



## Risk Assessment for Radicalisation and Extremism

RA Start Date:	November 2025
RA Review Date:	November 2026

Category	Risk <i>What is the risk here?</i>	Hazard <i>What are the hazards?</i>	Risk Management/Existing precautions <i>What has your institute put in place to ensure sufficient understanding and buy in from Leadership</i>
<b>Leadership</b>	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.	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Leaders do not communicate and promote the importance of the duty.</li> <li>• Leaders do not drive an effective safeguarding culture across the institution.</li> <li>• Leaders do not provide a safe environment in which children can learn.</li> </ul>	<ul style="list-style-type: none"> <li>• All staff, including the SLT/Governors, receive PREVENT training on a two-year refresher cycle.</li> <li>• Staff understand PREVENT awareness and the PREVENT referral process and have awareness of the Channel programme and its procedures.</li> <li>• Leaders have a clear understanding of reporting and referral mechanisms, ensuring concerns are escalated appropriately.</li> <li>• Safeguarding policies are routinely shared, updated, and understood by all members of the school community.</li> <li>• A designated Governor with responsibility for safeguarding monitors compliance and supports strategic oversight.</li> <li>• The school promotes a strong safeguarding culture, supported by: <ul style="list-style-type: none"> <li>-Regular staff training and updates</li> <li>-Ongoing discussions and visibility of senior leaders</li> <li>-A comprehensive induction process for new staff and trainee teachers</li> </ul> </li> <li>• Leadership teams use robust self-evaluation to identify safeguarding priorities and drive continuous improvement.</li> <li>• There is termly Quality Assurance from the Safe@CIT network team, alongside regular Safe@CIT network meetings.</li> <li>• Staff receive regular safeguarding updates within school.</li> <li>• The school utilises the National College for accredited PREVENT training modules.</li> </ul>

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<b>Working in Partnership</b>	The school 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.	<ul style="list-style-type: none"> <li>• The school does not establish effective partnerships with organisations such as the Local Authority and Police Prevent Team.</li> <li>• Current events, affairs, and anniversaries or notable days have the potential to be exploited by extremists to further ideology and agenda.</li> <li>• Risk of harm due to a pupil attending a protest or march.</li> <li>• Risk of harm due to inappropriate relationships or communications between a child and adults at an event.</li> <li>• Not understanding that extremist groups co-opt narratives online to recruit, and therefore not having resilience.</li> </ul>	<p>The provider has partnerships with:</p> <ul style="list-style-type: none"> <li>• Local Safeguarding Children's Partnership</li> <li>• DSL / headteacher forums</li> <li>• LADO</li> <li>• Community Safety Partnerships</li> <li>• Police Prevent Team</li> <li>• Channel panel</li> <li>• Child and family</li> </ul> <ul style="list-style-type: none"> <li>• Safeguarding leaders proactively engage with the local community and parents to understand events that may be taking place by specific groups.</li> <li>• Safeguarding leaders liaise with Local Police to enhance knowledge about events or people causing concern within the Local community.</li> <li>• Staff are confident to share concerns about events taking place in the community.</li> <li>• Parents are able to speak with school leaders about concerns relating to local events or meetings that may be taking place.</li> <li>• Regular attendance at meetings, boards or forums: <ul style="list-style-type: none"> <li>• In receipt of newsletters e.g., Educate against Hate</li> <li>• Being able to demonstrate effective partnerships by use of the referral process or involvement in Channel.</li> </ul> </li> </ul>

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<b>Staff training</b>	Staff do not recognise signs of abuse or vulnerabilities, and the risk of harm is not reported properly and promptly by staff.	<ul style="list-style-type: none"> <li>• Frontline staff including governors, do not understand what radicalisation means and why people may be vulnerable to being drawn into terrorism</li> <li>• 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.</li> <li>• Staff do not access Prevent training or refresher training.</li> </ul>	<ul style="list-style-type: none"> <li>• All Staff and Governors attend safeguarding training annually and are familiar with key school and safeguarding statutory policies.</li> <li>• Staff &amp; Governors are provided with PREVENT Training via National College and Weekly snippets are emailed to all staff including news updates and changes in legislations.</li> <li>• SLT and DSL receive additional support from local partnerships and training on local processes for Prevent</li> <li>• A training Matrix is used to records all staff and governor training.</li> <li>• Refresher training is in place and reviewed based on contextual safeguarding highlighted throughout the academic year.</li> <li>• Training is quality assured and evaluated for effectiveness on a regular basis</li> <li>• The school utilises the National College for accredited PREVENT training modules.</li> </ul>

