

**Prevent risk assessment for schools**

Person completing: Ruth Bienkowski

**National Risks – risk of radicalisation generally**

**Risk 1: Extreme Right-Wing or Islamist Radicalisation**

**Risk 2: Incel related violence**

**Risk 1: Extreme Right-Wing, Nationalist Propaganda (Racist/Anti-Semitic/Islam/Refugee) views**

**Risk 2: Religious hate crimes**

**Leadership and Partnership**

Category

Risk

*What is the risk here?*

Category	Risk
<p data-bbox="502 907 657 943"><b>Leadership</b></p>	<p data-bbox="975 145 1401 443">Yattendon School 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.</p>

Category	Risk
<p style="text-align: center;"><b>Working in Partnership</b></p>	<p>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.</p>
	<p>The school enables anti-religious views to be established, through lack of understanding and knowledge of other beliefs.</p>
<b>Understanding Risk</b>	
<p style="text-align: center;"><b>Staff training</b></p>	<p>Staff do not recognise signs of abuse or vulnerabilities and the risk of harm is not reported properly and promptly by staff.</p>

Category	Risk
<p style="text-align: center;"><b>Information Sharing</b></p>	<p>Staff do not share information with relevant partners in a timely manner.</p>
<p style="text-align: center;"><b>Reducing Permissive Environments</b></p>	

Category	Risk
<p><b>Building children's resilience to radicalisation</b></p>	<p>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.</p>
	<p>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.</p>

Category	Risk
<p style="text-align: center;"><b>IT policies</b></p>	
<p style="text-align: center;"><b>Visitors</b></p>	<p>External speakers or visitors being given a platform to radicalise children and young people or spread hateful or divisive narratives.</p>

Category	Risk

	Date Implemented: September 2025	Date for rev

<b>Risk 3: School Massacres</b>	<b>Risk 4: Terrorism</b>	
<b>Risk 3:</b>	<b>Risk 4</b>	
Hazard	Risk management	Rag
<i>What are the hazards?</i>	<i>What has your institution put in place to ensure sufficient understanding and buy-in from Leadership?</i>	

Hazard	Risk management	Rag
Leaders (including governors and trustees) within the Yattendon School 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 all staff (including SLT) and governors.	
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 lead is at appropriate seniority. Chair of Governors supports training with professional experience.	
Leaders do not communicate and promote the importance of the duty.	Sufficient leadership ownership – risk assessments, safeguarding policies, etc. being signed off by SLT.	
Leaders do not drive an effective safeguarding culture across the institution.	Leadership have clear understanding of reporting and referral mechanisms.	
Leaders do not provide a safe environment in which children can learn.	Safeguarding policies are shared and understanding is checked by SLT.	
Leaders do not conduct thorough DBS and safeguarding background checks on new staff or visitors	Promotion of a safeguarding culture through regular training, discussions, with senior staff and DSLs visibly involved. Thorough background checks, application and interview processes are undertaken by Leaders conducted by Leaders who have completed Safer Recruitment training. Clear induction for new members of staff and trainee teachers.	

Hazard	Risk management	Rag
The organisation does not establish effective partnerships with organisations such as the Local Authority and Police Prevent Team.	Yattendon School has strong partnerships with: <ul style="list-style-type: none"> <li>• Local Safeguarding Children's Partnership</li> <li>• DSL / headteacher forums and are fully aware of other agencies such as:</li> <li>• LADO</li> <li>• Community Safety Partnerships</li> <li>• Police Prevent Team</li> <li>• Channel panel</li> <li>• Child and family</li> </ul>	
The school does not support or communicate with local religious groups in the community.	Effective partnerships include: <ul style="list-style-type: none"> <li>• Local religious leader school visits eg assemblies</li> <li>• Visits to local places of worship and cultural centres/events.</li> </ul> The RE curriculum ensures a good understanding of different faiths and promotes respect.	
Frontline staff including governors, do not understand what radicalisation means and why people may be vulnerable to being drawn into terrorism	Training is broader than face to face or e-learning. Information to staff e.g. via staff updates, notices, emails, staff meetings and INSET	
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 at Yattendon attend yearly safeguarding training and are familiar with key school safeguarding and statutory policies. Throughout the year, staff receive ongoing Safeguarding training, including Prevent.	
Staff do not access Prevent training or refresher training.	All staff complete Prevent training with a focus on Notice, Check, Share and receive further ongoing training.	
New staff are not inducted effectively and made aware of policies and procedures.	All new staff (including students) receive full induction with SLT, including a Staff Handbook indicating Key Staff, policies and procedures. SLT complete Safer recruitment training	

Hazard	Risk management	Rag
<p>Staff do not feel confident sharing information with partners regarding radicalisation concerns.</p>	<p>Yattendon School has a culture of safeguarding that supports effective arrangements to:</p> <ul style="list-style-type: none"> <li>• identify children who may need early help or who are at risk of neglect, abuse, grooming or exploitation</li> <li>• 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</li> </ul>	

