

Prevent risk assessment for schools

Person completing: Nick Evans

Date Implemented: Sept 2026 (v2)

Date for review: July 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

Risk 1 - Online Radicalisation

Far right radicalisation is the key area for concern in the national picture for under 18s.

Risk 2 - Islamism

In the context of the conflict growing in the middle east, Islamic fundamentalism is another key concern.

Risk 3 - Misogynist / Incel

Growing online and cultural resurgence in the national picture. KCSIE guidance in 2025 and 2026 has focused on a growth in misogyny.

Risk 4

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 - Far-Right Extremism

The demographic, employment and political picture in Cornwall point towards potential for far-right extremism. We have seen examples of this in the school previously, and worked with Prevent to intervene early and effectively.

Risk 2

Recent refugee placements in Cornwall (in Saltash) have angered elements of the community. Anti-migrant/refugee language is a risk among our families and therefore children.

Risk 3

Recent changes in the local politics. Traditional parties have lost seats to Reform UK. (See risk 2)

Risk 4

Leadership and Partnership

Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Date 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 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/
	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 for SLT delivered through DSL. Advice and guidance from Prevent advice/referrals line shared with SLT. All staff trained on main aspects of Prevent through annual mandatory safeguarding training.		Prevent training from local (trained) police to be delivered to staff in the Autumn term.	Nick Evans	Dec-26	
		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) is also the Chair of Governors. 6-weekly governor visits are calendarer - these provide robust challenge and quality assurance of delivery of safeguarding policies.					
		Leaders do not communicate and promote the importance of the duty.	All safeguarding policies are ratified by SLT and governors on an annual basis.					
		Leaders do not drive an effective safeguarding culture across the institution.	DSL has clear understanding of reporting mechanisms and thresholds and takes ownership of any referrals. Concerns about students or staff are reported through CPOMS.					
		Leaders do not provide a safe environment in which children can learn.	Key documents, including safeguarding policies, are read by all staff with signatures to confirm on an annual basis. PD curriculum addresses radicalisationin each year group.					
	[Insert additional hazards here]		[Examples] Promotion of a safeguarding culture through regular training, discussions, etc with senior staff visibly involved. Clear induction for new members of staff and trainee teachers					
	[Insert additional hazards here]		[Examples] Leaders use self-evaluation to identify key priorities for continuous improvement					

Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Date for completion	Support available
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 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 - Safer Saltash (where all local partners meet) is attended regularly by DSL/DDSL					Support available 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								
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	[Example] Training is broader than face to face or e-learning. You should consider how to communicate information to staff e.g. via staff updates, notices, emails					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/
		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. Additional training beyond standard L2 safeguarding training includes contextualised safeguarding training, KCSIE updates summary training and whole staff quiz.		Whole staff quiz to be completed before October half term	Nick Evans	16th October 2026	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.		Ensure all staff attend Prevent training with a focus on Notice, Check, Share. Delivered regularly through our Best Practice CPD in the mornings once per week - Safeguarding has a slot in which prevent refresher training is delivered.					
	Governors do not understand the risks radicalisation presents.		Ensure governors attend Prevent training by DSL delivering training to governors at LGC meeting. Governors all access mandatory L2 safeguarding training which includes prevent training.		LGC2 to have time given to prevent training for governors.	Nick Evans	30th Nov 2026	
	DSL does not understand the local context fully.		Ensure SLT and DSL receive additional support from local partnerships and training on local processes for Prevent. In receipt of all materials police put out to education locally. Prevent contact Steve Rowe known to school.					
	DSL cannot be certain which staff and governors are trained.		Maintain records of all staff and governor training through the SCR which is updated and reviewed regularly by DSL, Chair of Gvs and Trust staff.					
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.	Saltash 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 - Report concerns in a timely fashion via CPOMS					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.	Saltash Community School has clear processes for raising radicalisation concerns through CPOMS, flagging the appropriate categories. This is reviewed daily by DSL and DDSLs. All prevent referrals are made by the DSL.					

Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Date for completion	Support available
		[Insert additional hazards here]						
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.	Staff Code of Conduct and Student Behaviour Policy are clear in outlining appropriate staff and student behaviour with reference to hate speech, the fundamental British values (which are taught explicitly through the PD programme and assembly programme), the school's core values and peer interactions. Staff report concerns effectively through CPOMS.					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 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.	The institution carries out safer recruitment checks on all staff. All interviewing staff on SLT are Safer Recruitment trained.					
	Teachers operate in a vacuum, teaching ideas and narratives beyond the published curriculum.		Teaching is monitored by senior leaders through observations, book checks and is quality assured.					
	[Insert additional hazards here]		[Example] The institution provides opportunities within the curriculum to discuss controversial issues and for students to develop critical thinking and digital literacy skills					
	Students do not feel they have a voice or that they cannot share their views honestly.		Saltash Community School ensures that discussions of controversial issues are carried out in a safe space. There is a student leadership framework which allows student voice to be heard. The safeguarding team take a child led approach. The PD programme addresses radicalisation directly. The History and Politics curricula address key events in the country's history in which far right and far left activism and ideas are explored.					
	[Insert additional hazards here]							
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.	Smoothwall ensures that, trustwise, the school's filtering and monitoring processes are effective. Breaches of the filtering are logged and followed up by safeguarding staff.					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.
	Students may distribute extremist material using the institution IT system.		(as above) Breaches are flagged to safeguarding staff by default through Smoothwall. These are acted on. The AUP is signed by all students and agreed to by parents when they start the school.					
	Unclear linkages between IT policy and the Prevent duty. No consideration of filtering as a means of restricting access to harmful content.		The DSL is alerted to Smoothwall breaches and takes the lead in deciding next steps and ensuring actions are taken in line with the Prevent Duty.					
	Students do not have online safety skills or awareness.		Saltash Community School teaches online safety explicitly through the PD curriculum and assembly programme, with the DSL taking the lead. Our reporting system also records specifically online safety concerns, which are monitored and actioned by the DSL.					
	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.	The SCR, which is reviewed regularly by the DSL, Ops Manager and Chair of Gove keeps a record of all visitors. Visitors are required to provide a DBS / appropriate letters of assurance when visiting. SLT has oversight of all visitors and subcontractors. These are discussed and reviewed.					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

Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Date for completion	Support available
Visitors		Settings do not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.	Saltash Community 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.		Review of risk assessments for visiting speakers.	Nick Evans	16th October 2026	
		The setting does not conduct any due diligence checks on visitors or the materials they may use.	The private/commercial use of Saltash Community School's spaces is effectively managed & due diligence checks are carried out on those using/booking and organisations that they represent.					
		[Insert additional hazards here]						