

Prevent risk assessment for schools

Person completing: _____ Date Implemented: _____ Date for review: _____

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

- Extreme right-wing extremism and anti-migrant narratives
- Hate-based rhetoric and discriminatory language becoming normalised
- Online radicalisation through social media, gaming platforms and online forums
- National rise in youth online radicalisation and conspiracy-based content
- Misogynistic language and harmful online influencer culture
- Increased exposure to harmful online communities and extremist narratives
- Vulnerable students with EBSA, SEMH or SEND being isolated online

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)

- North Devon context presents a greater likelihood of exposure to extreme right-wing narratives than Islamist extremism
- Some evidence of anti-migrant sentiment within the local community
- Rising incidents of misogynistic, discriminatory and homophobic language across both schools
- One Prevent referral linked to incel-related language at Atlantic Academy (did not meet Channel threshold)
- High levels of EBSA and mental health vulnerability at Atlantic Academy increase online safeguarding vulnerability
- Some students vulnerable to harmful online content and extremist narratives
- County lines risk considered relatively low locally but monitored through safeguarding and police partnership work
- Online vulnerability concerns monitored through safeguarding systems and Lightspeed filtering alerts

Leadership and Partnership

Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Date for completion	Support available			
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 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 is overseen through the shared safeguarding leadership structure across Atlantic Academy and Bideford College. Senior leaders, DSL/DDSLs and safeguarding governors have clear safeguarding oversight. Prevent is embedded within wider safeguarding, online safety and behaviour systems.	Green				<p>Prevent e-learning</p> <p>Home Office offer a free e-learning package on Prevent covering:</p> <ul style="list-style-type: none"> - Prevent awareness - Prevent referrals - Understanding Channel <p>Users that complete this training will receive a certificate.</p> <p>https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/</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.	Safeguarding processes are clearly owned by senior leaders and the DSL team. CPOMS is used to record and monitor concerns. Staff receive safeguarding induction and updates, with DSL/DDSL oversight of implementation.	Green							
		Leaders do not communicate and promote the importance of the duty.	Prevent is communicated as part of wider safeguarding expectations. Staff are reminded through safeguarding updates, CPD, policy expectations and escalation routes.	Green							
		Leaders do not drive an effective safeguarding culture across the institution.	Both schools have a strong safeguarding culture with clear DSL/DDSL structures, CPOMS recording, Whisper anonymous reporting, pastoral oversight and regular safeguarding discussion.	Green							
		Leaders do not provide a safe environment in which children can learn.	Behaviour, safeguarding, online safety and visitor procedures support a safe learning environment. Discriminatory language, misogyny, bullying and online harms are addressed through policy, sanctions and safeguarding follow-up.	Green							
		Local Context	Local North Devon context presents some risk of exposure to extreme right-wing, anti-migrant or hate-based narratives. This is monitored through safeguarding leadership, behaviour data, police links and contextual safeguarding discussions.	Amber	Continue reviewing local contextual risks through safeguarding meetings and fortnightly police liaison.				01/09/2026	CJV	
Working in Partnership	The setting is not fully apprised 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.	Both schools maintain links with Devon safeguarding partners and police. Police officers attend both schools once a fortnight to discuss local community concerns and emerging safeguarding themes.	Green				<p>Prevent duty guidance</p> <p>Outlines the requirements of the duty, including working in partnership with others.</p> <p>https://www.gov.uk/government/publications/prevent-duty-guidance/revISED-prevent-duty-guidance-for-england-and-wales/a-risk-based-approach-to-the-prevent-duty</p> <p>Understanding channel</p> <p>An overview of channel support and the Prevent Multi-Agency Panels (PMAP).</p> <p>https://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panels-pmap-guidance</p> <p>Sign-up for Educate Against Hate newsletter</p> <p>Latest news, blogs and resources to help teachers, school leaders and designated safeguarding leads protect students from radicalisation</p> <p>https://sigmap.es-mail.co.uk/Sigmap/das59377ce749b8d4036330844a4ac</p>			
		Channel Referral	A previous Prevent referral at Atlantic Academy linked to incel-related language was appropriately identified, escalated and referred. It did not meet Channel threshold, but demonstrates staff awareness and escalation.	Green					01/09/2026	ARJ	
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	Staff receive safeguarding induction and annual safeguarding updates which include Prevent awareness, online harms, contextual safeguarding and vulnerability indicators. DSL has completed Prevent awareness and Prevent referrals training.	Amber	Increase whole-staff and governor Prevent refresher training focused on online radicalisation, vulnerability indicators and emerging extremist trends.			<p>Prevent e-learning</p> <p>Home Office offer a free e-learning package on Prevent covering:</p> <ul style="list-style-type: none"> - Prevent awareness - Prevent referrals - Understanding Channel <p>Users that complete this training will receive a certificate.</p> <p>https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/</p> <p>Prevent resources, guidance and support</p> <p>The department's Educate Against Hate website provides a range of training and guidance materials.</p> <p>www.educateagainsthate.com</p>			
		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 are aware of safeguarding escalation processes and use CPOMS to report concerns. DSL/DDSL oversight is in place across both schools and safeguarding staff understand referral pathways and external support processes.	Amber	Continue to increase Prevent-specific refresher training for all staff and governors and ensure clear communication of referral/support pathways.					01/09/2026	ARJ
		Staff do not access Prevent training or refresher training.	Safeguarding and Prevent themes are revisited through safeguarding updates, CPD sessions and leadership communication. DSL has completed specific Prevent training modules.	Amber	Develop a rolling Prevent refresher programme for all staff and governors.					01/09/2026	CJV
		CPOMS Trends	Rising incidents of misogynistic, discriminatory and hate-based language are addressed through behaviour systems, safeguarding oversight, assemblies and curriculum delivery.	Amber	Continue monitoring incident trends and strengthen preventative education around respectful relationships and harmful online influence.					01/09/2026	ARJ
		Local Context	Local contextual safeguarding risks, including some anti-migrant sentiment and exposure to extreme right-wing narratives, are discussed through safeguarding leadership and police partnership meetings.	Amber	Continue contextual safeguarding reviews and strengthen local Prevent awareness for leaders and staff.					01/09/2026	ARJ
			Records of safeguarding and training activity are maintained centrally and monitored through safeguarding leadership structures.	Green							
			Safeguarding updates and wider contextual safeguarding themes are revisited regularly through staff briefings, training and leadership communication.	Green							
Staff training		Safeguarding leaders monitor effectiveness of safeguarding systems through CPOMS oversight, trend monitoring and leadership review.	Green								
	Staff do not share information with relevant partners in a timely manner.	Staff do not feel confident sharing information with partners regarding radicalisation concerns.	Both schools maintain strong links with Devon safeguarding partnerships, police and external safeguarding agencies. Staff escalate concerns through DSL/DDSL oversight and CPOMS systems.	Green				<p>Resources to support information sharing</p> <p>The department has published guidance on making a Prevent referral.</p> <p>https://www.gov.uk/guidance/making-a-referral-to-prevent</p>			
		Staff are not aware of the Prevent referral process.	DSL and safeguarding leaders understand referral pathways and external escalation processes. Staff are instructed to report concerns immediately through safeguarding systems.	Amber	Continue embedding staff awareness of Prevent referral thresholds and escalation procedures.				01/09/2026	ARJ	
Information Sharing		Whisper anonymous reporting system allows students and concerns to be raised safely and escalated appropriately through safeguarding systems.	Green								
	Reporting			Green							

