Prevent risk assessment for schools		
Person completing: Amanda Ram - Deputy Designated Safeguarding Lead	Date Implemented: November 2024	Date for review: September 2028

Prevent Duty & Risk Assessment Guidelines
Carrying out a comprehensive risk assessment is a foundational requirement under the Prevent duty. Every academy must consult relevant departmental guidance to effectively conduct risk assessments and safeguard students who may be susceptible to radicalisation. Schools are expected to evaluate the likelihood of pupils being drawn into terrorism, which includes exposure to or support for extremist beliefs that underpin terrorist ideologies.

Key Definitions
Radicalisation: The process through which individuals gradually adopt support for extremism and terrorism, which in certain instances leads to active involvement in terrorist organizations.
Extremism: "Extremism is vocal or active opposition to fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas." (HM Government Prevent Strategy 2011)

Safeguarding Context & Vulnerabilities
Ever since the introduction of the Prevent Strategy, highlighting the imperative to protect children, pupils, and families from violent extremism has been a key priority. Schools must remain vigilant against attempts to radicalise vulnerable young people toward extreme views—including those that validate political, religious, sexist, or racist violence—or to draw them into narrow, rigid ideologies that oppose diversity and heighten susceptibility to future radicalisation.

Governance & Review Schedule
This document is designated for internal use only. In accordance with Keeping Children Safe in Education (KCSiE) standards, it must undergo review on an annual basis as well as following any serious incident.

National Risks – risk of radicalisation generally								
The current threat from Terrorism and Extremism in the United Kingdom is severe and can involve the exploitation of vulnerable people which includes children and young people to involve them in extremist activity.	Vulnerable young people may be groomed and placed at risk of being radicalised. Recent riots and protests have involved young people who have been drawn to the protests by others who they deem as friends. or follow through social media and other online content.	Extermist groups and organisations operate online to recruit individuals and groups of young people to join their organisations to spread hate messages and incite violence against ethnic groups/faiths/women/LGBTQ to name but a few.	Individuals who have been radicalised pose a significant threat to the public. They may be travelling on public transoport, in public places at events, or try to gain access to public buildings and carry out an act of terrorism.					
Local Risks – risk of radicalisation in your area and institution								
Students within the Academy and the local community may be targeted for online or in-person grooming by extremist groups seeking to encourage membership or radicalisation.	Vulnerable young people experiencing difficulties at home or within school often seek alternative avenues online. They can become drawn to communities promising fresh peer circles, connections, and enticing lifestyles that appear attractive to them.	Individuals undergoing radicalisation during youth may distance themselves from existing family and social circles, placing them at heightened risk of developing intense bonds with extremist individuals or groups. Consequently, they are vulnerable to internalising extremist ideologies and engaging in associated activities, both online and offline (including participating in riots or demonstrations). Furthermore, youth aligned with these networks face additional serious risks, such as forced marriage, travel to regions governed by caliphates, extortion, and honor-based violence or murder.	Online extremists pose a threat of emotional harm to young people, who are also vulnerable to adverse influences and negative peer behaviours.					

Leadership and Partnership								
Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Date for completion	Support available
	The academy fails to adequately prioritise Prevent requirements, including the development and execution of risk assessments and action plans. As a result, measures to mitigate risks and fulfill statutory Duty obligations are ineffective.	Senior Leadership Teams (SLTs), including trustees and governors, lack a complete understanding of the trust's specific risk exposure and the legal obligations mandated by the Prevent Statutory Duty. Consequently, oversight and operational support for the Duty are not maintained at an adequately senior governance level.	All Academy staff complete annual Online Prevent Training through the government module. The Academy acknowledges that early intervention is fundamental to the "Prevent" strategy in steering individuals away from radicalisation and terrorist involvement. Because "Prevent" operates prior to any criminal conduct, its core focus is identifying, supporting, and safeguarding vulnerable individuals. Fundamental British Values and Co-op Values are deeply embedded within the Academy's ethos and guide staff in their daily responsibilities. Reporting procedures via CPOMS are communicated at the start of each academic year and reinforced weekly, while new staff receive this information during safeguarding induction.		*Maintain annual completion of Prevent training for all staff as an ongoing yearly requirement.*	Amanda Ram/Judith Baldwin	On going annually	