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<b>Information sharing</b>	Staff do not share information with relevant partners in a timely manner.	<ul style="list-style-type: none"> <li>• Staff do not feel confident sharing information with partners regarding radicalisation concerns</li> <li>• Staff are not aware of the PREVENT referral process</li> <li>• Pupils are exposed by school staff or visitors to messages supportive of extremism, terrorism or which contradicts 'British Values'.</li> <li>• Behaviours which harm the ability of different groups and individuals to learn and work together are left unchallenged.</li> </ul>	<ul style="list-style-type: none"> <li>• The school has a strong culture of safeguarding that supports effective arrangements to identify pupils who may need early help or who are at risk of neglect, abuse, grooming, or exploitation.</li> <li>• Clear processes ensure pupils receive timely support or referrals to appropriate external agencies with the expertise to help.</li> <li>• The school has established procedures for raising concerns about radicalisation and for making Prevent referrals.</li> <li>• Pupils are explicitly taught to respect other cultures and develop an understanding of community cohesion.</li> <li>• Assemblies across all key stages promote inclusion, cohesion, and diversity.</li> <li>• School displays and literature reflect and encourage diversity and community cohesion.</li> <li>• The whole-school Behaviour Policy outlines anti-bullying strategies and preventative measures for inappropriate behaviour.</li> <li>• Inappropriate behaviour, language, or attitudes are consistently challenged by staff, and concerns involving staff or adults are addressed by senior leaders.</li> </ul>

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<b>Building children's resilience to radicalisation</b>	Children and young people are increasingly exposed to intolerant or hateful narratives and often lack understanding of the risks posed by terrorist organisations and the extremist ideologies that underpin them, and for our pupils with SEMH needs these challenges can be heightened, as difficulties with social, emotional, or mental health may affect their ability to recognise and respond to risk, increasing their vulnerability in understanding and maintaining healthy relationships as well as their perceptions of physical and emotional safety.	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, or learn how to challenge these ideas, and it also does not teach a broad and balanced curriculum that promotes the spiritual, moral, cultural, mental, and physical development of students or supports fundamental British values and community cohesion.	<ul style="list-style-type: none"> <li>• The setting carries out safer recruitment checks on all staff.</li> <li>• Codes of conduct are in place for all teaching and non-teaching staff.</li> <li>• Teaching is monitored by senior leaders through observations, book checks, and ongoing quality assurance processes.</li> <li>• The curriculum — including RSE and PSHE — provides opportunities for students to discuss controversial issues and develop critical thinking.</li> <li>• The institution ensures that discussions of controversial issues are carried out in a safe and supportive environment.</li> <li>• Fundamental British values are embedded across the curriculum, with safe spaces provided for specific and sensitive discussions.</li> </ul>

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<b>IT POLICIES</b>	Ineffective IT policies increase 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.	<ul style="list-style-type: none"> <li>Students can access terrorist and extremist material when accessing the school network both intentionally and unintentionally.</li> <li>Students access extremist materials when out of the school setting, both intentionally and unintentionally.</li> <li>Students may distribute extremist material using the schools IT systems</li> <li>Unclear linkages between online policy and the Prevent duty. No consideration of filtering as a means of restricting access to harmful content.</li> </ul>	<p>Filtering systems are in place on all school devices to reduce the risk of pupils accessing inappropriate content.</p> <ul style="list-style-type: none"> <li>SENSO monitoring software is installed on all pupil laptops and computers and alerts the DSL/DDSL to any violations.</li> <li>SENSO alerts are logged on CPOMS and monitored by the DSL/DDSL to identify any patterns of concern.</li> <li>The DSL and DDSL communicate with statutory partners and agencies when safeguarding concerns arise.</li> <li>Online safety is taught within the curriculum to ensure students understand how to stay safe in the digital world.</li> <li>Strong relationships with parents and carers support open communication about any concerns relating to pupils.</li> <li>E-safety resources, updates, and useful links are shared with parents and are available on the school website</li> <li>Pupils are encouraged to report to an adult any material which leaves them feeling worried or uncomfortable.</li> <li>The Trust's Acceptable Use of the Internet and IT systems policy implemented.</li> <li>Pupils are encouraged to report any online material that makes them feel worried or uncomfortable to a trusted adult.</li> </ul>

