

Prevent risk assessment for schools						
Person completing: Andrew Frolish, Headteacher			Date Implemented: October 2025		Date for review: Autumn 2026	

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 Islamic Terrorism both in the UK and Europe. Counter Terrorism identify the risk of an attack as highly likely. The main way this threat could materialise is through self-initiated terrorism - this is where people become radicalised by being inspired or encouraged by rhetoric that they see on line.	Risk 2 Right Wing Terrorism - again this is often through self-initiated terrorism / self-radicalisation inspired or encouraged by online rhetoric or ideology.	Risk 3 Left Wing, Anarchist and Single-Issue Terrorism (LASIT). This can also include those radicalised by extreme views on animal rights and protests regarding the environment.	Risk 4 Protests or extreme actions linked to the Israel-Hamas conflict			
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 local area according to the latest Counter Terrorism Suffolk Summary Dashboard shows that the greatest risk is from those with no ideology identified - this group will have unstable, mixed and unclear views. This could include those who are anti-semitic and these individuals could come from either left wing or right ideologies. This could be through self-initiation.	Risk 2 The second significant risk is from right wing extremism	Risk 3 In the local area there is also a concern about radicalisation happening within the prison population noted on Counter Terrorism Dashboard in 2024	Risk 4 School is aware that there is a military presence in Suffolk (nearest base is Watisham Airfield) and there is a small proportion of service personnel and pupils within the school population			

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)?			Prevent e-learning
	The school 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) within the school 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.	Prevent is included in annual safeguarding and child protection training. Staff are required to undertake separate Prevent training (including SLT). Governors undertake safeguarding training, which includes information about Prevent.	Green	Ensure that all stakeholders are continually reminded of the importance of this, including signs and indicators of radicalisation.	Andrew Frolish	01/09/2025 Staff safeguarding training	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/

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Leadership		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.	The Designated Safeguarding Lead / Prevent Lead is the at an appropriate level of seniority (Headteacher). The named governor for safeguarding is also the Prevent lead on behalf of the governing body and undertakes dedicated named governor for safeguarding training. DSLs meet named governors at least termly. Leaders use self-evaluation to identify key priorities for continuous improvement, using the LA annual self-assessment tool.	Green	<i>The Headteacher will continue to report to governors on safeguarding every term, including any concerns about radicalisation and extremism</i>	Andrew Frolish	Termly reports to governors	
		Leaders do not communicate and promote the importance of the duty.	Sufficient leadership ownership – risk assessments (including Prevent risk assessment), safeguarding policies reviewed at appropriate intervals - devised, reviewed or signed off by SLT.	Green	<i>Reviewed policies shared widely with staff</i>	Andrew Frolish	Annual review timescales for most	
		Leaders do not drive an effective safeguarding culture across the school.	Leadership have clear understanding of reporting and referral mechanisms. Leaders promote safeguarding culture through routine training, updates and discussions with senior staff visibly involved. Leaders prioritise staffing / resourcing of	Green	<i>Leaders ensure everyone is aware of their responsibilities - regular updates, regularly on meeting agendas. Need to review induction processes and</i>	Andrew Frolish	Annual training; ongoing updates	
		Leaders do not provide a safe environment in which children can learn.	Governors undertake half-termly health and safety walks to check the premises and grounds are safe.	Green	<i>Ensuring staff understand safeguarding policies through signed self-declarations and quizzes</i>	Andrew Frolish and Governors	Half-termly walks	
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 school has strong partnerships with: • Suffolk Safeguarding Partnership • DSL / headteacher forums • LADO • Social workers and Family Support Practitioners • Police Prevent Team (as required) • Channel panel (as required) • Child and family	Green	<i>Prioritise attendance at meetings. Continued willingness to seek advice from other professionals and agencies</i>	Andrew Frolish	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/revise-prevent-duty-guidance-for-england-and-wales#c-a-risk-based-approach-to-the-prevent-duty Understanding channel
		The school does not share appropriate information with other agencies and does not have sufficient awareness of local / national concerns.	Effective partnerships include: • Regular attendance at meetings, boards or forums • In receipt of newsletters e.g. Suffolk Headlines • Being able to demonstrate effective partnerships by use of the referral process or involvement in Channel	Green	<i>Continued vigilance and updates. Use the Suffolk Safeguarding Partnership as a source of information regularly</i>	Andrew Frolish	Ongoing	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
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.	Training includes face-to-face (safeguarding) and e-learning (Prevent). Leaders also communicate information to staff via staff updates, notices, emails. Administrative staff maintain records of all staff and governor training	Green	<i>Staff are made aware at the beginning of the year and there are regular updates throughout the year. These updates are part of the school's culture</i>	Andrew Frolish	At least annual training	Prevent e-learning Home Office offer a free e-learning package on Prevent covering: - Prevent awareness - Prevent referrals - understanding Channel

