Prevent risk assessment for schools

Person completing: Emma Turner -DSL			Date Implemented: September 2025	Date for review: September 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

Risk 1 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.	**Risk 2** Vulnerable individuals may be grooemd and at risk of being radicalised.	**Risk 3** There are extermist groups operating online to recruit individuals and groups to join their organisations to spread hate messages against groups/ faiths/ women etc	**Risk 4** Pupil / staff / school infrastructure could be at risk of being targeted by members of the public who wish to undertake an act of terrorism.				

Local Risks – risk of radicalisation in your area and institution

Risk 1: The anti-immigration protests that happened in the UK this summer can have a negative impact on children and their families. It's important for adults to understand this so they can help children feel safe. When people are angry or frustrated, extremist groups can take advantage of those feelings and pull them into more dangerous ways of thinking. Children in our school could have experienced feelings of fear or confusion due to being exposed to unfiltered media coverage or overhearing hateful messages in the community.	**Risk 2** There is a risk that students could be drawn into extremist activity within the local area, such as the riots during the summer of 2024 or the anti-immigration protests in the summer of 2025. Young people are particularly vulnerable to so-called "mob mentality", where they may be influenced by peers or the wider crowd to take part in unlawful activity. This can result in students committing offences they did not intend when leaving home that day, leading to criminal records, risk of personal harm, or causing harm to others. Such outcomes can have long-term consequences, including damage to future education, employment, and careers.	**Risk 3** We are aware that students use different social media apps without supervision such as TikTok. TikTok can expose children to extremist ideologies, especially without parental awareness. Its algorithm quickly amplifies harmful content, so engaging with one extremist video can lead to greater exposure over time.	**Risk 4** Communication and coordination for events e.g. the summer 2024 riots, were facilitated through apps that use end-to-end encryption, such as Telegram. We are aware that students frequently use a variety of online platforms and social media. We support students to understand the risks associated with online engagement and social media content including misinformation.				