Leadership and Partnership		Senior Leadership Team (SLT) lack comprehensive oversight and clear ownership of internal safeguarding procedures. Consequently, they fail to guarantee that all staff possess adequate training and execute their safeguarding duties proficiently.	Leadership Oversight & Training Every leader across the Academy is fully trained in Prevent and safeguarding. Strategic oversight for the delivery of these frameworks lies with the Senior Assistant Headteacher, who serves as the Academy's lead for both Prevent and Safeguarding. Quality Assurance & Governance To maintain high standards, internal Academy procedures and safeguarding responses undergo bi-annual Trust-level scrutiny through a dedicated safeguarding and culture review. The lead for Prevent is also the DDSL/DSL and is trained as a Senior DSL		*Prevent training for all Academy Designated Safeguarding Leads (DSLs).* *All staff*	Amanda Ram/Judith Baldwin	January 2026	Ensure all Designated Safeguarding Leads (DSLs) within the Academy are trained in Prevent. Prevent E-Learning Course The Home Office provides a free e-learning package covering key aspects of Prevent: -Prevent awareness -Prevent referrals -Understanding Channel Participants will receive a certificate upon completion of the training. Access the training here: https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/
		SLT do not communicate and promote the importance of the duty.	The Trust and the Academy's Designated Safeguarding Lead (DSL) jointly establish all safeguarding policies. Regular staff training on the Prevent Duty is provided by the DSL and Deputy DSL (DDSL) via face-to-face sessions, briefings, and podcast updates. Both face-to-face protocols and CPOMS are utilized across the Academy and Trust to maintain clear reporting procedures for all staff. Additionally, guidance materials regarding the Prevent Duty are published on the staff Google Classroom for ongoing reference.		*Ongoing action.*	Amanda Ram/Judith Baldwin	Ongoing	
		SLT do not drive an effective safeguarding culture across the academy.	The Academy maintains a robust culture of safeguarding. Every staff member understands their responsibility to protect young people within both the Academy and the wider community, actively adhering to established Academy and Trust reporting processes. Furthermore, regular safeguarding and culture reviews serve to validate and reinforce this system, ethos, and protective culture for pupils, staff, and parents alike.		*Annual audits completed by the Trust.*	Amanda Ram/Judith Baldwin	Ongoing	
		SLT fail to establish and maintain a secure learning environment for students.	A bespoke, Trust-wide safeguarding policy is in place to meet the Academy's specific safeguarding needs. All staff are familiar with this policy and sign to confirm they have read and understood both it and the Keeping Children Safe in Education (KCSIE) guidance. Key safeguarding protocols are reinforced throughout the Academy via prominent posters. Pupils are educated on their role in maintaining a safe environment and the overall importance of safeguarding for everyone. The Academy's safeguarding culture is audited and validated at the Trust level, where it is recognised as a key strength. Furthermore, feedback from pupils, parents, and staff consistently confirms that the Academy is safe.		*Ongoing action.*	Amanda Ram/Judith Baldwin		
		SLT do undertake and promote Prevent training including refresher training						
		SLT do not participate in supervision or share relevant information with appropriate trust colleagues.						
Working in Partnership								
Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Date for completion	

Working in Partnership	The setting lacks awareness of local and national risks, fails to collaborate with key partners to protect children at risk of radicalisation, and lacks access to expert guidance, best practice advice, or supportive peer networks.	The academy fails to build effective partnerships with key agencies, including the Local Authority and the Police Prevent Team.	Key Strategic Partnerships: • Local Safeguarding Children's Partnership • Headteacher, DSL, and DDSL Forums • Local Authority Designated Officer (LADO) • Community Safety Partnerships • Police • Channel Panel • Local Prevent Education Officer • Early Help Team Engagement & Representation: The DSL/DDSL consistently participates in all Trust and Local Authority training and networking sessions. Furthermore, the DDSL actively serves on key Local Authority safeguarding boards, including the Prevent Network Board and the Promoting Postive Relastionship Board. External Agency Collaboration: Strong partnership mechanisms are embedded across broader safeguarding practice. Staff regularly attend joint training events and meetings with external partners across the Local Authority, the Trust, and the wider Greater Manchester area. The academy actively subscribes to updates from key organisations. Ongoing Prevent Duty training for the DSL and DDSL ensures timely, appropriate actions and referrals (e.g., to Children's Social Care or Channel) whenever necessary.		*Ongoing*	Amanda Ram/Judith Baldwin		

