

 Department for Education							
Prevent risk assessment for schools							
Person completing:		Date Implemented: 19/06/26		19/06/2027			
National Risks – risk of radicalisation generally							
The current threat from Terrorism and Extremism in the United Kingdom is real and severe and can involve the exploitation of vulnerable people, including children to involve them in extremist activity.	Vulnerable individuals may be groomed and at risk of being radicalised	There are extremist groups operating online to recruit individuals and groups to join their organisations to spread hate messages against groups/ faiths/ women etc	Individuals who have been radicalised pose a threat to the public. They may be travelling on public transport, in public places at events, or try to gain access to public buildings and carry out an act of terrorism.				
Local Risks – risk of radicalisation in your area and institution							
Referrals with an ERWT ideology are higher than the national average in Avon and Somerset.	Propaganda being disseminated to include any extremist and/or graphic material of interest. Information relating to individuals with a mixed ideology narrative which includes the encouragement of violence against women and girls.	Individuals who may be using Artificial Intelligence (AI) and the Dark Web for extremist purposes.	Ongoing protest activity and tensions in relation to the Israel / Hamas conflict are being experienced throughout the force area. Community tensions and grievance narratives relating to anti-immigration and anti-Semitic themes are being seen within the region.				
Leadership and Partnership							
Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Date for completion
Leadership	<i>What is the risk here?</i>	<i>What are the hazards?</i>	<i>What has your institution put in place to ensure sufficient understanding and buy-in from Leadership?</i>		<i>What does your institution need to further action to address the identified risk(s)?</i>		
	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.	Prevent training/briefing for staff and governors. Online Prevent Training annually using the government training module. We recognise that early intervention is at the heart of "Prevent" in diverting people away from being drawn into terrorist activity. It is about recognising, supporting and protecting people who might be susceptible to radicalisation. We use Fundamental British Values as a standard that we do not undermine in our teaching and follow up with our PSHE programme that adapts to incorporate regional issues as they occur. We also involve the				
		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.	All DSL and DDSL Leaders are Prevent trained and Safeguarding two members of SLT have also completed the prevent referral training		AC- head of Personal Development needs to update her Prevent Awareness on return from maternity leave.	RH	By end of Sept '26.
	Leaders do not communicate and promote the importance of the duty.		Annual safeguarding training for all staff, volunteers and governors. Prevent training for governors, all teaching staff and support staff Risk assessments, safeguarding policies, etc. being signed off by SLT.				
Support available							
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/							

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		Leaders do not drive an effective safeguarding culture across the institution.	Annual safeguarding training for all staff, volunteers and governors. Prevent training for governors, all teaching staff and support staff Risk assessments, safeguarding policies, etc. being signed off by SLT. All concerns logged on CPOMS and checked daily by DDSL and DSL.					
		Leaders do not provide a safe environment in which children can learn.	Prevent training for governors, all teaching staff and support staff Risk assessments, safeguarding policies, etc. being signed off by SLT.					
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.	VLC DSL and DDSL have strong links with : - North Somerset Safeguarding Team , North Somerset JTAI, Bournville One- to support contextual safeguarding in the area. We have strong links and regular communication with all North Somerset schools through the Primary and Secondary Inclusion panel and often understaking mapping exercising with partners to assess risk to studnets. We work closely with North Somerset Violence Reduction Partnership, North Somerset YQT and have regular visits from police.					<p>Prevent duty guidance</p> <p>Outlines the requirements of the duty, including working in partnership with others.</p> <p>https://www.gov.uk/government/publications/prevent-duty-guidance/revise-prevent-duty-guidance-for-england-and-wales#fc-a-risk-based-approach-to-the-prevent-duty</p> <p>Understanding channel</p>
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	Annual safeguarding training completed by all staff, volunteers and Management Committee. Prevent training for governors, all teaching staff and support staff , Bi termly safeguarding whole school meetings to share concerns raised locally regarding radicalisation and					<p>Prevent e-learning</p> <p>Home Office offer a free e-learning package on Prevent covering:</p> <ul style="list-style-type: none"> - Prevent awareness - Prevent referrals - understanding Channel <p>Users that complete this training will receive a certificate.</p> <p>https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/</p> <p>Prevent resources, guidance and support</p> <p>The department's Educate Against Hate website provides a range of training and guidance materials.</p> <p>www.educateagainsthate.com</p>
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.	Staff and Management Committee are trained regarding how to spot, support and report concerns. All staff have completed 'Preventing Radicalisation' from The Key, in June '26.					
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	Staff do not share information with relevant partners in a timely manner.	Staff do not feel confident sharing information with partners regarding radicalisation concerns.	SLT work closely with local partners to share concerns about radicalisation concerns. DDSL and DSL have clear understanding of how to complete referrals and reporting mechanisms.					<p>Resources to support information sharing</p> <p>The deparment has published guidance on making a Prevent referral.</p> <p>https://www.gov.uk/guidance/making-a-referral-to-prevent</p>

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Information Sharing		Staff are not aware of the Prevent referral process.	Staff are aware of the process through annual training and refresher training.					
		Students are not aware of how they can voice concerns.	Students can discuss their concerns with a DSL or Head of Phase (or any member of staff who they feel comfortable speaking to). Staff are aware via the annual safeguarding training powerpoints and annual training to refer safeguarding concerns to the DSLs.					
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.	Students feel safe to express views and ask questions to staff regarding sensitive topics. Staff have had various training to enable them to address these concerns sensitively and in an appropriate manner. PSHE lessons are adapted to address concerns and complete follow up work to prevent the development of extremist ideas.					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 has a broad and balanced curriculum which promotes SMC and P development of the students. Teaching and the curriculum is monitored and quality assured by the leadership team through lesson observations and book checks.					www.educateagainsthate.com/category/teachers/classroom-resources/filter=lets-discuss
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.	Suitable IT filtering is in place to ensure that students cannot access extremist material on the internet in school. Suitable IT monitoring is in place to ensure that the DSLs are alerted if students attempt to access extremist material on the internet in school.					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
		Students may distribute extremist material using the institution IT system.	Suitable IT monitoring is in place to ensure that the DSL and DDSLs are alerted if Students write about extremist material and attempt to share it with others.					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/
		Unclear linkages between IT policy and the Prevent duty. No consideration of filtering as a means of restricting access to harmful content.	The IT policy clearly references Prevent Duty and how extremist views and radicalisation are addressed and are not permitted.					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.
	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.	Visitors and external speakers go through vetting process and members of staff are present when speakers present to the students.					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.

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Visitors		Settings do not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.	There is a clear protocol that staff are present when visiting speakers present to students to supervise the students.					https://www.gov.uk/government/publications/political-impartiality-in-schools/political-impartiality-in-schools#the-law
		The setting does not conduct any due diligence checks on visitors or the materials they may use.	Risk assessments are carried out on visitors and the content of their material is discussed with a leader in school prior to them presenting to students.					