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)?*			**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/
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.	1. All staff and governors receive Prevent training using the government training module. 2. Staff understand their duty under Section 26 of the Counter Terrorism Act to have "due regard to the need to prevent people from being drawn into terrorism". 3. Prevent is detailed in the schools Safeguarding Policy, which all staff read at the beginning of the academic year, or as part of their induction. The safeguarding policy is updated annually. 4. A member of the safeguarding team will take the lead on all prevent training and updates from September 2026.		*1. Ensure all staff know who to report concerns to.* *2.Thsi prevent Risk assessment needs to be available on the school website.*	DSL/Headteacher	Easter 2026	
		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.	1. The lead governor for safeguarding is at appropriate seniority. 2. The Designated Safeguarding Lead (DSL) for the school is a member of SLT. There is a sfeguarding team to ensure there is always a knowledgeable point of contact for staff who have a safeguarding concern. 3. The DSL contextualises the prevent risk assessment to reflect local risk. 4. The DSL contextualises the safeguarding policy to reflect local safeguarding risks. services and how the school is supporting their student's contextual safeguarding concerns.		*1. All staff to complete prevent awareness training course, link - https://www.support-people-susceptible-to-radicalisation.service.gov.uk/portal#awareness-course*	DSL/Headteacher	Easter 2026	
		Leaders do not communicate and promote the importance of the duty.	1. There is effective leadership ownership of the Prevent risk assessments and safeguarding policies. 2. The DSL leads on annual Prevent training for staff. The DSL is always a senior leader in the school.					
		Leaders do not drive an effective safeguarding culture across the institution.	1. Leadership have a clear understanding of reporting and referral mechanisms. 2. Leaders keep abreast of Counter Terrorism Local Profile (CTLP) updates and appropriately communicate this to staff. 3. Leaders promote a culture of safeguarding through regular training and discussions. 4. There is a clear induction process for new members of staff. All new members of staff have an induction session with the DSL or DDSL. 5. There is a safeguarding team within the school. Staff are aware at all times who to go to if they are worried about the vulnerability of a student. 6. The mechanism for reporting a Prevent issu is clearly described in our safeuarding training.		*Fiona Gibbs (she/her)* *Stronger Communities Manager and Prevent Lead* *3E Civic Centre* *London Borough of Hilllingdon* *Tel: 01895 277035* *Email: fgibbs@hillingdon.gov.uk (secure)* *https://forms.office.com/pages/responsepage.aspx?id=yXfS-grGoU218704s0qC-WnmVlagDSNKr2JA6DKNvG1UOTBVSUJGRkRKUU8xQTJISTJNWU9NN0FOSy4u&utm_source=e-shot&utm_medium=email&utm_campaign=London+CTLP+24%2f25&route=shorturl*	DSL/Headteacher		
		Leaders do not provide a safe environment in which children can learn.	1. All staff take part in annual safeguarding and KCSiE training. 2. Staff are required to read and sign the annually updated safeguarding procedures. 3. Staff complete an annual assessment to ensure they understand the key safeguarding procedures for the school (February 2026). 4. The Safeguarding team can attend Hillingdon borough training as appropriate. 5. Pupils at the school are taught in classes in environments conducive to learning. We have a tuto/co-tutor and pastoral system where students have many optioms of staff to talk to, to raise a concern.			DSL/Headteacher		
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.	Oak Wood School has strong partnerships with: • Local Safeguarding Children's Partnership • DSL / headteacher forums • LADO • Community Safety Partnerships • Police Prevent Team • Channel panel • Child and family Oak Wood School does this by: • Regular attendance at meetings run by the borough. • Newsletters e.g. NSPCC, Andrew Hall • Being able to demonstrate effective partnerships by use of the referral process where needed. • Attending half-termly DSL good practice sessions, where local knowledge and service awareness is shared. • All Prevent / channel referrals are recorded on My Concern.			DSL/Headteacher		**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#c-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** Latest news, blogs and resources to help teachers, school leaders and designated safeguarding leads protect students from radicalisation https://signup.es-mail.co.uk/Signup/da659377ec9fa9e8d40363308d4a84ac

