## Prevent risk assessment for schools

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Person completing: Amy Ferguson (Deputy Headteacher) | | | Date Implemented: November 2026 | Date for review: | Nov-27 | | | |

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

### 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 through social media platforms, gaming platforms, messaging applications, livestreaming services and algorithm-driven content. | **Risk 2** – Exposure to extremist ideologies, including Islamist extremism, Extreme Right-Wing extremism, and mixed, unstable or unclear ideologies. | **Risk 3** – Misogynistic, incel and male-supremacist narratives targeting vulnerable young people. | **Risk 4** – Conspiracy theories, disinformation and misinformation that may contribute to extremist beliefs and distrust of institutions. | | | | |
| **Risk 5** – Radicalisation through peer networks, online communities, influencers and closed online groups. | **Risk 6** – Exploitation of vulnerable individuals through grooming techniques used by extremist groups and individuals. | **Risk 7** – Hate crime, prejudice and intolerance linked to protected characteristics, faith, ethnicity, sexuality, disability or other perceived differences. | **Risk 8** – Increased use of AI-generated content, deepfakes and propaganda to spread extremist narratives and manipulate public opinion. | | | | |
| **Risk 9** – International conflicts, terrorist incidents and high-profile events increasing tensions, polarisation and the risk of radicalisation. | **Risk 10** – Individuals becoming radicalised through a combination of online activity, personal vulnerabilities, social isolation and real-world influences. | | | | | | |

### 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)**

Exposure to extremist content online remains the most significant risk for Lawn Manor Academy pupils.
Vulnerable pupils with SEMH needs, attendance concerns, SEND or social isolation may be more susceptible to online grooming and extremist narratives.
Community tensions arising from national or international events may influence attitudes and discussions amongst pupils.
The school serves a diverse community and therefore remains alert to risks associated with racism, prejudice, hate incidents and intolerance.
Pupils may access extremist or harmful content through personal devices outside of school systems.
Emerging risks relating to misogyny, violence against women and girls, and online influencer culture are monitored through safeguarding processes.
The school works closely with Swindon safeguarding partners, SCAPP, the Local Authority and Wiltshire Police to remain informed of local risks.

