

'Vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty, and the mutual respect and tolerance of different faiths and beliefs. We also consider calls for the death of members of our armed forces, whether in this country or overseas, as extremist.'

Prevent risk assessment for schools

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Date for review: Sept 2025

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.

If someone close is expressing extreme views or hatred, you can contact the Act Early advice line. You will speak to a specially trained officer. All calls are confidential. Phone: 0800 011 3764 Website: [Act Early](https://www.actearly.org.uk/)

<http://educateagainsthate.com/>

These websites offer useful advice for parents:

[Protecting children from radicalisation | NSPCC](#)

[Parents' resources | Educate Against Hate](#)

[Parental controls offered by your home internet provider | UK Safer Internet Centre](#)

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

<p>Risk 1 The threat of terrorism The Terrorism Act 2006 defines 'terrorism' as an action or threat designed to influence the government or intimidate the public. Its purpose is to advance a political, religious or ideological cause.</p>	<p>Risk 2 The extremism threat We are alert to both violent extremism and also non-violent extremism, including certain divisive or intolerant narratives which can reasonably be linked to terrorism.</p>	<p>Risk 3 Online radicalization Learners are at risk of accessing inappropriate and harmful extremist content online. There is a rapid proliferation of terrorist content online and the internet has become the preferred avenue for those searching for terrorist propaganda. The most recent data published shows the continued high numbers of under 18's being arrested for terrorism</p>	<p>Risk 4 Self-Initiated Terrorism 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. S-ITs are potential terrorists who act alone and are difficult to identify. Islamist terrorist groups overseas, most notably Al-Qaeda and ISIL, continue to pose a threat</p>
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		<p>offences. The latest data indicates that 14% of those arrested year ending 31st March 2023 were 17 and under.</p>	<p>from inspiring would be attackers through radicalisation.</p>
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)			

Risk 1 The threat of terrorism See below	Risk 2 The extremism threat See below	Risk 3 Online Extremism <ul style="list-style-type: none"> Referrals have come through Accessing extremist materials on websites and forums and making contact with others on encrypted and gaming platforms. 	Risk 4 Self-Initiated Terrorism See below
<p>The current national threat from terrorism level is SUBSTANTIAL, meaning an attack is likely.</p> <p>Prevent and Channel referrals remain low in East Sussex.</p> <p>Document referred to: East Sussex Safer Communities Partnership Business Plan 2023 - 2026</p> <p>Local statistics that could impact on risks for all the threats above:</p> <ul style="list-style-type: none"> Reports of Racist and Hate Crime have increased during 2022/23 compared to the previous year, with Gender Hate Crime reports increasing by over 100%. The Northeys proposals to house asylum seekers in Bexhill may result in tensions in local communities. Asylum seekers also housed in hotels in coastal areas may increase tension with children placed in local schools. <p>Facts that pose associated risks to be alert to:</p> <p>73 police reports of Modern Slavery to the National Referral Mechanism during 2022/23 up from 44 in 2021/22; 44 of these were under 18 years old; 59 were male.</p> <ul style="list-style-type: none"> Placement of asylum-seeking people in hotels increases risk of criminal and labour exploitation. <ul style="list-style-type: none"> Local Channel referral themes currently include: Males (13-17yrs): We have included this information due to some of our children having older siblings in other local schools. <ul style="list-style-type: none"> ASD traits are often present but should not be considered as the only vulnerability. Accessing extremist materials on websites and forums and making contact with others on encrypted and gaming platforms. Racist views (comfortable in expressing these openly to peers either online or in person) and other hate themes: religion, sexuality or disability. Mental health: anxiety, low mood, depression and self-harm. Historic and current bullying which have left a negative impression on them about their school: how they view their peers and as well as staff who dealt with any incidents – creating a sense of injustice and grievance. Isolation and loner with few ‘real friends’ or peers – creating no sense of belonging. 			

Leadership and Partnership								
Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead office	Date for completion	Support available
Leadership	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)?			Prevent e-learning Home Office offer a free e-learning package on Prevent covering: <ul style="list-style-type: none"> - 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/
	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 undergo prevent training as part of our rolling programme of CPD. All staff have completed the Prevent Channel Training Prevent duty training: Learn how to support people vulnerable to radicalisation. All staff have annual updated safeguarding training which contains staff's responsibilities under the Prevent Duty (2023 Handsam Prevent training completed and certificate saved		SLT and Prevent Lead to complete the first 2 DfE Prevent Training modules following the attached link: https://www.support-people-susceptible-to-radicalisation.service.gov.uk/portal	HT SLT	March 2025	
		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.	All governors have read our child protection policy and Keeping Children Safe in Education. Risk assessment and Prevent statement shared in Governor's meeting & on website. Prevent lead has up to date training and knowledge of the issues around radicalisation and prevent strategies. All staff know who the Prevent Lead is and how to contact them with concerns. <i>All governors to be provided with the link in order to complete online Prevent training: https://www.elearning.prevent.homeoffice.gov.uk</i> Recorded on			HT	March 2025	

