

 Department for Education								
Prevent risk assessment for schools								
Person Completing : Ali Walters			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								
National risks include online radicalisation, extreme right-wing extremism, Islamist extremism, mixed or unclear extremist ideologies, conspiracy theories, misinformation and disinformation, hate crime, antisemitism, Islamophobia, misogynistic/incl ideology, and the exploitation of vulnerable young people through social media, gaming and encrypted online platforms. These risks can be amplified by mental health difficulties, social isolation, identity concerns and significant national or international events.								
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 extremists t activity (groups active in the area)								
Current local Prevent and Channel referral themes in East Sussex indicate that the most common concerns involve males aged 13 to 17, although schools should remain mindful of younger pupils and consider how vulnerabilities may affect future outcomes. Risks include accessing extremist material through websites, forums and social media, and making contact with individuals on encrypted messaging services and gaming platforms. Some individuals referred may display autistic traits, although these should be understood as one of a range of potential vulnerabilities rather than a causal factor. Other common themes include the open expression of racist views and other forms of prejudice relating to religion, sexuality or disability, alongside mental health difficulties such as anxiety, low mood, depression and self-harm. A further identified risk factor is a history of bullying or negative school experiences that have contributed to feelings of injustice, grievance, isolation or resentment towards peers, staff or wider society, which may increase vulnerability to harmful influence or radicalisation.								
Leadership and Partnership								
Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Due 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
	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) 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.	Prevent training/briefing for staff (including SLT) and governors. Regular updates for staff shared through the daily bulletin. Specialist training completed by key staff in school.		While the core safeguarding team have completed the Home Office Prevent training. Review and increase number of staff completing Home Office training.	AWA	Term 3	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.	Lead governor for safeguarding/Prevent lead is at appropriate seniority. DSL team experience and training maintained.		Wider staff and those newer to DSL team to complete training	AWA	Term 3	
		Leaders do not communicate and promote the importance of the duty.	Sufficient leadership ownership – risk assessments, safeguarding policies, etc. being signed off by SLT.		Update annually	AWA	Ongoing	
		Leaders do not drive an effective safeguarding culture across the institution.	Leadership have clear understanding of reporting and referral mechanisms.		The Safeguarding team to maintain Prevent as a fact when meeting weekly as a core team. County audit the school regularly.	AWA	Ongoing	
		Leaders do not provide a safe environment in which children can learn.	Ensuring the sharing of safeguarding policies – staff sign to confirm the reading of such policies.		Policies shared with staff and updated regularly.	AWA	Term 1	
Working in Partnership	The setting is not fully apprised 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		DSL team attended local network in June 2026 with some updated local training.	AWA	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/prevent-duty-guidance-for-england-and-wales/a-crisis-based-approach-to-the-prevent-duty Understanding channel An overview of channel support and the Prevent Multi-Agency Panels (PMAP)
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	Annual training included Prevent, update training planned for January 2027		Plan additional training and identify further staff to complete the Home Office training	AWA	Ongoing	Prevent e-learning
		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. Regular updates given. Records maintained of all updates given to staff and governors via report to Governors.		Conduct staff twice to ensure the understanding is maintained.	AWA	Ongoing	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
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.	Willingdon Community 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			AWA	Ongoing	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.	Willingdon and East Sussex have clear processes for raising radicalisation concerns and making a Prevent referral.		Share the process for these referrals annually in the core training	AWA	Ongoing	
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)		This is updated annually and staff joining in year as well as current staff are required to read and sign off annually. Records are kept of this.	AWA	Ongoing	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 institution carries out safer recruitment checks on all staff			AWA/ HR	Ongoing	
		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	The Curriculum and Teaching is monitored by senior leaders through observations, book checks and is quality assured. The RSHE Curriculum has been cross checked to ensure that all areas of Prevent/ British values are covered.		The ESCC audit this year is examining the preventative curriculum.	HAR/ AWA	Term 3	
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.	We have robust and secure internet filtering in place.		Termly meetings with IT manager to ensure compliance.	AWA/ DMC/ JDU	Termly	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/appropriate-filtering-and-monitoring
		Students may distribute extremist material using the institution IT system.	There is a clear reporting process in place should filtering systems flag any safeguarding or Prevent-related concerns.		Smoothwall alerts sent to SLT and key DSL	AWA/ DMC/ JDU	Ongoing	Further guidance is available at https://safesinternet.org/guide-and-resources/teachers-and-school-staff/appropriate-filtering-and-monitoring/appropriate-filtering-and-monitoring You can test whether your internet service provider removes terrorist content at http://testfiltering.com/

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		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 liaises regularly with the IT leadership.		Termly meetings with IT manager to ensure compliance.	AWA/ DMC/ JDU	Ongoing	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
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 via robust reception procedures around visitors.		Ensure any concerns raised are followed up	AWA/ HR/ Reception 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.	Willingdon has a robust visitor protocol and carries out due diligence checks on visitors, speakers, the organisations they represent and the materials they promote or share and all visitors sign the visitors agreement.		Ensure any concerns raised are followed up	AWA/ HR/ Reception 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 school's spaces is effectively managed & due diligence checks are carried out on those using booking and organisations that they represent.		Ensure any concerns raised are followed up	All staff booking external visitors	Ongoing	