



Prevent risk assessment for schools

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Date Implemented: September 2026

Date for review: September 2027

National Risks – risk of radicalisation generally

Risk 1 - Online radicalisation

Risk 2 - influence from within the family and community

Risk 3

Risk 4

Local Risks – risk of radicalisation in your area and institution

Risk 1 - the school has been made aware of some right activity locally, and across Lincolnshire. No direct impact has been recorded in school but we want to take a pro-active approach to protect our children.

Risk 2

Risk 3

Risk 4

Leadership and Partnership

Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Due for	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/briefing for staff (including SLT) and governors is routinely delivered. More in depth training is offered as required.	Low	Maintain our current level of training and ensure it remains relevant to the ever changing level of risk within the locality and country.	Shaun Farrington - HT, DDLS and Prevent Lead	Ongoing	
		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.	There are clear safeguarding processes in school. They are embedded and understood by all staff. There is effective safeguarding governance. This has been confirmed via internal and external safeguarding reviews.	Low	Maintain our high safeguarding standards and regularly review they are robust. Our safeguarding procedures were externally reviewed in summer 2026 and found to be robust.	Laura Taylor - DSL	Ongoing	
		Leaders do not communicate and promote the importance of the duty.	Our DSL, DDLSs and our safeguarding governor take leadership ownership for ensuring the school meets the Prevent duty and its wider safeguarding responsibilities. For example, school has robust risk assessments, safeguarding policies and procedures.	Low	Maintain these high standards.	Shaun Farrington - HT, DDLS and Prevent	Ongoing	
		Leaders do not drive an effective safeguarding culture across the institution.	Our DSL, and DDLSs, have a clear understanding of reporting and referral mechanisms for safeguarding and Prevent.	Low	Maintain these high standards.	Shaun Farrington - HT, DDLS and Prevent	Ongoing	
		Leaders do not provide a safe environment in which children can learn.	Our DSL, and DDLSs, ensure there is a safe environment by ensuring our safeguarding policies and procedures are shared, understood, and acted upon by all staff. They promote a robust safeguarding culture through regular training, discussion and by	Low	Maintain these high standards.	Shaun Farrington - HT, DDLS and Prevent	Ongoing	
Working in Partnership	The setting is not fully apprised 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 Alvey has strong partnerships and/or knowledge of how to utilise the services of: • Local Safeguarding Children's Partnership • DSL / headteacher forums • LA/DO • Community Safety Partnerships • Police Prevent Team • Channel panel • Child and family	Low	Maintain these high standards.	Shaun Farrington - HT, DDLS and Prevent Lead	Ongoing	Prevent duty guidance Outlines the requirements of the duty, including working in partnership with others. https://www.gov.uk/government/publications/prevent-duty-guidance/prevent-duty-guidance-for-england-and-wales/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://signups-mail.co.uk/S?groupid=593777c9f4d8403633086484ac

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	Safeguarding and Prevent training is thorough and understood by staff and governors. Regular reviews show processes and implementation are strong.	Low	Maintain these high standards.	Shaun Farrington - HT, DDLS and Prevent Lead	Ongoing	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.	All staff attend safeguarding training and are familiar with key school safeguarding and statutory policies	Low	Maintain these high standards.	Shaun Farrington - HT, DDLS and Prevent Lead	Ongoing	
		Staff do not access Prevent training or refresher training.	All staff attend Prevent training with a focus on Notice, Check, Share - Governors also access relevant Prevent training. Our DSL and DDLSs, know how to access additional training if needed.	Low	Maintain these high standards.	Shaun Farrington - HT, DDLS and Prevent	Ongoing	
				Low	Maintain these high standards.	Shaun Farrington - HT, DDLS and Prevent	Ongoing	
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.	The Alvey 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	Low	Maintain these high standards.	Shaun Farrington - HT, DDLS and Prevent Lead	Ongoing	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.	The Alvey has clear processes for raising radicalisation concerns and making a Prevent referral.	Low	Maintain these high standards.	Shaun Farrington - HT, DDLS and Prevent Lead	Ongoing	

Reducing Permissive Environments

Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	On for tomorrow	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.	The Alwey has codes of conduct for all staff (teaching and non-teaching staff) that are lived out by our staff. On the rare occasion these standards are not met, swift and appropriate actions are implemented by senior leaders. This is complemented by the high standards of behaviour displayed by our children. This leads to children feeling safe in school - see SIAMS report from December 2024 as independent confirmation of this.	Low	Maintain these high standards.	Shaun Farrington - HT, DDSL and Prevent Lead	Ongoing	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 hatred against women. www.educateagainsthate.com www.educateagainsthate.com/category/teachers/classroom-resources
		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 Alwey has a broad and balanced curriculum which actively teaches our children how to become positive, responsible citizens who understand fundamental British values. Our curriculum enables our pupils to discuss controversial issues and to develop critical thinking and digital literacy skills. Teaching is monitored by senior leaders through observations, book checks and is quality assured.	Low	Maintain these high standards.	Shaun Farrington - HT, DDSL and Prevent Lead	Ongoing	www.educateagainsthate.com/category/teachers/classroom-resources/fbarrtats-discuss
		Inappropriate people are allowed into school.	The Alwey carries out safer recruitment checks on all staff. There are robust procedures in place to ensure all visitors are vetted to ensure our children are safe. This extends to the providers of out of school activities.	Low	Maintain these high standards.	Shaun Farrington - HT, DDSL and Prevent Lead	Ongoing	
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.	The Alwey has appropriate internet filtering and monitoring. This is reviewed annually in line with Keeping Children Safe in Education (KCSIE) 2024.	Low	Ensure internet filtering is kept up to date.	Hayley Taylor - IT technician	Ongoing	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/web-filtering-and-monitoring-standards-for-schools-and-colleges
		Students may distribute extremist material using the institution IT system.	The Alwey has clear reporting process in place should filtering and monitoring systems flag any safeguarding or Prevent related concerns.	Low	Ongoing monitoring	Teachers	Ongoing	Further guidance is available at https://safelinternet.org.uk/guide-and-resources/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/
		Unclear linkages between IT policy and the Prevent duty. No consideration of filtering as a means of restricting access to harmful content.	The Alwey's HT, DHT and DSL, along with other key staff members, ensure there are secure online safety measures in place to protect all children in school.	Low	Ongoing monitoring	All staff in school	Ongoing	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
		Children have limited knowledge of online dangers	The Alwey curriculum, and teachers, actively equip our children and with the skills to stay safe online, both in school and outside.	Low	Ongoing teaching and monitoring	All staff in school	Ongoing	The 'Going Too Far' resources 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/
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.	There are secure procedures at the Alwey to manage site visitors, including sub-contractors.	Low	Maintain our current high standards.	Shaun Farrington - HT, DDSL and Prevent Lead	Ongoing	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 and/or visitors are suitable and appropriately supervised.	The Alwey 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.	Low	Maintain our current high standards.	Shaun Farrington - HT, DDSL and Prevent Lead	Ongoing	