Department for Education

## Prevent risk assessment for schools

| Person completing: Lisa White | | | Date Implemented: September 2026 | Date for review: September 2027 |
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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 y our 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, o r 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 | Risk 2 | Risk 3 | Risk 4 | Risk 5 |
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| **In the UK, the current National threat level is SEVERE meaning that a terrorist attack is highly likely.** | **Islamist terrorism is the threat or use of violence as a means to establish a strict interpretation of an Islamic society.** | **Extreme Right-Wing Terrorism describes those involved in Extreme Right-Wing activity who use terrorist violence to further their ideology. These ideologies can be broadly characterised as Cultural Nationalism, White Nationalism and White Supremacism.** | **Other ideologies and concerns that may pose a terrorist threat. Established terrorist narratives exhibit common themes such as antisemitism, misogyny, anti-establishment, antiLGBT grievances and religious or ethnic superiority.** | **There is a growing amount of terrorist content on multiple online services. Research has demonstrated that the internet has become the 'preferred' avenue for those searching for terrorist propaganda or contacts. The internet continues to make it simpler for individuals and groups to promote and to consume radicalising content.** |

### 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 | Risk 2 | Risk 3 | Risk 4 | |
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| **Worcestershire is judged to be at low risk, but it is important not to be complacent – the West Midlands which borders us is second in risk to London and our communities live and work across our political and geographic boundaries. Local profiling emphasizes vulnerabilities surrounding "lone actors" and the use of the internet/social media to radicalise young people passing through adolescence. There is a particular concern that young people may be vulnerable to a range of risks as they pass through adolescence and may be influenced by older people or via the internet, including ideas and issues around their identity.** | **The internet and social media have proven to be powerful tools for extremists to radicalise individuals. We, therefore have a concern that radicalisers may especially influence vulnerable people. Without support, a person, who might have questions about their own identity and place in society, might become a target for grooming. There are 54 children at Targeted FSM and 40 children at Expanded FSM totaling 43.7% of the school community.** | **Children with special educational needs are more likely to be vulnerable / easily manipulated due to their learning difficulties and lack of social awareness. Ambulant pupils with moderate or severe learning difuclties or autism are most likely to be at risk. 30% of children are on the SEND register at St John's.** | **Worcestershire Channel receives referrals from a range of sources. Advice from the Office for Security and Counter Terrorism is that it is inappropriate to share statistics, however emerging themes include an increase in Right Wing referrals, more individuals accessing extreme material online and a consistent issue with individuals with mental health issues and learning difficulties. There are a significant number of young people referred who demonstrate various degrees of marginalisation** | |

### Leadership and Partnership

| Category | Risk | Hazard | Risk management | Rag | Support availale |
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| | *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?* | | **Prevent e-learning**<br><br>Home Office offer a free e-learning package on Prevent covering:<br><br>- Prevent awareness<br>- Prevent referrals<br>- understanding Channel<br><br>Users that complete this training will receive a certificate.<br><br>https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/ |
| **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. | Prevent training/briefing for staff (including SLT) and governors. This includes additional information with regard to the rosks/vulnerabilities of pupils with SEND | | |
| | | 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 lead governor for safeguarding/Prevent lead is at appropriate seniority. Lead Governor - Daniel McEvilly (Chair) Prevent Lead/DSL - Lisa White (Deputy) | | |
| | | Leaders do not communicate and promote the importance of the duty. | There is sufficient leadership ownership – risk assessments, safeguarding policies, etc. signed off at Trust Level. | | |
| | | Leaders do not drive an effective safeguarding culture across the institution. | Leadership have clear understanding of reporting and referral mechanisms. This is also included within safeguarding training for all staff. Senior Leaders ensure the sharing of safeguarding policies – staff sign to confirm the reading of such policies. | | |
| | | Leaders do not provide a safe environment in which children can learn. | A safe environment is provided for all pupils at St John's, with daily access to in-class pastoral support, pastoral team within school, WEST support, Jigsaw PSHE curriculum. The Christina Values of Courage, Compassion and Respect are woven throughout daily practises. | | |
| | | Leadership unaware of risks to our pupils with regard to radicalisation eg vulnerabilities of pupils | A safeguarding culture is promoted through regular training, discussions, etc with senior staff visibly involved. There is a clear induction for new members of staff. | | |
| | | Leaders are complacent and do not identify or respond to Smoothwall notifications. | Weekly Smoothwall dashboard notifications are received by DSL and headteacher. Instant notifications and Smoothwall captures are reviewed in a timely manner. | | |
| **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. | **St John's has strong partnerships with:**<br>**- Local Safeguarding Children's Partnership**<br>**- DSL / headteacher forums**<br>**- LADO**<br>**- Community Safety Partnerships**<br>**- Police Prevent Team**<br>**- Channel panel**<br>**- Child and family**<br>**- Trust DSL meetings** | | **Prevent duty guidance**<br><br>Outlines the requirements of the duty, including working in partnership with others.<br><br>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 |

