

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 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

<p><b>Risk 1 The threat of terrorism</b> The Terrorism Act 2006 defines 'terrorism' as an action or threat designed to influence the government or intimidate the public. Its purpose is to advance a political, religious or ideological cause. In summary, terrorism is an action that endangers or causes serious violence to a person or people causes serious damage to property, or seriously interferes with or disrupts an electronic system is designed to influence the government or to intimidate the public</p>	<p><b>Risk 2 The extremism threat</b> Settings should not only be alert to violent extremism but also nonviolent extremism, including certain divisive or intolerant narratives which can reasonably be linked to terrorism. Some groups and organisations that promote extremist ideologies are not proscribed terrorist groups or organisations. These groups support divisive or hateful narratives towards others but may not promote extreme violence. For example, they may hold views that support the distrust or hatred of people with different faiths or</p>	<p><b>Risk 3 Online safety</b> Learners are at risk of accessing inappropriate and harmful extremist content online. There is a rapid proliferation of terrorist content online and the internet has become the preferred avenue for those searching for terrorist propaganda. This could include downloading or sharing terrorist material, which could be a criminal offence. The most recent data published shows the continued high numbers of under 18's being arrested for terrorism offences. The latest data indicates that 14% of those arrested year ending 31st March 2023 were 17 and under. The internet and</p>	<p><b>Risk 4 Online radicalisation</b> Concerns that a learner is being radicalised online Any learner who uses the internet can be at risk of online abuse. Education settings need to be aware of the risks and talk to learners about staying safe online. If you're concerned that a learner is susceptible to radicalisation online, you should follow your normal safeguarding procedures. Radicalisation is like grooming. Whether this happens online or offline, you should treat it in the same way</p>
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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? Eg. local extremist activity (groups active in the area)

<p><b>Online safety</b> Learners are at risk of accessing inappropriate and harmful extremist content online. There is a rapid proliferation of terrorist content online and the internet has become the preferred avenue for those searching for terrorist propaganda. This could include downloading or sharing terrorist material, which could be a criminal offence. The most recent data published shows the continued high numbers of under 18's being arrested for terrorism offences. The latest data indicates that 14% of those arrested year ending 31st March 2023 were 17 and under. The internet and social media make spreading divisive and hateful narratives to millions of people easy. The barriers that existed with in-person terrorist group activity in the past have been removed to be replaced with an online environment which is built for ease of access</p>	<p><b>Visitor/venue hire risk:</b> risk that external speakers or hirers could promote extremist narratives if vetting is weak; schools should maintain strong policies and pre-vent checks. [gov.uk]</p>	<p><b>Awareness of local referral pathways:</b> ensure staff know Stoke-on-Trent Channel arrangements and Staffordshire Police Prevent contacts. [stoke.gov.uk], [staffordsh....police.uk]</p>	<p><b>Online radicalisation</b> Concerns that a learner is being radicalised online Any learner who uses the internet can be at risk of online abuse. Education settings need to be aware of the risks and talk to learners about staying safe online. If you're concerned that a learner is susceptible to radicalisation online, you should follow your normal safeguarding procedures. Radicalisation is like grooming. Whether this happens online or offline, you should treat it in the same way.</p>
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Leadership and Partnership

