Risk Assessment for Radicalisation and Extremism

RA Start Date:	October 2026
RA Review Date:	October 2027

Category	**Risk** *What is the risk here?*	**Hazard** *What are the hazards?*	**Risk Management/Existing precautions** *What has your institute put in place to ensure sufficient understanding and buy in from Leadership*
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. 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. Leaders do not communicate and promote the importance of the duty. Leaders do not drive an effective safeguarding culture across the institution. Leaders do not provide a safe environment in which children can learn.	Prevent training/briefing for staff (including SLT/governors) Prevent awareness leadership have clear understanding of reporting and referral mechanisms Ensuring the sharing of safeguarding policies – staff sign to confirm the reading of the safeguarding policy Governors responsible for safeguarding Promotion of a safeguarding culture through regular training, discussions, etc with senior staff visibly involved. clear induction for new members of staff and trainee teachers Leaders use self-evaluation to identify key priorities for continuous improvement Termly quality assurance from safe@cit central team safe@cit dsl network Regular safeguarding updates in school National college – prevent training

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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 provider has strong partnerships with: • Local Safeguarding Children's Partnership • DSL / headteacher forums • LADO • Community Safety Partnerships • Police Prevent Team • Channel panel • Child and family Regular attendance at meetings, boards 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

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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 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 do not access Prevent training or refresher training.	Ensure all staff attend safeguarding training and are familiar with key school and safeguarding statutory policies 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 Ensure all staff attend Prevent training Ensure governors attend Prevent training Ensure SLT and DSL receive additional support from local partnerships and training on local processes for Prevent Maintain records of all staff and governor training Refresher training to take place regularly Training is quality assured and evaluated for effectiveness on a regular basis

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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 Staff are not aware of the PREVENT referral process	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 The provider has clear processes for raising radicalisation concerns and making a Prevent referral. - Snippets - Morning briefing with DSL team - Monday and Friday briefing of whole staff to team to support with information - Recording CPOMS

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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 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 carries out safer recruitment checks on all staff The school has codes of conduct for all staff (teaching and non-teaching staff) Teaching is monitored by senior leaders through observations, book checks and is quality assured The school provides opportunities within the curriculum to discuss controversial issues and for students to develop critical thinking and digital literacy skills Settings should ensure that discussions of controversial issues are carried out in a safe space. The school embeds fundamental British values into the curriculum, while also ensuring specific discussions can take place in a safe environment. Identify pupils that need early help …. TED questions

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IT POLICIES	Ineffective IT policies increase 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. Students may distribute extremist material using the institution IT system. Unclear linkages between IT policy and the Prevent duty. No consideration of filtering as a means of restricting access to harmful content	Settings should ensure appropriate monitoring and filtering is in place. School use SENSO and SECURELY Settings should ensure that there is a clear reporting process in place should filtering systems flag any safeguarding or Prevent- related concerns. Settings should equip children and young people with the skills to stay safe online, both in school and outside. The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety).

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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. Settings do not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised. The setting does not conduct any due diligence checks on visitors or the materials they may use.	A process is in place to manage site visitors, including subcontractors The setting has a robust risk assessment and carries out due diligence checks on visitors, speakers, the organisations they represent and the materials they promote or share. The private/commercial use of the institution's spaces is effectively managed & due diligence checks are carried out on those using/booking and organisations that they represent. The setting seeks advice and support from partners where necessary to assess suitability.

Support available:

LEADERSHIP
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/

WORKING IN PARTNERSHIP

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

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

https://signup.es-mail.co.uk/Signup/da659377ec9fa9e8d40363308d4a84ac

STAFF TRAINING

Prevent e-learning

Home Office offer a free e-learning package on Prevent covering:

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Prevent resources, guidance and support

The department's Educate Against Hate website provides a range of training and guidance materials.

www.educateagainsthate.com

BUILDING CHILDREN'S RESPONSE TO RESILIENCE

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 Isalmist extremism.

www.educateagainsthate.com

www.educateagainsthate.com/category/teachers/classroom-resources

www.educateagainsthate.com/category/teachers/classroom-resources/?filter=lets-discuss

IT POLICIES

WEBSITE, 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/

VISITORS

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