### Leadership and Partnership

| Category | Risk | Hazard | Risk management | Rag | Further action needed | Lead officer | Date for completion | Support available |
|---|---|---|---|---|---|---|---|---|
| | *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)?* | | | |
| **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, do not sufficiently understand their responsibilities under the Prevent Duty, the local context, or the risks of radicalisation and extremism faced by the school. Consequently, the Duty is not managed, overseen or enabled effectively at a strategic level.<br><br>Leaders do not maintain effective ownership and oversight of safeguarding and Prevent processes, resulting in inconsistent implementation, insufficient staff understanding, and a weak safeguarding culture.<br><br>Leaders do not effectively communicate, promote or prioritise the Prevent Duty across the school.<br><br>The school's values, ethos, curriculum and culture do not effectively promote British values, critical thinking, tolerance and resilience to extremist ideologies. | Prevent Lead identified within the school's safeguarding structure.<br>Clear governance arrangements for oversight of Prevent and safeguarding.<br>Annual Prevent Risk Assessment completed, reviewed and reported to governors.<br>Prevent risks reviewed periodically in response to local and national intelligence.<br>Senior leaders and governors receive Prevent training and regular updates on emerging risks.<br>Prevent is embedded within safeguarding, child protection, behaviour, attendance and school improvement processes.<br>Prevent procedures are reflected within safeguarding and child protection policies.<br>Staff receive Prevent training through induction, annual safeguarding updates and regular briefings.<br>Designated Safeguarding Lead maintains oversight of Prevent concerns, referrals and interventions.<br>Designated Safeguarding Lead provides regular safeguarding and Prevent reports to governors.<br>Staff understand indicators of radicalisation and know how to report concerns.<br>Safeguarding and Prevent concerns are recorded and monitored through established safeguarding systems.<br>Leaders promote a strong safeguarding culture through training, communication, supervision and professional challenge.<br>Leaders model and promote British values, inclusion, tolerance and respect.<br>Robust behaviour, safeguarding and pastoral systems support vulnerable pupils.<br>Effective online safety, filtering and monitoring systems are in place and regularly reviewed.<br>Appropriate visitor management, site security and external speaker procedures are implemented.<br>Curriculum, PSHE, RSHE, assemblies and enrichment activities build resilience to extremist narratives and misinformation.<br>Pupils are provided with opportunities to develop critical thinking, media literacy and respectful debate skills.<br>Strong partnership working is maintained with the Local Authority, Police, Prevent Team and other safeguarding agencies where appropriate.<br>Safeguarding and Prevent arrangements are reviewed regularly through monitoring, audits, quality assurance activities and governor scrutiny. | Low | Further Actions<br>Complete a termly review of local Prevent and safeguarding risks using updates from Swindon Borough Council, the Regional Prevent Education Coordinator and Counter Terrorism Policing.<br>Introduce a Prevent item as a standing agenda point at Safeguarding Governor meetings and Governor Safeguarding Visits.<br>Undertake an annual Prevent self-assessment against DfE and Home Office expectations.<br>Conduct regular staff knowledge checks to test understanding of Prevent referral pathways and indicators of radicalisation.<br>Increase staff awareness of emerging risks, including online influencers, misogyny, conspiracy theories, anti-authority narratives and AI-generated extremist content.<br>Audit curriculum coverage annually to ensure Prevent themes, British Values, media literacy and critical thinking are embedded across subject areas.<br>Develop pupil voice activities to assess student understanding of extremism, tolerance, respect and online safety.<br>Review systems for identifying vulnerable cohorts who may be susceptible to radicalisation, including pupils with SEND, SEMH needs, persistent absence or social isolation.<br>Strengthen parental engagement through awareness materials, workshops and online safety communications.<br>Complete an annual audit of filtering and monitoring systems to ensure risks associated with extremist content are effectively identified and managed.<br>Enhance procedures for reviewing external speakers, agencies and community groups accessing the school site.<br>Benchmark the school's Prevent arrangements against local and national best practice.<br>Carry out annual safeguarding and Prevent case studies to test the effectiveness of referral and escalation procedures.<br>Evidence Prevent-related actions and impact within the School Improvement Plan and safeguarding development plan.<br>Review and update Prevent-related policies annually to reflect changes in legislation, guidance and local risk profiles.<br>Provide advanced Prevent training for DSLs, DDSLs and safeguarding governors.<br>Establish a quality assurance process to sample safeguarding records where extremism, hate incidents or online safety concerns have been identified.<br>Develop a documented response plan for significant extremist incidents, hate incidents or community tensions affecting the school.<br>Evaluate the effectiveness of Prevent education through student surveys, behaviour data, safeguarding trends and curriculum monitoring.<br>Ensure all new governors complete safeguarding and Prevent training within their first term of appointment.<br><br>These would be considered meaningful development actions rather than routine controls and would fit well in the "Further Actions Required" column of a Home Office Prevent Risk Assessment. | Amy Ferguson | Nov-27 | **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/ |
