Risk Assessment for Radicalisation and Extremism

RA Start Date:	October 2026
RA Review Date:	**October 2027**

Category	**Risk** *What is the risk here?*	**Hazard** *What are the hazards?*	**Risk Management/Existing precautions** *What has your institute put in place to ensure sufficient understanding and buy in from Leadership*
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) 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. 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. Leaders do not communicate and promote the importance of the duty. Leaders do not drive an effective safeguarding culture across the institution. Leaders do not provide a safe environment in which children can learn.	• Prevent Training provided to all staff at induction. This is completed by all staff before they commence their role • Safeguarding training accessed by all staff to understand how to recognise indicators of radicalisation and extremism • Leadership have a clear understanding of reporting and referral mechanisms ensuring the sharing of safeguarding policies • All staff have signed to confirm that they have read the safeguarding policy • Regular safeguarding training and updates shared across staff team via scheduled micro training and twilight training sessions, and information sharing in daily whole staff briefings. • Weekly safeguarding quiz implemented by the leadership team to remind and check staff's safeguarding knowledge and also identify areas for further training. Prevent questions included in weekly safeguarding quiz including Prevent themed quiz. • Termly quality assurance from Safe@CIT central team • Safeguarding audit completed to self-evaluate safeguarding practice and identify key priorities for continuous improvement

			• DSL attends termly Safe@CIT DSL Network for sharing of legislation, best practice and training • Leadership ensure the school provides a safe, inclusive and supportive environment where pupils are encouraged to express their views, explore different perspectives, challenge discriminatory attitudes and develop resilience against extremist narratives • All members of the Leadership team have accessed Designated Safeguarding Lead training PREVENT AWARENESS GOVERNORS RESPONSIBLE FOR SAFEGUARDING Promotion of a safeguarding culture through regular training, discussions, etc with senior staff visibly involved.
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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 provider has strong partnerships with: -Local Safeguarding Children's Partnership -DSL/headteacher forums -LADO -Community Safety Partnerships -Police Prevent Team -Channel panel -Child and family • DSL/DDSL regular attendance at local safeguarding meetings/forums • Leadership understand local threats, vulnerabilities and emerging patterns of concern and share this with staff through school and pupils local contextual safeguarding issues and demographic • DSL receives Educate Against Hate newsletter and shares relevant information with all staff through daily whole staff briefings and safeguarding notice board • Being able to demonstrate effective partnerships by use of the referral process or involvement in Channel

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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 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. Staff do not access Prevent training or refresher training.	• Ensure all staff attend safeguarding training and are familiar with key school and safeguarding statutory policies • Training is boarded than face to face or e-learning and is supplemented through regular staff updates through daily whole school briefings. Training knowledge is reinforced and reviewed through weekly safeguarding quiz which all staff participate in • Prevent Training provided to all staff at induction. This is completed by all staff before they commence their role • DSL/SLT attend training from local Prevent team and receive correspondence from East Midlands Prevent Co-ordinator • Safeguarding Training Matrix stored to record all staff and governor training • All staff follow Safe@CIT safeguarding pathway which includes Prevent training refresher Ensure governors attend Prevent training

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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 Staff are not aware of the PREVENT referral process	The provider 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: Child Vulnerability Index used to identify pupils' experiences, circumstances and need to determine their level of vulnerability, safeguarding early intervention list shared with all staff to identify safeguarding context and pupils requiring monitoring • 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: Child Vulnerability Index used to determine pathway of support and intervention for pupils, Social, Moral, Spiritual and Cultural tracker used to identify any gaps in support for pupils and identify support that is provided to pupils The provider has clear processes for raising radicalisation concerns and making a Prevent referral. All staff receive training on how to report a safeguarding concern.

			Information shared through whole staff team through daily whole staff briefings, CPOM incident records (shared on a need-to-know basis).

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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 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.	• Safer recruitment checks carried out on all staff • CIT Code of Conduct provided to all staff at point of induction and all staff are required to read and sign to confirm that they have read this • Quality assurance carried out on teaching by the leadership team through learning walks, book checks and assessment data review ponts • PSHE/RSE curriculum explicitly teaches respect, tolerance, equality, discrimination, prejudice, stereotypes, bullying, healthy relationships, online safety and the importance of challenging harmful attitudes and behaviours • PSHE/RSE curriculum and British Values lessons provide pupils with

			opportunities to discuss critical thinking and digital literacy skills • Leadership endeavour that the environment is a safe place for pupils to participate in discussions of controversial issues • All staff access training to support them in identifying pupils that need early help, this is supported by the Child Vulnerability Index and safeguarding early intervention monitoring list • School's relational approach supports pupil's develop resilience, critical thinking, emotional literacy and sense of belonging

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IT POLICIES	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.	Students can access terrorist and extremist material when accessing the internet at the institution. Students may distribute extremist material using the institution IT system. 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 is in place for all school devices and devices that connect to the school's internet through SENSO and Securely • SENCO and Securely violations are reviewed, monitored and action upon accordingly by the leadership team including a clear reporting process for any flagged safeguarding or Prevent related concerns • PSHE/RSE and Computing curriculum teach pupils the skills to stay safe online both in school and outside of school • The designated safeguarding lead takes lead responsibility for safeguarding and child protection (including online safety). • All staff are required to read CIT 'Acceptable Use of the Internet and IT Systems Policy' and 'Mobile Device Policy' at point of induction.

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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. Settings do not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised. The setting does not conduct any due diligence checks on visitors or the materials they may use.	• All visitors are required to formally sign in to the school building, and are informed of DSL/DDSL and safeguarding procedures at point of signing in • Visitors are required to wear an identification lanyard • Visitors who are not in regulated activity are not left unsupervised throughout their time in the school environment • DBS including Barred List Check assurance are sought for all visitors in regulated activity • Due diligence checks are carried out on visiting speakers and the organisation they represent including reviewing the materials they promote or share • Leadership team ensure that visiting speakers have appropriate knowledge, experience and understanding of the school's ethos, safeguarding expectations and the needs of the pupils they will be working with • 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. • The setting seeks advice and support from partners where necessary to assess suitability.

Support available:

LEADERSHIP
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/

WORKING IN PARTNERSHIP

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.es-mail.co.uk/Signup/da659377ec9fa9e8d40363308d4a84ac

STAFF TRAINING

Prevent e-learning

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

- Prevent awareness
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Prevent resources, guidance and support

The department's Educate Against Hate website provides a range of training and guidance materials.

www.educateagainsthate.com

BUILDING CHILDREN'S RESPONSE TO RESILIENCE

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 Isalmist extremism.

www.educateagainsthate.com

www.educateagainsthate.com/category/teachers/classroom-resources

www.educateagainsthate.com/category/teachers/classroom-resources/?filter=lets-discuss

IT POLICIES

WEBSITE, 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

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/

VISITORS

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