Staff training								
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Staff training	Staff fail to identify indicators of abuse or vulnerability, resulting in delayed or improper reporting of harm risks.	Frontline staff lack understanding regarding radicalisation and factors that make individuals susceptible to terrorism.	Comprehensive training is delivered to staff and governors via e-learning, face-to-face sessions, and ongoing updates to cover radicalisation, extremism, and hate speech risks. Training is tailored to the specific needs of the Academy and Trust. A dedicated PSHE curriculum is taught by subject specialists, complemented by a protective curriculum covering grooming, exploitation, and abuse indicators to foster a robust safeguarding culture. Mandatory Safeguarding and Prevent Duty training is required for all staff, supported by signed acknowledgements and logged completion certificates. Staff attend regular safeguarding updates throughout the academic year, including annual Prevent training and periodic local authority sessions, ensuring familiarity with statutory policies and internal concern-reporting processes.		*Maintain current standard*	Amanda Ram/Judith Baldwin	Ongoing	Prevent e-learning Prevent resources, guidance and support Resources to support information sharing Prevent duty guidance Understanding channel Sign-up for Educate Against Hate newsletter 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 department's Educate Against Hate website provides a range of training and guidance materials. www.educateagainsthate.com
		Frontline staff are unaware of preventative measures or support pathways for individuals vulnerable to radicalisation, or staff fail to complete Prevent training and refresher modules.			*Maintain current standard*	Amanda Ram/Judith Baldwin	Ongoing	
		Staff do not complete mandatory Prevent training or required refreshers.	Training is mandatory for all staff under Trust requirements. A central completion register is maintained and audited half-termly to confirm staff compliance and qualification status. The DSL and Trust quality-assure all courses to guarantee relevance to Academy requirements.		*Maintain current standard*	Amanda Ram/Judith Baldwin	Ongoing	
		Governors fail to undertake Prevent training or regular updates.	Governor training records are maintained centrally by the Trust, with joint oversight provided by the DSL and Headteacher.		*Maintain current standard*	Amanda Ram/Judith Baldwin	Ongoing	
		DSL, DDSL, and broader safeguarding staff do not receive routine role-specific training.	DSL and DDSL undergo regular DSL level training provided by the Local Authority and Trust, alongside briefings from external multi-agency partners. Both the DSL and DDSL hold Prevent certifications.		*Maintain current standard*	Amanda Ram/Judith Baldwin	Ongoing	

Information Sharing								
Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Date for completion	

Information Sharing	Delays in staff sharing information with relevant partners.	Lack of staff confidence in escalating radicalisation concerns to external partners.	An established culture ensures staff report all concerns internally to the DSL, DDSL, or Child Protection team. When external referral thresholds are met, the CP/DDSL team escalates the information to external partners. Reporting protocols across the Academy and Trust are robust and clearly understood. Centralised oversight via CPOMS ensures complete visibility of student records, preventing key details from being overlooked. Regular Trust case file audits confirm that external information sharing adheres to required timeframes, supported by an embedded staff culture of logging concerns on CPOMS.		*Maintain current standard*	Amanda Ram/Judith Baldwin	Ongoing	Resources to support information sharing Prevent duty guidance Understanding channel Sign-up for Educate Against Hate newsletter 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 department's Educate Against Hate website provides a range of training and guidance materials. www.educateagainsthate.com The deparment has published guidance on making a Prevent referral. https://www.gov.uk/guidance/making-areferral-to-prevent
		Unfamiliarity among staff regarding Prevent referral procedures and necessary details to include.	Staff complete mandatory Prevent training, ensuring clear knowledge of referral steps and internal reporting channels to the DSL/DDSL. Procedures are consistently reinforced throughout the academic year, adhering strictly to Manchester LSCB reporting standards.		*Maintain current standard*	Amanda Ram/Judith Baldwin	Ongoing	