| **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 DSL/Prevent Lead attends SCAPP meetings and safeguarding network meetings.<br>The school receives safeguarding and Prevent updates from Swindon Borough Council, Wiltshire Police and safeguarding partners.<br>Leaders monitor national Prevent guidance, DfE updates and local safeguarding intelligence.<br>The school works in partnership with Children's Social Care, Early Help, MASH, Health, Education Welfare and other relevant agencies.<br>Clear referral pathways exist for Prevent and Channel referrals.<br>Staff receive annual Prevent training and safeguarding updates.<br>Safeguarding concerns are recorded using CPOMS and reviewed by the DSL team.<br>The school participates in multi-agency meetings and works collaboratively to support vulnerable pupils.<br>Leaders access good practice through professional networks, training events and safeguarding forums. | Low | Continue attendance at SCAPP meetings and local safeguarding forums. Review local Prevent intelligence annually as part of the Prevent risk assessment review. Ensure governors receive an annual Prevent update including local context and emerging risks.Staff do not feel comfortable or capable working with external agencies and sharing concerns about extremism externally.Include Prevent referral pathways within annual safeguarding training. Use safeguarding briefings to remind staff of Prevent and Channel referral processes. Provide refresher guidance on reporting concerns via CPOMS and through the DSL team. | Amy Ferguson | Nov-27 | |
| **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<br><br>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<br><br>Staff do not access Prevent training or refresher training. | All staff receive safeguarding and Prevent training as part of induction and annual safeguarding updates.<br>Prevent training includes recognition of radicalisation indicators, the Notice, Check, Share approach and local referral pathways.<br>Governors receive safeguarding and Prevent training appropriate to their role and responsibilities.<br>The DSL, Prevent Lead and senior leaders access additional Prevent training, local authority briefings and safeguarding partnership updates.<br>Records of all staff and governor training are maintained and monitored.<br>Refresher training and safeguarding briefings are delivered regularly throughout the year to address emerging local and national risks.<br>Training is monitored, quality assured and evaluated to ensure staff confidence, understanding and effective implementation of the Prevent Duty. | Low | Maintain a central record of Prevent training for staff and governors.<br>Include local context and emerging risks (online radicalisation, misogyny, incel ideology and extremist online influencers) within annual safeguarding updates.<br>Undertake periodic staff surveys or safeguarding audits to assess confidence in recognising and reporting Prevent concerns.<br>Ensure all new governors receive Prevent training as part of governor induction. | Amy Ferguson | Nov-27 | |
| **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.<br><br>Staff are not aware of the Prevent referral process. | Clear safeguarding reporting procedures are in place and communicated to all staff through induction and annual training.<br>All safeguarding and Prevent concerns are recorded on CPOMS and reviewed by the Designated Safeguarding Lead (DSL) team.<br>Staff understand their responsibility to share concerns promptly and appropriately.<br>Information is shared with relevant agencies in accordance with safeguarding, child protection, GDPR and information-sharing guidance.<br>The school works closely with Children's Social Care, MASH, Early Help, Wiltshire Police, Prevent partners and other relevant agencies where concerns arise.<br>Multi-agency meetings, including Child Protection Conferences, Child in Need meetings, Team Around the Child meetings and Prevent/Channel processes, are attended where appropriate.<br>The DSL maintains oversight of vulnerable pupils and ensures information is shared on a need-to-know basis to safeguard children effectively.<br>Appropriate safeguarding information is transferred securely when pupils move schools or educational settings.<br>Governors receive safeguarding updates, including anonymised safeguarding and Prevent information, to enable effective oversight | Low | Continue regular safeguarding briefings, annual Prevent refresher training and quality assurance of CPOMS records. Monitor staff confidence in reporting concerns and review information-sharing arrangements annually through safeguarding audits. | Amy Ferguson | Nov-27 | **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 |
| **Reducing Permissive Environments** | | | | | | | | |