Capabilities

Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Date for completion	Support available
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	1. All staff and governors receive Prevent training, which is refreshed and updated annually. 2. Staff understand their duty under Section 26 of the Counter Terrorism Act to have "due regard to the need to prevent people from being drawn into terrorism". 3. Prevent is detailed in Oak Wood Schools Safeguarding Policy, which all staff read at the beginning of the academic year, or as part of their induction. The safeguarding policy is updated annually. 4. Training is broader than face to face. There are staff snippets, emails etc. 5. DSLs attend specialist Prevent training.		*Prevent training to be scheduled in Annual Safeguarding Plan.* *https://www.gov.uk/guidance/prevent-duty-training*	DSL/Headteacher		**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
		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.	1. All staff take part in annual NET safeguarding and KCSiE training. 2. Staff are required to read and sign the annually updated safeguarding procedures. 3. Staff complete an annual assessment to ensure they understand the key safeguarding procedures for the school (february 2026). 4. All staff and governors receive Prevent training, which is refreshed and updated annually. 4. All staff are confident about how to refer a concern and who to. 6. Safeguarding posters displayed around the school detailing key staff.			DSL/Headteacher		
		Staff do not access Prevent training or refresher training.	1. Oak Wood Schooly ensures all staff and governors receive Prevent training, which is refreshed and updated annually. Prevent training contains contextual awareness for all staff, and additional resources to training links and literature for Prevent awareness. 2. All staff have access to resources where the Prevent training is stored.			DSL/Headteacher		
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.	Oak Wood 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			DSL/Headteacher		**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.	Oak Wood School and local safeguarding partnership (Hillingdon) has clear processes for raising radicalisation concerns and making a Prevent referral. The referral form is included in our safeguarding policy.			DSL/Headteacher		
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.	1. Oak Wood School has a code of conduct for all staff (teaching and non-teaching staff). 2. Oak Wood School has a whistle blowing policy. 3. Staff, read and agree to work in accordnce with all of the policies. 4. Oak Wood School has a low-level concern process. 5. Oak Wood School has an open-door policy for teaching with senior leaders completing climate checks each period to support the monitoring of lesson content and delivery. 6. Oak Wood School carries out safer recruitment checks on all staff and follow the statutory recruitment processes, Oak Wood School has an SCR.					**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 Isalmist 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.	1. The PSHE curriculum will cover tolerance and respect themes linked to Prevent to mitigate from children being drawn into terrorist activity. 2. Oak Wood School provide opportunities within the curriculum to discuss controversial issues and for students to develop critical thinking and digital literacy skills. 3. Assemblies and form time activities further support student awareness of prevent. 4. SMSC runs through whole school curriculum. 5. Oak Wood School embeds fundamental British values and Human Rights into the PSHE curriculum, while also ensuring specific discussions can take place in a safe environment. 6. The teaching of critical thinking skills and building resilience against negative influences and stereotypical media portrayals are part of the PSHE curriculum. 7. Where students need further guidance and support, DSL support will be provided to the student. 8. Oak Wood School ensure that discussions of controversial issues are carried out in a safe space.			DSL/Headteacher		
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.	1. Forensic monitoring and filtering is in place. There is a clear reporting process in place which flag any safeguarding or Prevent- related concerns with senior members of staff including the DSL. Safeguarding concerns are then also recorded on My Concern. 2. Pupils have individual log-ins and passwords 3. Pupils are monitored by teachers and support staff through physical observation. 4. Pupils are supervised by staff at all times whilst accessing the internet within the school. 5. Online Safety Policy is in place for the school. 6. Acceptable use policy is singed by all Pupils and staff. 7. Forensic monitoring detects and reports inappropriate use, this has been robustly tested, monitoring and filterning testing by the IT and safeguarding team. 8. Oak Wood School equips children and young people with the skills to stay safe online, both in school and outside.			DSL/Headteacher		**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.	1. Forensic monitoring and filtering is in place via. Smoothwall software. There is a clear reporting process in place which flag any safeguarding or Prevent- related concerns with senior members of staff including the DSL. Safeguarding concerns are then also recorded on My Concern. 2. Pupils have individual log-ins and passwords 3. Pupils are monitored by teachers and support staff through physical observation. 4. Pupils are supervised by staff at all times whilst accessing the internet within the school. 5. Online Safety Policy is in place for the school. 6. Acceptable use policy is singed by all Pupils and staff. 7. Forensic monitoring detects and reports inappropriate use, this has been robustly tested, monitoring and filterning testing by the IT and safeguarding team. 8. Oak Wood school equip children and young people with the skills to stay safe online, both in school and outside.			DSL/Headteacher		

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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.	1. The designated safeguarding lead take lead responsibility for safeguarding procedures (including online safety). 2. The DSL is trained in what monitoring and filtering systems are in place for the school, how concerns are flagged and what to do when a concern is linked to radicalisation. 3. Staff and pupils have varied access, which is age appropriate and does inhibit teaching and learning. 4. The safeguarding policy and online safety policy make it clear to staff the importance of monitoring and filtering processes for student and staff safety.			DSL/Headteacher		
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.	1. A process is in place to manage site visitors, including sub-contractors.			DSL/Headteacher		**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.	1. Oak Wood School 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. 2. A record of visiting speakers is kept.			DSL/Headteacher		
		The setting does not conduct any due diligence checks on visitors or the materials they may use.	1. The private/commercial use of Oak Wood School spaces is effectively managed & due diligence checks are carried out on those using/booking and organisations that they represent. 2. Oak Wood School seeks advice and support from partners where necessary to make an assessment of suitability.			DSL/Headteacher		