			<p><i>Governor Hub</i> The Prevent Lead knows how to contact Counter Terrorism Policing (CTP) Education Leads to request further training or advice.</p> <p>The Prevent Lead and the DSL team know how to contact the CTP Education Leads for further support and know how to make a referral.</p>					
		Leaders do not communicate and promote the importance of the duty.	<p>The Prevent Lead has shared with staff the potential signs and indicators of radicalisation. Safeguarding Training for all staff and updates within the year include Prevent</p>		<p><i>Staff CPD to be delivered face to face</i></p>	HT SLT	March 2025	
		Leaders do not drive an effective safeguarding culture across the institution.	<p>All staff have read and signed to say they have understood the Child Protection/Safeguarding Policy and how to report concerns. All staff have received training to record concerns using Myconcern. All relevant policies in place.</p>		<p><i>Staff are aware of internal SPoC for radicalisation/extremism concerns and enquiries. Utilise existing safeguarding referral pathways.</i></p>	HT		

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: <ul style="list-style-type: none"> • Local Safeguarding Children's Partnership • DSL / headteacher forums • LADO • Community Safety Partnerships • Police Prevent Team • Channel panel • Child and family DCAT DSL for advice Headteacher, DSLs and Prevent Lead receive the DCAT safeguarding updates and attend DSL hub meetings. <ul style="list-style-type: none"> • Need2know updates 			DCAT SLT HT	March 2025	<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-panel-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://signup.es-mail.co.uk/Signup/da659377ec9fa9e8d40363308d4a84ac</p>
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.	All staff undergo prevent training as part of our rolling programme of CPD.CPD updates for all staff in September.			DSL Induction SLT		<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>

		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.	All staff have completed the Prevent Channel Training Prevent duty training: Learn how to support people vulnerable to radicalisation Prevent duty training (support-people-vulnerable-to-radicalisation.service.gov.uk)			DSL		www.educateagainsthate.com
		Staff do not access Prevent training or refresher training.	All staff have annual updated safeguarding training which contains staff's responsibilities under the Prevent Duty as well as online module on Every platform			DSL SLT		
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.	We work and communicate with local safeguarding partners and other relevant agencies regarding concerns about extremism. The DSL/Prevent lead is aware of the process to contact other agencies and expedite concerns about extremism. Records of referrals are kept on CPOMS, and referrals are followed up appropriately.		<i>Use of Myconcern to share concerns to continue.</i>	DSL	March 2025	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.	All staff to be able to report safeguarding concerns, including those of extremism and radicalisation through Myconcern. All school staff, including support staff and admin staff to have regular safeguarding briefings, quizzes including the Prevent duty.			DSL	March 2025	
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.	Through PSHE/RE and other curriculum activities, pupils are able to explore political, religious and social issues. Pupils are taught about the diverse national, regional and ethnic identities in the UK and the need for mutual respect. Worship covers theme of respect Respect is a school value			PSHE RE and SLT	March 2025	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.	Opportunities to promote British values are clearly identified within all curriculum areas. Use of PSHE or RSE lessons for sensitive and supportive discussions on radical issues and extreme ideologies. Weekly assemblies reference British values		<i>Review our current practices for promoting British values and consider where we could do more to embed these values into our curriculum.</i>	PSHE lead SLT	April 2025	
		British values are not promoted outside of the classroom	Steps taken to promote British values around the school include: Pupils participate in democracy			PSHE lead SLT	March 2025	

			through school council and student leadership elections. Audit completed PSHE and RE curriculum to ensure are taught about the diverse national, regional and ethnic identities in the UK Worship includes opportunities to cover British Values Picture News Newsround and current themes in the news are used as a tool to develop understanding of British values such as democracy with the election. P4C themes provide opportunities to explore British Values.					
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			Assemblies promoting diversity, human rights, and respect. Celebrations from multiple religions and cultures are celebrated around the school					
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.	Our online safety/IT/child protection policy makes reference to the risks of online extremist material. Pupils are encouraged to report any material they come across online which makes them worried or uncomfortable. IT safety and monitoring systems, for example: • The school IT network has appropriate filters to			IT lead DSLs		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

			<p>block sites deemed inappropriate or unsafe</p> <ul style="list-style-type: none"> • School email accounts are monitored by IT staff and SLT • Review our online safety policy annually 				<p>removes terrorist content at http://testfiltering.com/</p> <p>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.</p> <p>Teach about online extremism</p> <p>The 'Going Too Far?' resource from Educate Against Hate and the London Grid for Learning to help teach students about staying safe online</p> <p>https://www.educateagainsthate.com/resources/going-too-far/</p>
		Students may distribute extremist material using the institution IT system.	IT department ensure that there is a clear reporting process in place should filtering systems flag any safeguarding or Prevent-related concerns.				
		Pupils access extremist material on their own devices or on social media, or are specifically targeted for online radicalisation	The ICT curriculum includes teaching pupils how to stay safe online. Parents are provided with support on how to help their children access the internet safely and spot the signs of online radicalisation. Audit online safety and Safer Internet Day include content to relate to access to any extremist content			IT and SLT	
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.	Staff know to use recommendations and reviews from fellow professionals when looking for visitors. Access to school is denied to any group/organisations with links to extremist's organisations.				<p>Political Impartiality Guidance</p> <p>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.</p> <p>https://www.gov.uk/government/publications/political-impartiality-in-schools/political-impartiality-in-schools#the-law</p>

		Settings do not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.	The school applies its policy for volunteers and visitors to the school to ensure visitors are appropriately checked before entering the school.					
		The setting does not conduct any due diligence checks on visitors or the materials they may use.	Visitor procedure includes: All visitors to the school must be signed in at reception and wear ID badges. Visitors are accompanied around the school site by a member of staff at all times Review policies & procedures regularly			SLT	March 2025	