Department for Education

Prevent risk assessment for schools

Person completing: James Brewster (Lead DSL) | Date Implemented: September 2026 | Date for review: September 2027

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

Risk 1: Online Radicalisation: The easy accessibility of extremist propaganda, self-initiated grooming, and virtual echo chambers on social media and messaging platforms represent a primary vector for vulnerable learners.

Risk 2: Disproportionate or Inappropriate Referrals: A risk that normal adolescent exploration, mental health distress, or misunderstood political discourse is misidentified as radicalisation, requiring careful professional judgment alongside a Designated Safeguarding Lead (DSL).

Risk 3: Islamist Terrorism: Continues to be identified across national risk registers as the predominant domestic terrorist threat, involving the use of violence to establish a strict interpretation of an Islamic society, with substantial risk propagated via online radicalisation pathways

Risk 4: Extreme Right-Wing Terrorism: Encompasses ideologies broadly characterised as cultural nationalism, white nationalism, and white supremacism, with significant recruitment and material sharing occurring via online messaging apps.

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: Priority Area: Kent and Medway are designated as key regional risk areas nationally for the Prevent strategy

Risk 2: Extreme Ideologies: Assessments highlight the rise of far-right influencers, right-wing terrorism, violent Islamist extremism, and emerging issues like mass shooters or involuntary celibate movements as prominent local threats. [1, 2]

Risk 3: Permissive Environments: Risks include external speakers, hired premises, and unfiltered internet access in public or education settings.

Leadership and Partnership

Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Date for completion	Support availale
	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.	The Lead DSL and Safeguarding Office are the Prevent Leads for The Whitstable School. All staff have completed online Prevent training through The National College in September 2026.		*Use staff briefings to continue to raise the awareness of The Prevent Duty. A wider range of the safeguarding team are trained as Prevent Leads for the school.*	James Brewster	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.	Michael Everett, is the Lead governor for safeguarding/Prevent lead and as a result has the appropriate seniority to hold the Lead DSL to account.		*Safeguarding governor to complete Prevent Training.*	Michael Everett	End of Term 2	
		Leaders do not communicate and promote the importance of the duty.	Risk assessments are implemented if there are concerns and signed off by the Lead DSL, the school's Child Protection and Safeguarding Policies covers Prevent.		*The school to work with the KCC Prevent Lead if there are concerns for a child and a risk assesment is needed to be implemented.*	James Brewser	Ongoing	
		Leaders do not drive an effective safeguarding culture across the institution.	Leadership have clear understanding of reporting and referral mechanisms, including the Safeguarding Leads. 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		*All staff have completed the Prevent Duty training via the National College. In the academic year 2025-26, staff also had face-to-face training with the KCC Prevent Lead. A document will be created to signpost Senior*	James Brewster	End of Term 1	
		Leaders do not provide a safe environment in which children can learn.	Ensuring the sharing of safeguarding policies within Swale Academies Trust – staff sign to confirm the reading of such policies / attending additional training.		*All staff have signed a document to confirm they have attended the annual safeguarding training by the Lead DSL which includes Prevent Awareness along with completing the additional Prevent Duty online course.*	All Staff	End of September	
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		*The school attends agency meetings to establish effective partnerships and to gain updates on the Prevent Duty*			**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#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**

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	Training is face to face and reinforced via additional online training to consolidate learning and understanding		*Staff complete National College online training and have face to face DSL training annually*			**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 and guidance materials. www.educateagainsthate.com
		Staff do not access Prevent training or refresher training.	Ensure all staff attend Prevent training with a focus on Notice, Check, Share		*The school has a robust training monitoring record which is quality assured and monitored by the Headteacher and Lead DSL.*			
		Governors do not access Prevent training or refresher training.	Ensure governors attend Prevent training		*All governors are required to complete the Prevent Training online annually.*			
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 school 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.		*Observed through pupil voice, parental voice/surveys and governor quality assurance visits. Lead by the Lead DSL through training.*			**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 school has clear processes for raising radicalisation concerns and making a Prevent referral.		*Concerns are reported on Myconcern by staff, investigate by a DSL and referral made by the LEad DSL / Deputy DSL if required.*			

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 institution has codes of conduct for all staff (teaching and non-teaching staff)		*Code of conduct is available to all staff via the intranet and staff are reminded of this in the annual training and throughout the year.*			**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.	Theschool carries out safer recruitment checks on all staff		*Safer recruitment checks are carried out and identified on the school's SCR.*			
		[Insert additional hazards here]	[Example] Settings should ensure that discussions of controversial issues are carried out in a safe space.		*The Lead DSL support with leading personal development lessons, in particular Year 10.*			
		[Insert additional hazards here]	The institution embeds fundamental British values into the curriculum, while also ensuring specific discussions can take place in a safe environment.		*Embedded through the personal developmnt curriculum.*			
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.	Settings should ensure appropriate internet filtering is in place.		*LightSpeed is the filtering and monitoring system used within the Trust.*			**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.	Settings should ensure that there is a clear reporting process in place should filtering systems flag any safeguarding or Prevent- related concerns.		*LightSpeed will automatically e-mail DSL to follow up and this is recorded on Myconcern.*			
		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 should take lead responsibility for safeguarding and child protection (including online safety).		*Lead DSL and safeguarding team oversite. LightSpeed is the school's filtering and monitoring system which is also overseen by SAT.*			
			Settings should equip children and young people with the skills to stay safe online, both in school and outside.		*Taught through the personal development curriculum*			
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.		*Safeguarding assurances / checks are carried out and staff are supervised at all times if not obtained.*			**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 setting has a robust visitor protocols and carries out due diligence checks on visitors, speakers, the organisations they represent and the materials they promote or share.		Lead DSL / Safeguarding Team and Office Manager / Headteacher to continue with oversight			
		The setting does not conduct any due diligence checks on visitors or the materials they may use.	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.		Carried out by the lettings manager. Concerns raised to the DSL if required			