Category	Risk	Hazard	Risk management	Rag	Further action needed	Support available
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 (prevent duty 17)			Prevent e-learning
Leadership	The values and ethos of St Anne's C.E. primary School are unsuitable for promoting resilience against extremist ideologies and promoting British values	<p>Leaders (including governors) 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>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>Leaders do not drive an effective safeguarding culture across the institution.</p> <p>Leaders do not provide a safe environment in which children can learn.</p> <p>Leaders do not review the safeguarding reporting procedures effectively which could lead to incidents being missed.</p> <p>Leaders do not audit their safeguarding provision and identify areas that need improving.</p> <p>Leaders do not communicate and promote the importance of the dut</p>	<p>Prevent training/briefing for staff (including SLT) and governors. All staff complete full Prevent training bi-annually and recap with a Prevent 'quiz' in the first term of the 'offyear'. Prevent briefing is part of the annual safeguarding training for all staff.</p> <p>Lead governor for safeguarding/Prevent lead is at appropriate seniority and meets regularly with the headteacher to discuss safeguarding processes within St Anne's C.E. primary School.</p> <p>Leadership have clear understanding of reporting and referral mechanisms. The fundamental British Values are represented and reinforced within the values and ethos of St Anne's C.E. primary School. The British Values are linked closely to St Anne's C.E. primary School's Golden Rules and shared through stories, news and discussion with the children. British Values are shared with parents via the communication channels.</p> <p>Ensuring the sharing of safeguarding policies – staff sign to confirm the reading of such policies. Time is dedicated to safeguarding training, including discussion of scenarios at the beginning of each academic year and throughout the year</p> <p>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. DSL reviews usage and reporting on CPOMs system to ensure all staff have working access and are up to date with any system changes. This is reviewed by governors as a standing item on the HT report at Full Governing Body</p> <p>The headteacher uses the Staffordshire 175/157 audit tool to identify key priorities for continuous improvement. This audit is then used to inform St Anne's C.E. primary School improvement plan. The headteacher shares the audit with the Senior Leadership Team and the Full Governing Body to ensure there is a shared understanding of systems and processes, and to highlight areas for continued development.</p> <p>Sufficient leadership ownership – risk assessments, safeguarding policies, etc. being signed off by SLT and shared with all staff. Relevant policies are held both on internal system and printed to read in staff areas. There are copies of safeguarding policies on St Anne's C.E. primary School website. Governors review policies as part of their review cycle</p>			<p>Home Office offer a free e-learning package on Prevent covering:</p> <ul style="list-style-type: none"> <li>- Prevent awareness</li> <li>- Prevent referrals</li> <li>- understanding Channel</li> </ul> <p>Users that complete this training will receive a certificate.</p> <p><a href="https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/">https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/</a></p>
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	<p>St Anne's C.E. primary School has working partnerships with:</p> <ul style="list-style-type: none"> <li>- Local Safeguarding Children's Partnership</li> <li>- DSL / headteacher forums</li> <li>- LADO</li> <li>- Community Safety Partnerships</li> <li>- Police Prevent Team</li> <li>- Channel panel</li> <li>- Child and family</li> </ul> <p>The headteacher attends regular community meetings run by the local youth support team alongside other local educational settings, YCP, health, ACSOs and police, in order to maintain a good understanding of local risks.</p>			<p><b>Prevent duty guidance</b></p> <p>Outlines the requirements of the duty, including working in partnership with others.</p> <p><a href="https://www.gov.uk/government/publications/prevent-duty-guidance/revision-prevent-duty-guidance-for-england-and-wales#ic-a-risk-based-approach-to-the-prevent-duty">https://www.gov.uk/government/publications/prevent-duty-guidance/revision-prevent-duty-guidance-for-england-and-wales#ic-a-risk-based-approach-to-the-prevent-duty</a></p> <p><b>Understanding channel</b></p> <p>An overview of channel support and the Prevent Multi-Agency Panels (PMAP).</p>
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 broader than face to face or e-learning. Regular communication of information to staff e.g. via staff updates, notices, emails.			<p><b>Prevent e-learning</b></p> <p>Home Office offer a free e-learning package on Prevent covering:</p> <ul style="list-style-type: none"> <li>- Prevent awareness</li> <li>- Prevent referrals</li> <li>- understanding Channel</li> </ul>