| Category | Risk | Hazard | Risk management | Rag | Further action needed | Lead officer | Date for completion | Support available |
|---|---|---|---|---|---|---|---|---|
| **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.<br><br>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 academy maintains clear staff codes of conduct and safeguarding policies which set expectations for professional behaviour and the promotion of fundamental British Values.<br>Robust safer recruitment procedures are in place for all staff, volunteers and regular visitors.<br>Personal Development, RSHE, Citizenship and curriculum provision promote British Values, equality, diversity, tolerance, respect and inclusion.<br>Pupils are provided with opportunities to discuss controversial and sensitive issues in a safe, age-appropriate and professionally facilitated environment.<br>The curriculum develops critical thinking, media literacy, digital literacy and online safety skills to help pupils identify misinformation, manipulation, conspiracy theories and extremist narratives.<br>Teaching and curriculum delivery are monitored through lesson observations, quality assurance activities, work scrutiny and curriculum reviews to ensure appropriate coverage of Prevent-related themes.<br>Assemblies, tutor programmes and enrichment activities promote democratic values, mutual respect, individual liberty and respect for different faiths and beliefs.<br>Staff are trained to recognise and respond appropriately to discussions or behaviours that may indicate vulnerability to radicalisation.<br>The academy promotes a strong culture of belonging, inclusion and relational practice, helping pupils feel connected, valued and supported within the school community.<br>Pupils have access to pastoral support, trusted adults and early intervention where concerns about vulnerability, identity, isolation or exploitation are identified.<br>Online safety education addresses risks associated with social media, gaming platforms, extremist content, online influencers, misogyny, violence against women and girls, and AI-generated misinformation.<br>Safeguarding, behaviour, attendance, SEND and pastoral information is considered collectively to identify pupils who may be vulnerable to radicalising influences. | Low/Medium | Continue to review curriculum content, develop pupils' critical thinking and digital literacy skills, strengthen education around emerging online risks and monitor the impact of Personal Development provision through pupil voice, curriculum review and safeguarding evaluation. | Amy Ferguson | Nov-27 | **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 a |
| **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.<br><br>Students may distribute extremist material using the institution IT system.<br><br>Unclear linkages between IT policy and the Prevent duty. No consideration of filtering as a means of restricting access to harmful content. | Appropriate filtering and monitoring systems are in place and regularly reviewed to prevent access to extremist, harmful or inappropriate content whilst on the school's network.<br>The school meets statutory filtering and monitoring requirements and regularly reviews the effectiveness of online safeguarding arrangements.<br>Clear procedures are in place for staff to report any filtering, monitoring, safeguarding or Prevent-related concerns, with all concerns referred promptly to the DSL team through established safeguarding processes.<br>The Designated Safeguarding Lead (DSL) maintains oversight of online safety, filtering reports and Prevent-related online concerns, working closely with IT staff and safeguarding partners where required.<br>All pupils receive age-appropriate online safety education through the Personal Development, RSHE and Computing curriculum.<br>Pupils are taught how to stay safe online, recognise misinformation, extremist content, online grooming, harmful influencers, conspiracy theories and manipulation through social media, gaming platforms and online communities.<br>Staff receive safeguarding and Prevent training which includes online radicalisation risks, emerging technologies and reporting procedures.<br>Acceptable Use Agreements are in place for pupils and staff and are reviewed regularly.<br>Parents and carers are provided with information and guidance to support safe online behaviours outside school.<br>Online safety incidents and trends are monitored and used to inform curriculum development, staff training and safeguarding practice.<br>The school regularly reviews emerging risks, including AI-generated content, extremist propaganda, misogynistic content, violence against women and girls, and online radicalisation pathway. | Medium | Continue annual reviews of filtering and monitoring arrangements, provide regular staff and pupil training on emerging online risks, strengthen parental engagement around online safety and evaluate the effectiveness of online safety provision through safeguarding monitoring and curriculum review. | Amy Ferguson | Nov-27 | **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.go |
| **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.<br><br>Settings do not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.<br><br>The setting does not conduct any due diligence checks on visitors or the materials they may use. | Robust visitor management procedures are in place for all visitors, contractors, volunteers, agency staff and external providers accessing the school site.<br>All visitors are required to sign in, provide appropriate identification, wear visitor badges and are supervised where appropriate.<br>The school operates clear safeguarding and visitor protocols, including procedures for reporting concerns.<br>Due diligence and risk assessments are undertaken for external speakers, organisations and groups working with pupils to ensure that content is suitable, balanced and consistent with the school's values and safeguarding responsibilities.<br>Consideration is given to the suitability of speakers, the organisations they represent, their online presence and any materials, resources or messages they may share with pupils.<br>Staff remain present during visitor-led activities and challenge or report any content that causes concern.<br>The hire or use of school facilities by external organisations is subject to appropriate vetting, safeguarding checks and approval processes.<br>Lettings agreements clearly state that extremist, discriminatory, hateful or unlawful activities are not permitted on school premises.<br>Where concerns or uncertainty exist regarding a visitor, speaker or organisation, advice is sought from the Local Authority, safeguarding partners, Prevent professionals, Wiltshire Police or other relevant agencies.<br>The Designated Safeguarding Lead maintains oversight of external visitors, safeguarding concerns and Prevent-related risks associated with external providers.<br>Records of visitor checks, risk assessments and approvals are maintained and reviewed regularly | Low | Robust visitor management, identification checks, safeguarding procedures and due diligence processes are in place for visitors, speakers, contractors and organisations using school facilities. Risk assessments are completed where appropriate, staff supervise visitor activities and advice is sought from safeguarding partners where concerns arise. | Amy Ferguson | Nov-27 | **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.U |