

Prevent risk assessment for schools

Person completing: Helen Walsh			Date Implemented: May 2026	Date for review: May 2027			

National Risks – risk of radicalisation generally

Risk 1 The UK threat level has been at SUBSTANTIAL (meaning an attack is likely)since 09/02/2022. It is assessed that an attack would most likely be conducted by a '**self-initiated terrorist**' (S-IT) acting independently of an established terrorist group or organisation. The public should remain vigilant and report any concerns they may have to the Police at www.gov.uk/ACT or call 101. In an emergency where there is immediate risk to life or property, always use 999.	**Risk 2** A self-initiated terrorist attack could relate to either **Islamist terrorism (IT) or Extreme Right-Wing Terrorism** (ERWT) and would likely involve low-sophistication methods.						

Local Risks – risk of radicalisation in your area and institution

Risk 1 A self initiated attack has already impacted the area following the Forbury Gardens terrorist attack in 2020 and the loss of one Wokingham teacher. ◊The overall risk means spotting the signs within schools and intervening early are important , use NOTICE CHECK SHARE as a reminder to staff	Risk 2 Thames Valley continues to face a persistent threat from both Islamist Terrorism (IT) (an attack is considered likely) and Extreme Right Wing Terrorism (ERWT) (an attack is considered a realistic possibility). Propaganda relating to both IT and ERWT continues to circulate and be easily accessible online, and each uses local, national and international events to promote grievance narratives and encourage attacks. Attacks are highly likely to target victims or locations of symbolic, iconic or ideological significance, or which relate to an attacker's specific grievances. ◊Training, awareness-raising, liaison between partner agencies ◊Protective security also remain key to the early identification of self-initiated terrorist threats	**Risk 3** . Local statistics for Prevent referrals and CT arrests confirm the continuing increase in young people (minors and under 25s) coming to attention for extremist or terrorism-related activity. A significant proportion of these young people experience mental health, cognitive, behavioural, emotional or familial difficulties and at least half are active online to varying degrees. 47% of minors coming to Prevent attention in the Thames Valley display an ideology, and 49% display a 'Vulnerability present but no ideology or CT risk'. ◊ Local initiatives should consider how to engage with younger audiences, including those in geographically or socially isolated communities. ◊ Safeguarding initiatives focused on online behaviour and resilience to grievance narratives are necessary to help mitigate the risks of unsupervised online activity and the often 'passive' exposure to extremist content.	**Risk 4** The ideological landscape is influenced by local, national and international concerns used as a vehicle to promote grievance narratives and racial, ethnic or religious hatred. Small boat landings, local authority and hotel housing of asylum seekers and immigrants, and the Israel-Hamas conflict have resulted in local community tension, peaceful vigils and local activism. Cultural nationalist and white nationalist groups, and others who sympathise with them, have attended hotels and planned immigrant housing locations to protest and have used the issue to highlight anti-immigrant and pro-British narratives. This is likely to continue in 2024. The Israel-Hamas Conflict has since October 2023 provoked renewed hatred of both Jews and Palestinian Muslims from those sympathising with opposing sides of the conflict. Future unanticipated events could have similar implications. ◊ Prevent-related training will support local staff to recognise the implications of emerging issues and identify those vulnerable to radicalisation.◊ Schools should maintain awareness of the Israel-Hamas conflict alongside any local community tensions				

