Department for Education

Prevent risk assessment for schools

Person completing:			Date Updated: SEPT 2025

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 radicalisation; internet, social media and gaming / gaming adjacent platforms	Boys as risk group (89% of Prevent referrals for males) between April 2023-March 2024	40% of referrals for children between 11-15 (largest proportion of all referrals) 13% of referrals for 16-17 year olds (second largest proportion of all referrals) The median age range of all Prevent referrals is 12-16 years	Trends linking susceptibility to radicalisation to mental health issues and neurodiversity	Self-initiated terrorism using bladed or blunt force weaponry	The threat from Islamist terrorism remains most

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)

Extremist individuals and groups based in / with links to West Yorkshire including National Action, Patriotic Alternative, the Hundred Handers (White nationalist groups), Yorkshire Rose (Amanda Smith)	Extreme Right Wing influence and activity – ERW was the second highest recorded ideology in all referrals in Calderdale in 2024	Males as a risk group for radicalisation – 88% of referrals across the North East	Referrals for Islamist ideology have decreased by 33% since 2023 and represent a small proportion of referrals in Calderdale. This is despite the number of minors being investigated for Islamist Terrorism in the police-led space being greater than ERWT in the North East. Therefore, early identification of Islamist ideology is crucial to prevent minors from becoming involved in criminal activities.

Leadership and Partnership

Category	Risk	Hazard	Risk management	Support availale
	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?*	**Prevent e-learning** Home Office offer a free e-learning package on Prevent covering:
	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.	General DSL training for all pastoral and SLT staff. Prevent training for all staff was completed face to face June 24 , more specific training for dSL via calderdale safeguarding prevent lead	- 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/

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Leadership		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 Safeguarding governor completed Prevent training via the Key and came to whole staff training	
		Leaders do not communicate and promote the importance of the duty.	Secure policy in consultation with cadlerdale safeguarding team, visiable posters, communication to parents, students and other stakeholder	
		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.	We ensure the sharing of safeguarding policies – staff sign to confirm the reading of such policies. Via IAM COMPLIANT	
		Leaders do not know how to be 'professionally curious' to prevent needs and trends	We promote a strong safeguarding culture through regular training, discussions, etc with senior staff visibly involved. Clear induction for new members of staff and trainee teachers	
		Leaders do not update policy or training with contextual information	Leaders use self-evaluation to identify key priorities for continuous improvement	
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 • Community Safety Partnerships • Police Prevent Team • Channel panel • Child and family	**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
		Staff are unaware of local risks and indicators	Leader attends all DSL meetings and subscribes to Key safeguarding for updates and uses fact sheets to communicate issues. Also subscribe to newsletters from educate against hate • 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	
Capabilities				

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	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	We have face to face or followed by e-learning by the key . We also communicate via our weekly briefings.	**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
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.	we ensure all staff attend safeguarding training and are familiar with key school safeguarding and statutory policies. They have sept inset and sign iamcompliant. Governors complete thorough online training.	
		Staff do not access Prevent training or refresher training.	In person training to be completed In June form external provider. Previous via the Key and DSL. The dsl attends prevent updates and training via local safeguarding partnership.	
		Training becomes out of date	dsl keeps an up to date record	
	Staff do not share information with relevant partners in a timely manner.	Staff do not feel confident sharing information with partners regarding radicalisation concerns.	We have embedded 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 deparment has published guidance on making a Prevent referral. https://www.gov.uk/guidance/making-a-referral-to-prevent

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Information Sharing		Staff are not aware of the Prevent referral process.	all safeguarding concerns go through the same process in school	
Reducing Permissive Environments				
	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.	We have a code of conduct for all staff and it is clear in the schools behaviour policy that any form of hatred is considered serious misbehaviour.	**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
Building children's resilience to radicalisation		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. We have a thoruough PD/PSHE progamme that covers SMSC and british valaues wchich is upported by tutorials and assembly programme. This is QA by the senior leader for PD. It is also mapped in opther areas of the curricum that allow students to discuss cotnroversial ideas to devleop criritcal thinking. Lesson are also had on misinformation, fake news and how online hate can spread quickly	

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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.	We have a mobile phone policy that only allows use in designated social spaces for y11 and 6th form, and staff ar einstructced to monitor use in class. We currently use Senso to filter inappropriate searches	**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/
		Students may distribute extremist material using the institution IT system.	There is a clear reporting process in place should filtering systems flag any safeguarding or Prevent- related concerns. The DSL will receive a weekly update as well as timely alerts	
		Children themesleves know how to stay safe and report worries	Online safety is taught via ICT and our PD lessons. In addition to a annual prevent assembly.	
		Students do not know how to safe safe	As part of our IT curriculum we equip children and young people with the skills to stay safe online, both in school and outside.	
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.	The Hr lead vets site visitors, including sub-contractor and speakers.	**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 HR lead carries out due diligence checks on visitors, speakers, the organisations they represent and the materials they promote or share. Staff will always be present during workshops or talks	
		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.	