



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 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 a 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

Risk 1 AQ/IS (Islamic State) Inspired Terrorism

An inspired terrorist attack in the UK is assessed as substantial (likely), with most of the threat being predominantly Al Qaeda/Da'esh inspired.

Risk 2 Extreme Right wing, the threat from

an ERWT attack in the UK is a realistic possibility.

Risk 3 Online Extremism Young people are

actively seen to be engaging in online extremism and displaying extremist views, this is apparent across all of the ideologies.

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

Risk 1 68% of Leicester Counter Terrorism investigations relate to Islamist Extremism. 13% of all investigations involve minors (under 18 years old). Most subjects of interest with an Islamist Extremist ideology resides within the City area (89%); predominantly in the East Leicester locality.

Risk 2 26% of Leicestershire CT investigations relate to Extreme Right-Wing Terrorism. 53% of referrals relate to minors.

Risk 3 Online Extremism. The majority of Leicestershire investigations have some online element, however 55% of Leicestershire investigation predominantly focus on Online Extremism. 29% of online investigations involve minors.

Leadership and Partnership

Category	Risk	Hazard
Leadership	<i>What is the risk here?</i>	<i>What are the hazards?</i>
	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.
		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.

Category	Risk	Hazard
Leadership		Leaders do not communicate and promote the importance of the duty.
		Leaders do not drive an effective safeguarding culture across the institution.
		Leaders do not provide a safe environment in which children can learn.
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.

Category	Risk	Hazard
Working in Partnership		
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
		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.

Category	Risk	Hazard
Staff training		Staff do not access Prevent training or refresher training.
		Governors do not understand the CT risks
		Training is not consistent
		Training updates aren't provided
		Training is not of a good quality and doesn't use the CTPL
	Staff do not share information with relevant partners in a timely manner.	Staff do not feel confident sharing information with partners regarding radicalisation concerns.

Category	Risk	Hazard
Information Sharing		Staff are not aware of the Prevent referral process.
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.

Category	Risk	Hazard
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.
		Teachers do not have high expectations for their students, students can have inappropriate conversations in their classrooms.

Category	Risk	Hazard
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.
		Students may distribute extremist material using the institution IT system.
		Unclear linkages between IT policy and the Prevent duty. No consideration of filtering as a means of restricting access to harmful content.
		Students do not know how to keep themselves safe online and demonstrate risk taking behaviours.
	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.

Category	Risk	Hazard
Visitors		Settings do not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.
		The setting does not conduct any due diligence checks on visitors or the materials they may use.

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Oct-26

and on safeguarding students vulnerable to radicalisation. Schools should assess the risk of

activity that will address the risk will vary but should be proportionate to the level of risk,

Risk 4 Self-initiated Terrorists (S-ITs) are the most dominant CT threat to the UK (methodology). They are individuals who plan attacks independently of a terrorist network. Self-Initiated Terrorists (S-ITs). Self initiated terrorism is the greatest terrorist threat to the UK. It is likely that any attack in the UK will be conducted by a S-IT.

in the area)

Risk 4 Self-Initiated Terrorists (S-ITs).

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Risk management	Rag	Further action needed	Lead office	Date for completion	Support available
<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</i>			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 training/briefing for staff (including SLT) and governors.		Lead to attend training on 6th Feb 2026			
The Chair is our prevent governor.		Whole School training in May 2026 then delivered annually with safe guarding training.			

Risk management	Rag	Further action needed	Lead office	Date for completion	Support available
Sufficient leadership ownership – risk assessments, safeguarding policies, etc. being signed off by SLT.					
Leadership have clear understanding of reporting and referral mechanisms.					
Ensuring the sharing of safeguarding policies – staff sign to confirm the reading of such policies.					
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					
Leaders use self-evaluation to identify key priorities for continuous improvement					
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

Risk management	Rag	Further action needed	Lead office	Date for completion	Support available
Effective partnerships might 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					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-ee-mail.co.uk/Signup/d6659277ec9fa9e9d40262208d4e94ac
Training is broader than face to face or e-learning. You should consider how to communicate information to staff e.g. via staff updates, notices, emails					Prevent e-learning Home Office offer a free e-learning package on Prevent covering: - Prevent awareness - Prevent referrals - understanding Channel
Ensure all staff attend safeguarding training and are familiar with key school safeguarding and statutory policies					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

Risk management	Rag	Further action needed	Lead office	Date for completion	Support available
Ensure all staff attend Prevent training with a focus on Notice, Check, Share					
Ensure governors attend Prevent training					
Ensure SLT and DSL receive additional support from local partnerships and training on local processes for Prevent					
Maintain records of all staff and governor training					
Refresher training to take place regularly					
Training is quality assured and evaluated for effectiveness on a regular basis					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
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					

Risk management	Rag	Further action needed	Lead office	Date for completion	Support available
The provider has clear processes for raising radicalisation concerns and making a Prevent referral.					
The institution has codes of conduct for all staff (teaching and non-teaching staff)					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

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The institution carries out safer recruitment checks on all staff					www.educateagainsthate.com/category/teachers/classroom-resources/?filter=lets-discuss
Teaching is monitored by senior leaders through observations, book checks and is quality assured					
The institution provides opportunities within the curriculum to discuss controversial issues and for students to develop critical thinking and digital literacy skills					
Settings should ensure that discussions of controversial issues are carried out in a safe space.					
The institution embeds fundamental British values into the curriculum, while also ensuring specific discussions can take place in a safe environment.					

Risk management	Rag	Further action needed	Lead office	Date for completion	Support available
Settings should ensure appropriate internet filtering is in place.					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.
Settings should ensure that there is a clear reporting process in place should filtering systems flag any safeguarding or Prevent- related concerns.					
The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety).					
Settings should equip children and young people with the skills to stay safe online, both in school and outside.					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/
A process is in place to manage site visitors, including sub-contractors.					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.

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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.					https://www.gov.uk/government/publications/political-impartiality-in-schools/political-impartiality-in-schools#the-law
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.					