### Capabilities

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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 | Training is broader than face to face or e-learning. Staff also receive regular updates across the year. | | **Prevent e-learning**<br><br>Home Office offer a free e-learning package on Prevent covering:<br><br>- Prevent awareness<br>- Prevent referrals<br>- understanding Channel<br><br>Users that complete this training will receive a certificate.<br><br>https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/ |
| | | 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. | All staff attend safeguarding training and are familiar with key school safeguarding and statutory policies. | | |
| | | Staff do not access Prevent training or refresher training. | All staff and the Governing Body attend Prevent training and are made aware of what they should do if they are concerned about anything. | | **Prevent resources, guidance and support**<br><br>The department's Educate Against Hate website provides a range of training and guidance materials.<br><br>www.educateagainsthate.com |
| | | SLT/DSL are unaware of procedures to follow in case of concerns which increase a pupil's vulnerability. | SLT and DSL receive additional support from local partnerships and training on local processes for Prevent. | | |
| | | Senior leaders are unabl;e to identify staff that require training. | St John's maintains records of all staff and governor training. The DSL receives regular update training. All staff receive update trainig via the annual face to face trainig package and updates throughout the year. | | |
| | | Training does not meet the needs of staff and leaves pupils vulnerable. | Training is quality assured and evaluated for effectiveness by the Governing Body. | | |

| Category | Risk | Hazard | Risk management | Rag | Support availale |
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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. | **St John's has a culture of safeguarding that supports effective arrangements to:**<br>**- Identify children who may need early help or or who are at risk of neglect, abuse, grooming or exploitation.**<br>**- Help children reduce their risk or harm by securing the support they need or referring in a timely way to those who have the expertise to help.** | | **Resources to support information sharing**<br><br>The deparment has published guidance on making a Prevent referral.<br><br>https://www.gov.uk/guidance/making-a-referral-to-prevent |
| | | Staff are not aware of the Prevent referral process. | St John's has clear processes for raising concerns and making a Prevent referral. These are iuncluded within the yearly whole school safeguarding training and with direct Prevent training for all staff. | | |
| **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 school 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. | St John's has a code of conduct for all staff including volunteers. Safeguarding leaflets are made available to all visitors. Safer recruitment checks are carried out on all staff. | | **Resources for having difficult classroom conversations**<br><br>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.<br><br>www.educateagainsthate.com<br><br>www.educateagainsthate.com/category/teachers/classroom-resources<br><br>www.educateagainsthate.com/category/teachers/classroom-resources/?filter=lets-discuss |
| | | The school 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 Jigsaw PSHE curriculum taught within St John's promotes spiritual, moral, cultural, mental and physical development. British Values are an integral part of the school. Community events within the school are well-established.** | | |
| | | Teaching does not address fundamental british values | **Teaching and learning is monitored by senior leaders and outside agencies through observations, book checks and is quality assured** | | |
| | | The importance of having the space to talk and discuss controversial issues is not recognised or provided. | St John's provides opportunities across the curriculum to discuss controversial issues and for children to develop critical thinking and digital literacy skills. St John's ensures that discussions of controversial issues are carried out in a safe space. Pupils have weekly PHSE sessions, daily Worship and access to pastoral support. | | |
| | | Pupils do not have the opportunity to discuss Fundamental British Values and Relationships | **St John's embeds fundamental British values into the curriculum and these are identified in weekly Worships.** | | |
| **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 school. | St John's ensures appropriate internet monitoring and filtering is in place (Smoothwall supported by Chestnut) | | **Web filtering and online safety**<br><br>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.<br><br>https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges<br><br>Further guidance is available at https://saferinternet.org.uk/guide-and-resource/teachers-and-school-staff/appropriate-filtering-and-monitoring/appropriate-monitoring<br><br>You can test whether your internet service provider removes terrorist content at http://testfiltering.com/<br><br>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. |
| | | Students may distribute extremist material using the institution IT system. | St John's ensures that there is a clear reporting process in place should filtering systems flag any safeguarding or Prevent related concerns. We use My Concern for reporting incidents and also a recordable incidents log. | | |
| | | Unclear linkages between IT policy and the Prevent duty. No consideration of filtering as a means of restricting access to harmful content. | The DSL with the support of the DDSL's takes lead responsibility for safeguarding and child protection (including online safety). Filtering and monitoring are in place. Children have been taught about what to do if they are worried about anything online. | | |
| | | Prevent and issues such as online safety are not addressed through the curriculum, leading to pupils being vulnerable to radicalisation. | **Children are equipped with knowledge and skills to keep safe online, both in school through curriculum coverage in PSHE and Computing lessons and at home with weekly Computer safety documents shared with parents.** | | |
| **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 contractors - this is managed by front office staff. All visitors are checked and their stautus is recognised by a coloured lanyard system. Staff know to challenge any unaccompanied adult wearing a red lanyard. | | **Political Impartiality Guidance**<br><br>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.<br><br>https://www.gov.uk/government/publications/political-impartiality-in-schools/political-impartiality-in-schoolslf#the-law |
| | | Settings do not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised. | St John's 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 - commpleted through discussions, website checks etc. Visitors are always accompanied by school staff. | | |
| | | Senior leaders and school staff are unaware of the procedures to follow should they become concerned about the behaviour of a visitor or volunteer. | St John's seeks advice and support from partnerships within the The Spire CE Learning Trust where necessary to make an assessment of suitability. | | |
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