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Staff training	Staff do not access Prevent training or refresher 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.	All staff and Governors are expected to attend safeguarding training and are familiar with key school safeguarding and statutory policies. Staff who are unable to attend whole staff training will receive training at the next earliest possible date. Training logs are kept to ensure all staff have received timely training.			<p>Users that complete this training will receive a certificate.</p> <p><a href="https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/">https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/</a></p> <p><b>Prevent resources, guidance and support</b></p> <p>The department's Educate Against Hate website provides a range of training and guidance materials.</p> <p><a href="http://www.educateagainsthate.com">www.educateagainsthate.com</a></p>
		DSLs and senior staff do not have a good understanding of local threat levels, issues and/or local support	Ensure SLT and DSLs receive additional support from local partnerships and training on local processes for Prevent. DSL to attend DSL network meeting (half-termly) and community			
		Staff do not feel confident sharing information with partners regarding radicalisation concerns.	St Anne's C.E. primary School has a culture of safeguarding that supports effective arrangements to:			
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.	<ul style="list-style-type: none"> <li>Identify children who may need early help or who are at risk of neglect, abuse, grooming or exploitation</li> <li>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</li> </ul>			<p><b>Resources to support information sharing</b></p> <p>The department has published guidance on making a Prevent referral.</p> <p><a href="https://www.gov.uk/guidance/making-a-referral-to-prevent">https://www.gov.uk/guidance/making-a-referral-to-prevent</a></p>
		Staff are not aware of the Prevent referral process.	St Anne's C.E. primary School has clear processes for raising radicalisation concerns and making a Prevent referral.			
<b>Reducing Permissive Environments</b>						
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.	St Anne's C.E. Primary School has a culture of safeguarding that supports effective arrangements to:			<p><b>Resources for having difficult classroom conversations</b></p> <p>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.</p> <p><a href="http://www.educateagainsthate.com">www.educateagainsthate.com</a></p> <p><a href="http://www.educateagainsthate.com/category/teachers/classroom-resources">www.educateagainsthate.com/category/teachers/classroom-resources</a></p> <p><a href="http://www.educateagainsthate.com/category/teachers/classroom-resources/?filter=lets-discuss">www.educateagainsthate.com/category/teachers/classroom-resources/?filter=lets-discuss</a></p>
		Children are not aware of controversial issues	St Anne's C.E. Primary provides opportunities within the curriculum to discuss controversial issues and for students to develop critical thinking and digital literacy skills			
		Discussions of controversial issues/concerns are not facilitated	St Anne's C.E. Primary ensures that discussions of controversial issues are carried out in a safe space with			
		Fundamental British Values are not explicitly taught.	St Anne's C.E. Primary embeds fundamental British values into the curriculum, while also ensuring specific discussions can take place in a safe environment.			
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	Students can access terrorist and extremist material when accessing the internet at the institution.	St Anne's CE Primary School ensure appropriate internet filtering is in place.			<p><b>Web filtering and online safety</b></p> <p>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.</p> <p><a href="https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges">https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges</a></p> <p>Further guidance is available at <a href="https://saferinternet.org.uk/guide-and-resource/teachers-and-school-staff/appropriate-filtering-and-monitoring/appropriate-monitoring">https://saferinternet.org.uk/guide-and-resource/teachers-and-school-staff/appropriate-filtering-and-monitoring/appropriate-monitoring</a></p> <p>You can test whether your internet service provider removes terrorist content at <a href="http://testfiltering.com/">http://testfiltering.com/</a></p> <p>The Joint Information Systems Committee (JISC) can provide specialist advice and support to the further and higher education sectors to help providers</p>
		Students may distribute extremist material using the institution IT system.	St Anne's CE Primary School ensures that there is a clear reporting process in place should filtering systems flag any safeguarding or Prevent-related concerns.			
		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.			
		Unclear linkages between IT policy and the Prevent duty. No consideration of filtering as a means of restricting access to harmful	The designated safeguarding lead takes responsibility for safeguarding and child protection (including online safety).			
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.	There is a clear process in place to manage site visitors, including sub-contractors. All visitors report to the front office and use the digital sign-in system. ID is sought in all instances for visitors from outside of the St Anne's C.E. Primary staff/governor team.			<p><b>Political Impartiality Guidance</b></p> <p>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.</p> <p><a href="https://www.gov.uk/government/publications/political-impartiality-in-schools/political-impartiality-in-schools-the-law">https://www.gov.uk/government/publications/political-impartiality-in-schools/political-impartiality-in-schools-the-law</a></p>
		Settings do not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.	St Anne's C.E. Primary 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 St Anne's C.E. primary School's building/grounds is effectively managed & due diligence checks are carried out on those using/booking and organisations that they represent			