Building children's resilience to radicalisation

Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Date for completion	
Children's resilience to radicalisation	Children and young people lack awareness of the risks associated with terrorist groups and underlying extremist ideologies, leaving them vulnerable to hateful or intolerant narratives.	The educational setting fails to establish a secure environment where students can explore and debate sensitive issues—such as terrorism and extremist principles—and develop the tools to challenge these concepts effectively.	The Academy adheres to the broader Trust staff code of conduct for all teaching and non-teaching staff. All members of staff are fully acquainted with the code of conduct, sign documentation confirming they have read it, and a copy is stored centrally. Additionally, as part of the Co-op organisation, the Academy embraces the Co-operative Values. Staff must operate in alignment with the staff code of conduct and embed Co-operative Values within broader safeguarding practices for both staff and students. Sensitive subjects, including extremist ideologies and terrorism, are delivered by a dedicated specialist team through timetabled PSHE and Citizenship curriculum lessons. These dedicated sessions provide structured opportunities for students to explore, discuss, and comprehend sensitive safeguarding topics. Pupils are guided to cultivate critical thinking skills, build active listening habits, formulate independent viewpoints, and actively challenge bias and misconceptions. Regular pupil voice feedback is gathered to confirm that the Academy continues to offer a secure environment for discussing and understanding essential, sensitive issues. Furthermore, staff receive guidance and training on managing student perspectives and discussions around these subjects, maintaining a safe space across all settings in recognition that young people may bring up sensitive topics at any time.		*Maintaining current approach*	Amanda Ram/Judith Baldwin	Ongoing	Resources for having difficult classroom conversations Political Impartiality Guidance Web filtering and online safety Teach about online extremism 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

Building children's resilience to radicalisation		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 curriculum is structured to fulfill this duty through several key approaches: -Embedding British values across all curriculum areas. -Enabling students to examine social, religious, and political topics through PSHE, RS, and wider curriculum initiatives. -Teaching pupils about the diverse ethnic, regional, and national identities across the UK, emphasising the importance of mutual respect. Relevant staff members are familiar with the official government framework: Guidance on promoting British values in schools published - GOV.UK.		*Maintaining current approach*	Amanda Ram/Judith Baldwin	Ongoing	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
IT policies								
Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Date for completion	
	Inadequate IT policies heighten the risk of pupils and staff encountering online extremist content and narratives. Unsuitable internet activity by pupils goes unnoticed or unaddressed.	Pupils might access terrorist or extremist material when using the internet on site	The Academy utilizes the Trust's filtering and monitoring systems, which are externally supervised by the service provider. Any issues are immediately flagged to the Academy for prompt action, and all responses are formally logged. Additionally, regular evaluations of these systems are conducted to block access to extremist material across the network.		*Maintaining current approach*	Amanda Ram/Judith Baldwin	Ongoing	Web filtering and online safety Teach about online extremism 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-
		Pupils could share extremist content via institutional IT channels.	Daily monitoring of pupil internet activity is performed by the provider. The Academy receives instant notifications regarding any extremist content, allowing for swift intervention.		*Maintaining current approach*	Amanda Ram/Judith Baldwin	Ongoing	
		Vague alignment between the IT policy and the Prevent duty, alongside insufficient use of filtering to restrict harmful material.	The Designated Safeguarding Lead oversees pupil safety on site, including online security. A robust filtering and monitoring framework is maintained jointly at Trust and Academy levels to ensure multi-layered protection against harmful content.		*Maintaining current approach*	Amanda Ram/Judith Baldwin	Ongoing	

IT policies		Pupils lack the necessary understanding and skills to navigate online environments safely.	Online safety guidance is integrated across the Academy's spiral curriculum to build digital literacy both in school and at home. The Academy also collaborates with parents and carers to reinforce online safety practices.		*Maintaining current approach*	Amanda Ram/Judith Baldwin	Ongoing	y/teachers/classroom-resources www.educateagainsthate.com/category/teachers/classroom-resources/?filter=lets-discuss 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 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. 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/

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Visitors	External speakers or visitors receiving a platform to spread radical, divisive, or hateful narratives to pupils.	Senior Leadership Team fails to maintain a secure learning environment for students.	The institution effectively manages all private and commercial space usage. Comprehensive due diligence assessments are conducted for all individuals and organisations requesting or making facility bookings.		*Maintaining current approach*	Amanda Ram/Judith Baldwin	Ongoing	Political Impartiality Guidance Web filtering and online safety Teach about online extremism 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 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
		Lack of clear guidelines and protocols to ensure guest speakers are vetted and adequately supervised.	To ensure safety and compliance, the Academy maintains comprehensive risk assessment procedures and performs thorough due diligence on all external visitors, guest speakers, affiliated organisations, and promotional materials.		*Maintaining current approach*	Amanda Ram/Judith Baldwin	Ongoing	
		Failure to perform background checks on visitors or evaluate their instructional materials.	Effective management and due diligence checks are conducted for external parties and organisations booking or utilising the institution's spaces for private or commercial purposes.		*Maintaining current approach*	Amanda Ram/Judith Baldwin	Ongoing	