			<ul style="list-style-type: none"><li>• Reporting system is in place for pupils, including the centrally monitored <b>safe@cit</b> email address.</li><li>• E-safety is included in staff induction, with ongoing staff training delivered throughout the year.</li><li>• The Trust's Acceptable Use of the Internet and IT Systems Policy is fully implemented across the school.</li><li>• Clear reporting procedures are in place for any safeguarding or Prevent-related concerns flagged by filtering or monitoring systems.</li><li>• The DSL takes lead responsibility for safeguarding and child protection, including online safety</li></ul>
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<b>Visitors</b>	External speakers or visitors being given a platform to radicalise children and young people or spread hateful or divisive narratives.	<ul style="list-style-type: none"> <li>• Leaders do not provide a safe space for children to learn.</li> <li>• Settings do not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.</li> <li>• The setting does not conduct any due diligence checks on visitors or the materials they may use.</li> <li>• Extremist or terrorist related material is displayed within the setting.</li> <li>• School premises are used to host events supportive of extremism or which popularise hatred or intolerance of those with particular protected characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>• There is a robust risk assessment, and due diligence checks are carried out on visitors, speakers, the organisations they represent and the materials they promote or share.</li> <li>• The private/commercial use of the institution's spaces is effectively managed &amp; due diligence checks are carried out on those using/booking and organisations that they represent.</li> <li>• Advice and support from partners where necessary to assess suitability.</li> <li>• Visiting speakers are not left alone with students.</li> <li>• Staff feel confident to raise concerns with the PREVENT lead DSL or DDSL if they feel materials used or to be used are inappropriate.</li> <li>• Requests for externally provided materials to be displayed are considered and where appropriate authorised by the head teacher.</li> </ul>

Support available:	
<b>LEADERSHIP</b>	<p><b>Prevent e-learning</b> Home Office offer a free e-learning package on Prevent covering:</p> <ul style="list-style-type: none"> <li>- Prevent awareness</li> <li>- Prevent referrals</li> <li>- understanding Channel</li> </ul> <p>Users that complete this training will receive a certificate. <a href="https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/">https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/</a></p>
<b>WORKING IN PARTNERSHIP</b>	<p><b>Prevent duty guidance</b> Outlines the requirements of the duty, including working in partnership with others. <a href="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">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</a> Understanding channel An overview of channel support and the Prevent Multi-Agency Panels (PMAP). <a href="https://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance">https://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance</a> 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 <a href="https://signup.es-mail.co.uk/Signup/da659377ec9fa9e8d40363308d4a84ac">https://signup.es-mail.co.uk/Signup/da659377ec9fa9e8d40363308d4a84ac</a></p>
<b>STAFF TRAINING</b>	<p><b>Prevent e-learning</b> Home Office offer a free e-learning package on Prevent covering:</p> <ul style="list-style-type: none"> <li>- Prevent awareness</li> <li>- Prevent referrals</li> <li>- understanding Channel</li> </ul> <p>Users that complete this training will receive a certificate. <a href="https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/">https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/</a> Prevent resources, guidance and support The department's Educate Against Hate website provides a range of training and guidance materials. <a href="http://www.educateagainsthate.com">www.educateagainsthate.com</a></p>

<b>BUILDING CHILDREN'S RESPONSE TO RESILIENCE</b>	<p><b>Resources for having difficult classroom conversations</b></p> <p>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.</p> <p><a href="http://www.educateagainsthate.com">www.educateagainsthate.com</a></p> <p><a href="http://www.educateagainsthate.com/category/teachers/classroom-resources">www.educateagainsthate.com/category/teachers/classroom-resources</a></p> <p><a href="http://www.educateagainsthate.com/category/teachers/classroom-resources/?filter=lets-discuss">www.educateagainsthate.com/category/teachers/classroom-resources/?filter=lets-discuss</a></p>
<b>IT POLICIES</b>	<p><b>WEBSITE, FILTERING AND ONLINE SAFETY</b></p> <p>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.</p> <p><a href="https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges">https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges</a></p> <p>Further guidance is available at <a href="https://saferinternet.org.uk/guide-and-resource/teachers-and-school-staff/appropriate-filtering-and-monitoring/appropriate-monitoring">https://saferinternet.org.uk/guide-and-resource/teachers-and-school-staff/appropriate-filtering-and-monitoring/appropriate-monitoring</a></p> <p>You can test whether your internet service provider removes terrorist content at <a href="http://testfiltering.com/">http://testfiltering.com/</a></p> <p>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.</p> <p>Teach about online extremism</p> <p>The 'Going Too Far?' resource from Educate Against Hate and the London Grid for Learning to help teach students about staying safe online</p> <p><a href="https://www.educateagainsthate.com/resources/going-too-far/">https://www.educateagainsthate.com/resources/going-too-far/</a></p>
<b>VISITORS</b>	<p><b>Political Impartiality Guidance</b></p> <p>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.</p> <p><a href="https://www.gov.uk/government/publications/political-impartiality-in-schools/political-impartiality-in-schools#the-law">https://www.gov.uk/government/publications/political-impartiality-in-schools/political-impartiality-in-schools#the-law</a></p>