Prevent risk assessment for schools

Person completing: Fiona Swain			Date Implemented: June 2026		Date for review: June 2027		

National Risks – risk of radicalisation generally

Risk 1 The UK threat level has been raised to SEVERE (meaning an attack is HIGHLY LIKELY)since 1 May 2026. The increase in threat comes following the stabbing in Golders Green in north London, but it is not solely a result of that attack. The terrorist threat level in the UK has been rising for some time, driven by an increase in broader Islamist and extreme right wing terrorist threat from individuals and small groups based in the UK. This increase comes against a backdrop of increased state-linked physical threats, which is encouraging acts of violence, including against the Jewish community. In response to this most recent attack, the Government has announced a significant increase in investment to protect Jewish communities.	**Risk 2** Self initiated terrorism(S-IT) continues to be the most likely form of terrorist attack in the UK. Such an attack would likely involve low-sophistication methods. Grievance narratives continue to be a key element motivating S-IT mobilisation to violence.						

Local Risks – risk of radicalisation in your area and institution

Risk 1 A self initiated attack has already impacted the local 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.◊ It is recommended that protective security measures are reviewed and that the public remain alert but not alarmed.◊Reducing vulnerability and strengthening security processes and procedures in locations such as crowded places, symbolic sites and key events are central to reducing risk. ◊Effective implementation of Martyn's Law will also play a key role	**Risk 2** As digital platforms evolve, schools must be aware that exposure to extremist content can increasingly occur through everyday online activity, including the use of communication apps, where young people may encounter harmful ideologies through messages, group chats, or shared media. •Ensure robust filtering and monitoring systems -Teach pupils about: Extremist narratives and recruitment tactics Algorithmic amplification and online grooming -Respond to incidents of: Exposure to extremist content Sharing harmful material - Recognise that radicalisation increasingly occurs online	**Risk 3** .No ideology identified and No ideology with other susceptibility to radicalisation accounted for most of the Prevent referrals. The number of Extreme Right Wing, Islamist referrals and Fascination with committing an extreme violence or mass casualty attack" (where no other ideology) have all increased in 2025◊See Educate against Hate for classroom resources to raise awareness of extremism and promote critical thinking **https://www.educateagainsthate.com/subject_area/radicalisation/** ◊ Ensure staff are up to date on latest ideology landscape, the inclusion of cases with no ideology with other susceptibilities and Fascination with Violence or mass casualty attacks	**Risk 4** There continues to be a risk of a self - initiated terrorist Extreme Right Wing attack. There is a more general intolerance towards minority groups along with the impact of local housing of asylum seekers and concerns for the safety of women and children which may drive extreme right wing prejudices in the Thames Valley ◊ Prevent-related training will support local staff to recognise the implications of emerging issues and identify those vulnerable to radicalisation.		**Risk 5** An Islamist attack is considered likely and would most likely be conducted by a self-initiated terrorist (S-IT). Regionally, Islamist terrorist support is dominated by antisemitic or anti-Israel grievances, increasingly seen in 2025 impacted in part by the on-going conflict in the Middle East. The terrorist attack on a synagogue in Manchester in October 2025 illustrates the persistent Islamist threat ◊ Schools should maintain awareness of Middle East conflicts alongside any local community tensions	**Risk 6** There has been an increase in the number of Prevent referrals that were aged 18 or under during 2025, from 56% in the previous year to 62%.◊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	

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 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.	All staff complete Prevent training, Governors are asked to complete this training		*Ensure all staff and governors complete Prevent training*	Fiona Swain	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/
		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 governor for safeguarding/Prevent lead is at appropriate seniority. Prevent Risk assessment completed and shared with staff and governors. Link on website. Annual safeguarding audit completed.		*Share with new staff and governors*	Fiona Swain	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 induction*	Fiona Swain	Ongoing	
		Leaders do not drive an effective safeguarding culture across the institution.	Leadership have clear understanding of reporting and referral mechanisms.Safeguarding is embedded within the ethos and culture of the school, staff are aware of reporting any concerns, conversations etc. Safer recruitment		*Ongoing*	Fiona Swain	Ongoing	
		Leaders do not provide a safe environment in which children can learn.	Safeguarding is embedded within the ethos and culture of the school, staff are aware of reporting any concerns, conversations etc. Safer recruitment requirements are completed for all new members of staff.		*Ongoing*	Fiona Swain	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		*Ongoing*	Fiona Swain	Ongoing	
		Leaders/Managers do not understand factors that may impact families	Staff receive training on trauma, ACE's, safeguarding updates and Prevent to help identify families			Fiona Swain	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 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		*Ongoing*	Fiona Swain	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-walesfic-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
		The school does not access help and support from professional partners	Effective partnerships might include: • Regular attendance at meetings, networks 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		*Ongoing*	Fiona Swain	Ongoing	

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	[Example] 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		*Ongoing*	Fiona Swain	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 for staff, guidance materials and classroom resources https://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 and Governors complete Prevent training, Safeguarding is embedded within the school. Staff are updated regularly through online training, face to face training, meeting minutes, emails.		*Ongoing*	Fiona Swain	Ongoing	

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Staff training		Staff & Governors do not access Prevent training or refresher training.	Staff attend Prevent training and any updates are disseminated, any training is put on the training database.		*Ongoing*	Fiona Swain	Ongoing	
		Staff are not aware of the Prevent referral process.	The school has clear processes for raising radicalisation concerns and making a Prevent referral included in the Safeguarding policy.		*Ongoing*	Fiona Swain	Ongoing	
		SLT & DSL do not access the support from local partnerships when dealing with prevent referrals	Ensure SLT and DSL receive additional support from local partnerships and training on local processes for Prevent		*Ongoing*	Fiona Swain	Ongoing	
		The school does not maintain a Single Central Record	Maintain records of all staff and governor training		*Ongoing*	Fiona Swain	Ongoing	
		No one has oversight of training schedules	SBM has oversight of refresher training & schedules it to take place regularly		*Ongoing*	Fiona Swain	Ongoing	
		Online training packaged doen not meet statutory requirements	Training is quality assured and evaluated for effectiveness on a regular basis		*Ongoing*	Fiona Swain	Ongoing	
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 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		*Ongoing*	Fiona Swain	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 provider has clear processes for raising radicalisation concerns and making a Prevent referral.		*Ongoing*	Fiona Swain	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 school delivers the EYFS & National curriculms and builds resiliance by ensuring opportunites 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.			Fiona Swain		**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 school promotes Fundamental British Values and staff have regular refresher training			Fiona Swain		
		The school doesnot teach British values	The school embeds fundamental British values into the curriculum, while also ensuring specific discussions can take place in a safe environment.			Fiona Swain		
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 school 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.			Fiona Swain		**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 school has clear reporting processes in place and filtering/monitoring systems flag any safeguarding or Prevent-related concerns.			Fiona Swain		
		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 SBM takes responsibility for procurements and liasing with IT companies.			Fiona Swain		
		Children and families are unaware of online dangers	Settings should equip children and young people with the skills to stay safe online, both in school and outside.			Lucy Baker		
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.	A process is in place to manage site visitors, including sub-contractors.			Amanda Hodgkinson		**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 school has a robust risk assessment and carries out due diligence checks on visitors. Non DBS Visitors are not left unsupervised with the children.			Amanda Hodgkinson		
		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 to indicate whether they are able to be left with pupils unsupervised.			Amanda Hodgkinson		
		The school doe not follow up on recommendations or references	The setting seeks advice and support from partners where necessary to make an assessment of suitability.			Amanda Hodgkinson		