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Staff training		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.	Ensure all staff attend safeguarding training and are familiar with key school safeguarding and statutory policies. All staff are required to complete separate Prevent training. Teachers have access to a computing curriculum that includes online safety.	Green	All stakeholders are made aware through newsletters, the website and appropriate training / updates	Andrew Frolish	At least annual training	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. Staff are not fully aware of the extent of radicalisation, extremism or the Prevent agenda or the school's procedures for handling concerns.	Ensure all staff attend Prevent training with a focus on Notice, Check, Share. Prevent training is from a recognised provider, e.g. DfE or National college. Safeguarding training is led by the Headteacher - Schools Choice Training4Trainers (approved by Suffolk Safeguarding Partnership).	Green	It is a requirement for all staff to complete online training every two years on prevent specifically but it is also part of annual training and the school's culture.	Andrew Frolish	Prevent training every two years	
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	Green	Signs and indicators and an understanding of early help are covered in training and updates	Andrew Frolish	Annual refresher in safeguarding training	Resources to support information sharing The deparment 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.	Green	Staff use CPOMS software effectively to record radicalisation and extremism as safeguarding concerns. Staff also record on CPOMS when information is shared with other agencies.	Andrew Frolish	Annual refresher in safeguarding training	
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 has codes of conduct for all staff (teaching and non-teaching staff). The safeguarding and Child Protection Policy and the annual training cover how to manage concerns about adults.	Green	Code of conduct needs to be reviewed annually and must be shared more widely with staff - an expectation that staff will sign a self-declaration to indicate understanding	Andrew Frolish	Annual safeguarding training	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
		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 uses the Emmanuel Project to teach RE and the CUSP curriculum for most other subjects - this is broad and balanced. the school teaches a set of values explicitly - these align with British values and are reinforced in collective worship. The school provides opportunities within the curriculum to discuss controversial issues and for students to develop critical thinking (e.g. Picture News class worship) and digital literacy skills (computing curriculum). Teaching is monitored by senior leaders through observations, book	Green	Continue to use the CUSP curriculum. Continue to use the Cambridge PSHE programme which promotes British values. We are also a Church School whose ethos aligns with British Values	Andrew Frolish & SLT	Curriculum monitoring is ongoing	

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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. The school uses Smoothwall filtering software to prevent access to unsafe websites. The school also uses Sensi keystroke software to identify unsafe searches online or the tying of inappropriate material - the Headteacher and IT technician are alerted if there is a concern.	Green	<i>Leaders and relevant staff should meet annually to review Online safety and the school's filtering and monitoring systems</i>	Andrew Frolish, Named Governors and IT Technician	Summer term	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 systems in place to ensure that there is a clear reporting process in place should filtering systems flag any safeguarding or Prevent-related concerns (Sensi keystroke software).	Green		Andrew Frolish, IT Technician	Ongoing	
		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 and Prevent. Smoothwall software filters online content.	Green		Andrew Frolish, IT Technician	Ongoing	
		The curriculum, including both PSHE and computing, do not equip pupils to manage risks online	The Teach Computing curriculum and the Cambridge PSHE scheme ensure that children are aware of online risks and are equipped with the skills to stay safe online, both in school and outside.	Green	<i>PSHE and computing curriculum leaders need to ensure there is sufficient coverage of online safety through their monitoring activities</i>	PSHE & Computing Leaders	Ongoing	
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. Visitors must sign in using Inventory software. Visitors are supervised onsite as appropriate, e.g. would not be able to address a class or assembly without staff present.	Green		Andrew Frolish and admin staff	Ongoing	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 will carry out due diligence checks on visitors, speakers, the organisations they represent and the materials they promote or share. Visitors are supervised onsite as appropriate, e.g. would not be able to address a class or assembly without staff present.	Green		Andrew Frolish and admin staff	Ongoing	
		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.	Green	<i>Leaders need to review the Letting Policy and arrangements to ensure that radical speakers / groups do not have access to the premises</i>	Andrew Frolish and admin staff	Summer term	