

Department for Education									
Prevent risk assessment for schools									
Process completed: Coughlin			Date implemented: September 23				Date for review: September 25		
<p>A risk assessment is a core part of implementing the Prevent duty. All providers should seek 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.</p> <p>Providers may choose to have a specific, separate risk assessment to better communicate to staff and document actions taken to mitigate any risks.</p> <p>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.</p> <p>This is an internal document and should be reviewed annually, in line with Keeping Children Safe in Education requirements, or following a serious incident.</p>									
National risks – risk of radicalisation in your area									
What national risks are you aware of that could impact in your area, setting, students or families? For example, online radicalisation									
<b>Risk 1</b> The UK government identifies Extreme Right-Wing Terrorism as a significant and growing threat, often targeting white, working-class communities with anti-immigration and nationalist narratives.	<b>Risk 2</b> There is a national increase in the influence of online influencers promoting ideologies (e.g. "Real" or "Thoughtful") and harmful ideologies.	<b>Risk 3</b> Economic instability and the "cost of living" crisis are nationally recognised as "push factors" that exacerbate exploitation. Groups offer these specific narratives or government policies for economic hardship to radicalise disaffected individuals.	<b>Risk 4</b> The CRT highlights that a lack of exposure to different cultures and faiths can have communities vulnerable to "othering" (viewing different groups as enemies).						
Local Risks – risk of radicalisation in your area and institution									
What specific local risks are you aware of that could impact in your area, setting, students or families? E.g. local extremist activity, language activities in the area.									
<b>Risk 1</b> The school serves a fairly mono-ethnic community that is mainly white British. This demographic profile can unfortunately be a target for BME recruitment, as extremist groups often attempt to exploit grievances in such communities to promote division.	<b>Risk 2</b> Seen as First School age, children are increasingly accessing tablets and the internet, so are exposed to these views via older siblings and parents at home, leading to the repetition of harmful language in the classroom.	<b>Risk 3</b> The cost serves one of the most deprived wards in the country with many families seeking employment. This economic vulnerability can make families more susceptible to extremist narratives that offer false solutions or compensation for their financial struggles.	<b>Risk 4</b> As the setting is predominantly working class and mono-ethnic, there is a risk of an echo chamber effect. Without the correct duty training with diverse groups, families and children may rely on stereotypes or false news about other cultures, making it harder for the school to effectively teach Fundamental British Values like tolerance and mutual respect.						
Leadership and Partnership									
Category	Risk	Hazard	Risk management	Reg	Further action needed	Lead officer	Due for completion		
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 do to ensure action to address the identified duty?				
	Policies or leadership oversight are insufficient to meet the Prevent duty.	Failure to prioritise Prevent within safeguarding.	<p>Safeguarding policy includes a section on radicalisation</p> <p>Trained Prevent leads are in place (Mrs Hughes, Mrs Brown)</p>	Green	<p>Ensure "Whistleblowing Policy" explicitly references radicalisation</p> <p>Annual report to Governors to include a Prevent compliance check</p>	Mrs Hughes	Sept-25		
	Failure to engage with external agencies or the local community.	Isolation from local intelligence regarding extremism.	Trust has forged strong relationships with the local community and Police						
Working in Partnership	Failure to communicate effectively re stakeholders.	Causing offence or damaging professional relationships.	Leaders to be content aware and are aware of local vulnerabilities (deprived ward, mono-ethnic population)	Green	Maintain regular contact with Local Authority Prevent Coordinator regarding specific local "hot spot" risks given the demographic profile	Mrs Hughes	Ongoing		
Capabilities									
Staff training	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 do to ensure action to address the identified duty?				
	Staff lack awareness or confidence to report concerns.	Signs of radicalisation are missed	<p>All staff and governors have received appropriate training</p> <p>Staff know who to discuss concerns with (confirmed by Staff Voice user feedback)</p>	Green	<p>Continue to update training for leaders at all levels</p> <p>Include refresher training for any mid-year new starters</p>	Mrs Hughes	Yearly / ongoing programme of training		
Information Sharing	Staff do not share information with relevant partners in a timely manner.	Vulnerable individuals do not receive support (Channel).	Electronic records are kept for any cases						
		No recorded cases or referrals to Channel in data	Self-understood internal reporting lines	Green	Ensure induction pack for supply staff includes a "What to do if" section regarding Prevent/Channeling	Mrs Hughes	Yearly		
Reducing Permissive Environments									
Building children's resilience to radicalisation	Curriculum fails to build resilience against extremist ideologies	People are vulnerable to radicalisation or false news	<p>Fundamental British Values (FBV) embedded in Assemblies, PSE, and "Tearaway Policy"</p> <p>High Voice Children know who to talk to about their concerns.</p>	Green	<p>Review PSE curriculum to ensure specific focus on "false news" and "hoaxes" to counter local mono-ethnic instability</p>	Curriculum Lead	Termly		
IT policies	People access harmful content online	Exposure to terrorist or extremist material	<p>Newspaper and "Sense" monitoring tools are in place</p> <p>Weekly checks of the monitoring tool are conducted.</p>	Green	Formally document the weekly checks in a handbook to evidence "appropriate filtering" compliance (KCSG).	IT Lead	Weekly		
Visitors	External speakers or site users indicate youth	Unwanted adults promoting extremist views	<p>Safeguarding assemblies are held</p> <p>Family Friday / community events e.g. Summer and Christmas Fair include community engagement.</p>	Amber	<p>Implement a formal "Visiting Speaker Policy" requiring vetting of presenters months prior to delivery.</p> <p>Ensure settings Policy forbids extremist activity.</p>	School Bus Mgr	Immediate		