Hazard	Risk management	Rag
<p>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.</p>	<p>Yattendon School follows the Jigsaw PSHE scheme of work, providing a foundation for understanding tolerance, embracing differences in cultures and individuals and providing a safe environment to discuss views.</p>	
<p>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.</p>	<p>Yattendon School has a broad and balanced curriculum. It follows the Surrey SACRE RE curriculum which promotes understanding of pupils own and others' views. Local religious and cultural representatives visit the school eg assemblies. A structured PSHE curriculum (Jigsaw) allows pupils to learn about prejudice with age appropriate engagement.</p>	
<p>The setting does not prevent access to online or educate pupils about material promoting anti-religious or radical views.</p>	<p>Yattendon School embeds fundamental British values into the syllabus, while also ensuring specific discussions can take place in a safe environment. Pupils are taught about online safety. Internet filtering mechanisms are monitored.</p>	
<p>Students can access terrorist and extremist material when accessing the internet at the institution.</p>	<p>Yattendon School ensures appropriate internet filtering is in place. Lead Governors and SLT monitor the effectiveness of internet filtering. Esafety audits are conducted annually and has a clear action plan.</p>	

Hazard	Risk management	Rag
Students may distribute extremist material using the institution IT system.	Yattendon School ensures that there is a clear reporting process in place should filtering systems flag any safeguarding or Prevent- related concerns.	
Unclear linkages between IT policy and the Prevent duty. No consideration of filtering as a means of restricting access to harmful content.	The designated safeguarding lead and deputy DSLs take responsibility for leading safeguarding and child protection (including online safety).	
The setting does not educate pupils about material promoting anti-religious or radical views.	Yattendon School equips children and young people with the skills to stay safe online, both in school and outside. Eg: Safer Internet Day and Internet Safety computing lessons.	
Leaders do not provide a safe space for children to learn.	A process is in place to manage site visitors, including sub-contractors. Sign in, DBS checks or risk assessments for all visitors and all visitors must read the Safeguarding Statement on entry to the school premises.	
Settings do not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.	Yattendon 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. Eg all materials such as PPT slides for assemblies are requested prior the visit.	
The setting does not conduct any due diligence checks on visitors or the materials they may use.	Under the school's Letting Policy, the private/commercial use of the institution's spaces is effectively managed & due diligence checks are carried out on those using/booking and organisations that they represent. Any materials that are to be presented to the children are sent prior to be checked by SLT.	

Hazard	Risk management	Rag

Review: September 2026

Further action needed	Lead officer	Date for completion
<i>What does your institution need to further action to address the identified risk(s)?</i>		

Further action needed	Lead officer	Date for completion
<i>8th October - updates shared in staff meeting by RB and in LSA meeting the following week.</i>	Liz Wombwell	
<i>DSL completed PREVENT training in August 2025 and DDSL to complete training by Christmas 2025 Governor training in progress (2 governors to complete at time of writing)</i>		
<i>Risk Assessment shared with staff and governing body</i>		
<i>DSL completed PREVENT training in August 2025 and DDSL to complete training by Christmas 2025 Governor training in progress (2 governors to</i>		
<i>Policies shared and checked annually and when new members of staff join</i>		
<i>Checklist updated for recruitment and SCR</i>		

Further action needed	Lead officer	Date for completion
<i>DSL to ensure all update safeguarding training options are taken and to use the online training on Jedu as appropriate for both staff and governors</i>		
<i>Embedding of new RE syllabus takes these needs into account and establishes better links with local religious leaders (Gatwick Islamic Centre, specifically)</i>		
<i>Jedu briefings planned throughout the year to address key issues with specific focus on online safety.. New resources researched and used for these reasons.</i>		
<i>Ensure admin, premises and kitchen staff have received this training</i>		

Further action needed	Lead officer	Date for completion
<p><i>Engage Yattendon safeguarding governor in 'checking systems'</i></p>		

Further action needed	Lead officer	Date for completion
<i>Increase school visits to religious places</i>		

Further action needed	Lead officer	Date for completion

Further action needed	Lead officer	Date for completion

Support available

**Prevent e-learning**

Home Office offer a free e-learning package on Prevent covering:

## Support available

- 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/>

## 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.ea-mail.co.uk/Signup/ds659377ec969e8d40363308d4e84ac>

### **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](http://www.educateagainsthate.com)

## Support available

### 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>

## Support available

### **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](http://www.educateagainsthate.com)

[www.educateagainsthate.com/category/teachers/classroom-resources](http://www.educateagainsthate.com/category/teachers/classroom-resources)

[www.educateagainsthate.com/category/teachers/classroom-resources/?filter=lets-discuss](http://www.educateagainsthate.com/category/teachers/classroom-resources/?filter=lets-discuss)

### **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>

## Support available

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.

### **Teach about online extremism**

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/resources/going-too-far/>

### **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>

