issues are carried out in a safe space.		*None*	JC	
		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.	Staff recruitment reflects the school values and all safer recruitment procedures are followed. Teaching is monitored by senior leaders through observations, book checks and is quality assured School embeds fundamental British values into the curriculum, while also ensuring specific discussions can take place in a safe environment. School assemblies also promote British values. Use of PSHE and RSE lessons for sensitive and supportve discussions.		*None*	JC	
		A culture of inequality or abuse is allowed to grow, enabling extremist ideology and hate to develop	Our behaviour policy clearly sets out that hateful behaviour is not tolerated. Staff know how to respond to witnessing harassment and abusive behaviour. Pupils are encouraged to challenge harassment or abusive behaviour among their peers.		*None*	JC	ongoing
	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 ensure appropriate internet filtering is in place. Using Smoothwall, SENSO and Mimecast. School equip children and young people with the skills to stay safe online, both in school and outside.		*None*	JC	
		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.		*None*	JS/JC	ongoing

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IT policies		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 a lead responsibility for safeguarding and child protection (including online safety). Online safety policy Acceptable use policy Preventing bullying policy Pupils are encouraged to report any material they come across online which makes them worried or uncomfortable. IT safety and monitoring systems, SENSO and Firewall for example: • The school IT network has appropriate filters to block sites deemed inappropriate or unsafe • Lightspeed filtering and monitoring system is in place with summary fed back to Headteacher and MAT IT lead School email accounts are monitored by IT staff / headteacher The ICT network has appropriate filters which block sites which are deemed to be inappropriate School has robust acceptable use procedures for both pupils and staff which include advice on inappropriate attempts to subvert the network. Pupils are encouraged to report to an adult any material which leaves them feeling worried or uncomfortable. Breaches in GDPR are referred to the data controller for review and recommendations PSHE, computing curriculum and online safety curricula specifically teach students about online safety and how to report concerns. Regular monitoring of Securus filtering system The curriculum reflects this duty. to the risk of radicalisation Online safety team. With teachers in each phase representing the school, DSL, ICT leads. The team meets half termly. CPOMs online safety reports analysed and acted upon – curriculum adapted		*None*	EL/DSLs	ongoing
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. All visitors to the school must be signed in at reception and wear ID badge. The school exercises "due diligence" in relation to requests from external speakers and organisations using school premises. Request an outline of what the speaker intends to cover/meet prior to event Research the person/organisation to establish whether they have demonstrated extreme views/actions. Visitors are never left alone with children. Deny permission for people/organisations to use school premises if they have links to extreme groups. Visitors are made aware of the person for who concerns are to be reported. Prosper Togther MAT carries out safer recruitment checks on all staff and promotes good safeguarding practice. With online searches taking place prior to interview. School ensure that at least one panel memeber is safer recruitment trainned. Staff recruitment reflects the school values and all safer recruitment procedures are followed.		*None*	Office staff/ SLT	ongoing

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		Settings do not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.	School 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. Visitors are to be accompanied around the school site by a member of staff at all times and approparite sadfeguarding checks are in place for those with a green lanyard		*Any new speakers to school to have due dilligence checks*	All staff	ongoing
		The setting does not conduct any due diligence checks on visitors or the materials they may use.	The private/commercial use of the institution's spaces is effectively managed & due diligence checks are carried out on those using/booking and organisations that they represent. Safegaurding policy shared, DBS and clear protocols for reporting any concerns.				

Support availale
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 availale

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

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.

Support availale

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

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

Support availale
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. 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/

Support availale
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 availale