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.	Character curriculum, assemblies, RSHE and safeguarding education promote respectful discussion, critical thinking, British values and challenging discriminatory behaviour.	Amber	Further develop explicit curriculum opportunities to discuss extremism, misinformation and harmful online narratives safely.	ARJ	01/09/2026	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.	Assemblies, tutor time, RSHE and character curriculum reinforce inclusion, tolerance, respectful relationships and British values across both schools.	Green				
			Students and their parents receive online safety education linked to harmful online content, respectful behaviour and safeguarding awareness.	Amber	Further strengthen education around harmful influencers, fake news and online radicalisation pathways.	ARJ	01/09/2026	
			Students have access to trusted adults, safeguarding teams and pastoral support across both schools.	Green				
			Safeguarding systems recognise increased vulnerability linked to SEND, SEMH, EBSA and mental health concerns.	Amber	Continue strengthening targeted preventative support for vulnerable students.	ARJ	01/09/2026	
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.	Lightspeed filtering and monitoring systems are active across both schools. Alerts are escalated to DSLs and recorded through CPOMS where appropriate.	Green				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/
		Students may distribute extremist material using the institution IT system.	Online safety systems, behaviour expectations and safeguarding oversight reduce the risk of harmful material being shared using school systems.	Green				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/
		Unclear linkages between IT policy and the Prevent duty. No consideration of filtering as a means of restricting access to harmful content.	Online safety and safeguarding policies explicitly reference extremism, radicalisation, harmful online content and filtering/monitoring responsibilities.	Green				
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.	Behaviour, safeguarding, online safety and visitor procedures support a safe learning environment across both schools.	Green				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.	Visitor procedures are in place and safeguarding expectations are communicated clearly. External visitors are supervised appropriately and leaders retain oversight of suitability.	Green				
		The setting does not conduct any due diligence checks on visitors or the materials they may use.	Safeguarding leaders retain oversight of external visitors and materials used within school settings. Visitors are supervised and safeguarding expectations are clear.	Green				
			Safeguarding and Prevent arrangements are reviewed regularly through leadership oversight, safeguarding meetings and policy review cycles.	Green				

