



Department
for Education

Prevent risk assessment for schools

Person
completing:
Mrs Rose
Gunn

Date Implemented: September 2026

Date for review: Autumn 2027

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.

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

Although our pupils are aged 4 - 7 years, we remain alert to the fact that children and/or their families could be suseptable to Extremisim, including Islamic Extremism and Extreme Far Right White Extremisim. Our community is nearly 90% White British and again we reflect and understand that it could still happen at our school.	Risk 2	Risk 3	Risk 4					
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Local Risks
– risk of
radicalisati
on 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)

A number of Far Right Extremist groups and organisations have emerged out of the West Midlands. We know that some of these have been in active in local towns and cities, eg Coventry, Nuneaton and Bedworth. We remain alert to signs, symbols, language that indicate any association with these groups and ideologies. We provide training that includes an understanding of Far Right Extremism and remain alert that it could happen here.	Risk 2	Risk 3	Risk 4					
Leadership and Partnership								
Category	Risk	Hazard	Risk management	Rating	Further action needed	Lead officer	Date for completion	Support available
Leadership	<i>What is the risk here?</i>	<i>What are the hazards?</i>	<i>What has your institution put in place to ensure sufficient understanding and buy-in from Leadership?</i>		<i>What does your institution need to further action to address the</i>			Prevent CONTEST co-ordinators: Virtual Training Sessions Hhttps://www.gov.uk/government/publications/regional-contest-co-ordinators-virtual-training-

				identified risk(s)?			sessions/regional-contest-co-ordinators-virtual-training-sessions
	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 (including SLT, MDS etc) and governors. Risk Assessment in place and shared with staff.		Prevent Statement and Risk Assessment has been reviewed with all staff 28.09.26. Governors to be updated and informed alongside Safeguarding at next committee meeting Oct 26 and FGB Nov 2026	RG 28.09.26	
		Leaders do not have understanding and ultimate ownership of their internal safeguarding processes, nor ensuring that all staff have sufficient understanding and that	Lead for safeguarding/Prevent lead is at appropriate seniority - Rose Gunn Headteacher. All staff know who the Prevent Lead is and that this person acts as a source of advice and support.		All DSLs to complete Prevent in education: training for DSLs to ensure equally qualified.	RG 17.11.26	

	staff implement the duty effectively.					
	Leaders do not communicate and promote the importance of the duty.	Sufficient leadership ownership – risk assessments, safeguarding policies, etc. being signed off by Safeguarding Team & Governors.				
	Leaders do not drive an effective safeguarding culture across the institution.	Leadership have clear understanding of reporting and referral mechanisms.				
	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.				
	Culture in school does not promote safeguarding. Prevent training is not included in	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.				

		Induction training.					
		Leaders, including Governors do not carry out their role to monitor the school's Prevent Strategy effectively.	SLT, DSLs and Governors have a good understanding of their duty. All governors have read our child protection policy and Keeping Children Safe in Education (2026). We have a dedicated safeguarding link governor that oversees our compliance with the Prevent duty.	Governors need to update their knowledge and training on Prevent - Gov specific training available in Jan 2027	Chair of Governors & Headteacher	17.01.27	
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.	Staff record and report concerns in line with existing policies and procedures. All staff record and report concerns to the Prevent Lead or DSLs The school has strong partnerships with: • Local Safeguarding Children's Partnership • DSL / headteacher forums • LADO • Community Safety Partnerships • Police Prevent Team • Channel panel				Prevent duty guidance Outlines the requirements of the duty, including working in partnership with others. https://www.gov.uk/government/publications/prevent-duty-guidance/revise-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

	Staff are not confident or capable of working with external agencies and sharing concerns about extremism externally.	Prevent Lead does not make appropriate referrals to other agencies including the Multi-Agency Safeguarding Hub and Channel Panel.	The Prevent Lead makes appropriate referrals to other agencies including the Multi-Agency Safeguarding Hub (MASH) and Channel Panel. 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 the Head of Safeguarding in IFTL. • Records of referrals are kept, and referrals are followed up appropriately.				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
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.	Frontline staff including governors, do not understand what radicalisation means and why people may be vulnerable to being drawn into terrorism. There are no clear procedures in place for protecting children at risk of radicalisation.	Staff can demonstrate a general understanding of the risks affecting children and young people. All staff have read the Safeguarding Policy which includes a statement regarding the school's "Prevent" duty. All staff understand how to record and report concerns regarding risk of radicalisation.				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/ Prevent resources, guidance and support The department's Educate Against Hate website provides a range of training and guidance materials. www.educateagainsthate.com

		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. Training is broader than face to face or e-learning. Information to staff e.g. via staff updates, take place during the year through the school's Friday Briefing. All staff attended Safeguarding Training September 2026 All staff have read "Keeping Children Safe in Education", Sep 2026 The Prevent Lead has informed staff of their duties as set out in "The Prevent Duty: practical guidance for DSLs" (DfE, September 2026). All staff have completed the online Prevent Training (Home Office) Spring 2025 and are scheduled to refresh in December 2026			RG	08.12.26	
		Staff do not access Prevent training or refresher training and therefore do not have necessary knowledge or understanding to carry out their statutory duties.	Ensure all staff attend Prevent training with a focus on Notice, Check, Share			RG	08.12.26	

			Refresher training to take place regularly (every 2 years)		Due before Jan 2027	RG	08.12.26	
			Training is quality assured and evaluated for effectiveness on a regular basis (Use LA or DfE online training)					
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					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.					

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). Through PSHE/RSE and other curriculum activities, pupils are able to explore political, religious and social issues. Pupils are taught about the diverse national, regional and ethnic identities in the UK and the need for mutual respect. Relevant staff are aware of the government guidance : https://www.gov.uk/government/news/guidanceonpromoting-british-values-in-schools-published/				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.	Opportunities to promote British values are clearly identified within all curriculum areas and through the full safeguarding curriculum. School embeds fundamental British values into the curriculum, while also ensuring specific discussions can take place in a safe environment. Use of PSHE or RSE lessons for sensitive and supportive discussions on radical issues and extreme ideologies 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				

		Recruitment procedures and protocols are not robust enabling unsuitable individuals to influence and challenge British Values.	The school carries out safer recruitment checks on all staff.				
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 ensures appropriate internet filtering is in place (Uses filtering and monitoring as set by LA)				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
		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 (Staffsafe). Monthly E Safety reports highlight 'trigger' words and the users who have used them.				

		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 should take lead responsibility for safeguarding and child protection (including online safety). The school has policies in place which make reference to the 'Prevent Duty': 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, 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 HT and WCC. • School email accounts are monitored by IT staff				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/
		Children are not taught about on-line safety with specific reference to the risk of radicalisation and therefore are vulnerable to exploitation.	School equips children and young people with the skills to stay safe online, both in school and outside. The curriculum reflects this duty.				

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. 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.					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 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.		Protocols and expectations are set out in KCSIE 2026 as well as Staff Code of Conduct, coloured lanyard system indicates 'clearance' and DBS checks that have been undertaken. 'Visitors' are not left alone without appropriate DBS checks. 'Speakers' are always accompanied by school staff.	SBM	Oct-26	

		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. The setting seeks advice and support from partners where necessary to make an assessment of suitability.					