Leadership and Partnership

Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Date for completion	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 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) 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.	All staff complete Prevent Awareness training. Governors are asked to complete this module. DSL/DDSL's complete prevent and referral modules of the online Prevent training every two years.		*Ensure all staff and governors complete Prevent training*	Helen Walsh and Clerk to governors	Ongoing with new staff/governors	**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/
		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.	Prevent Risk assessment completed and shared with staff and governors. Link shared in Safeguarding policy. Annual safeguarding audit completed. Staff read safeguarding policy and do online USC on induction and refreshers/updates.		*Share with new staff and governors*	Helen Walsh and Clerk to governors	Ongoing	
		Leaders do not communicate and promote the importance of the duty.	Ensure risk assessment is shared and prevent training is completed, safeguarding is a priority and information is disseminated to staff who have a clear understanding of reporting and referral processes.		*Share at inmduction*	Helen Walsh	Ongoing	
		Leaders do not drive an effective safeguarding culture across the institution.	Safeguarding is embedded within the ethos and culture of the Centre, staff are aware of reporting any concerns, conversations etc. Safer recruitment requirements are completed for all new members of staff.		*Ongoing*	Helen Walsh	Ongoing	
		Leaders do not provide a safe environment in which children can learn.	Staff confirm that they have read, understand and will implement the safeguarding policy and keeping children safe in Education document at induction or when it is reviewed and shared. All areas of the Centre are safe for children to learn,		*Ongoing*	Helen Walsh	Ongoing	
		Leaders do not provide ongoing training for staff	There is a promotion of a safeguarding culture through regular training and discussions. There is a clear induction for new members of staff. Safeguarding audit completed annually, self evaluation identifies key priorities to include in Centre		*Ongoing*	Helen Walsh	Ongoing	
		Leaders/Managers do not understand factors that may impact families	Staff receive training on trauma, ACE's and Prevent to help identify families		*Ongoing, new staff to have trauma and ACE's training*	Helen Walsh	Ongoing	
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 Centre has strong partnerships with: Other Schools, nurseries and settings** • **Local Safeguarding Children's Partnership** • **DSL / headteacher meetings** • **LADO** • **Community partners** • **Police** • **Child and family**		*Ongoing*	Helen Walsh	Ongoing	**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**

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	**Staff and Governors complete Prevent training, Safeguarding is embedded within the Centre. Staff are updated regularly through online training, face to face training, meeting minutes, emails.**		*Ongoing*	Helen Walsh	Ongoing	**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.	**Staff attend safeguarding training and are familiar with the Centre's safeguarding and statutory policies. Staff complete training on online safety which highlights dangers.**		*Ongoing*	Helen Walsh	Ongoing	
		Staff do not access Prevent training or refresher training.	**Staff do the online Prevent training and any updates are disseminated, any training is put on the training database.**		*Ongoing*	Helen Walsh	Ongoing	

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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 Centre 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		*Ongoing*	Helen Walsh	Ongoing	**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 Centre has clear processes for raising radicalisation concerns and making a Prevent referral included in the Safeguarding policy. DSL/DDSL's do the additional Prevent referral module.		*Ongoing*	Helen Walsh	Ongoing	
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 Centre delivers the EYFS curriculm and builds resilance by ensuring opportunities are given for children to learn right from wrong, mix and share with other children and value others views, know about similarities and differences between themselves and others and challenge negative attitudes and stereotypes. Staff promote fundamental British values.		*Ongoing*	Helen Walsh	Ongoing	**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.	The Centre promotes Fundamental British Values and has a charter, staff receive training.		*Ongoing*	Helen Walsh	Ongoing	
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.	The Centre ensures appropriate measures have been taken to ensure the children are safe online, both in the setting and outside (for example, engagement with parentsand sharing information about using the internet etc) filtering and monitoring systems are in place and staff are aware of how to report concerns. Filtering and monitoring checks are done termly.		*Ongoing*	Helen Walsh	Ongoing	**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.	The Centre has clear reporting processes in place and filtering/monitoring systems flag any safeguarding or Prevent-related concerns. Filtering and monitoring checks are done termly.		*Ongoing*			
		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 lead responsibility for safeguarding and child protection (including online safety), filtering and monitoring. The CBM takes responsibility for procurements and liasing with IT companies.		*Ongoing*	Helen Walsh	Ongoing	
		Children and families are unaware of online dangers	The Centre equips children and families with the skills to stay safe online, both in school and outside. Online safety presentation is shared with families, staff talk to children about the use of technology.		*Ongoing*	Helen Walsh	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.	Policies and procedures are in place to manage site visitors, including sub-contractors. Including them not being left alone with children.		*Ongoing*	Helen Walsh	Ongoing	**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-impartialty-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 Centre has a robust risk assessment and carries out due diligence checks on visitors. Visitors are not left unsupervised with the children.		Ongoing	Helen Walsh	Ongoing	
		The setting does not conduct any due diligence checks on visitors or the materials they may use.	Information is obtained from visitors to enable us to put them on our SCR, visitors sign in and are given appropriate lanyards, visitors are not left alone with children.		Ongoing	Helen Walsh	Ongoing	