

PREVENT RISK ASSESSMENT – EXTREMISM AND RADICALISATION

Location:	Whinmoor St Paul's CE Primary School	Date of Assessment:	September 2025	Assessor:	Mike Smith / Jennifer Hamilton
Signed:	M Smith / Jennifer Hamilton	Review Date:	September 2026	Distribution:	All

This risk assessment is a core part of the Prevent Duty and has been completed alongside the school's extremism and radicalisation audit. All staff, Governors and Trustees should read [Protecting children from radicalisation: the prevent duty](#). It is a statutory requirement our schools assesses the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. The purpose of this risk assessment is to have an awareness and understanding of the risk of radicalisation in our school.

Key Definitions

Radicalisation is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist groups.

“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)

Since the publication of the **Prevent Strategy**, there has been an awareness of the specific need to safeguard children, pupils and families from violent extremism. There have been attempts to radicalise vulnerable children and pupils to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Risk Description	Action Requirements
High Risk	Risk will be actively managed with control measures.
Medium Risk	Monitor and take appropriate action to reduce risk if possible.
Low Risk	Risk to have low priority in the risk register.

Risk Area	Specific Concern	Who is at risk	Risk Description	Existing Controls in place	Additional notes /comments	Lead person(s)
Welfare and Safeguarding	<p>Staff or visitors are not aware of the school procedures for reporting PREVENT related concerns about pupils.</p> <p>Staff or visitors do not feel comfortable sharing PREVENT related concerns about pupils internally with Safeguarding leaders.</p>	Pupils	Low	<ul style="list-style-type: none"> • Designated Safeguarding Leader has received up to date PREVENT training annually and attends regular updates led by the Local Authority or Police Prevent Coordinator. • All staff and governors receive PREVENT training on a 3-year refresher cycle. • Safeguarding updates relating to PREVENT are issued through the year. • Visitors are made aware of the person to whom concerns are to be reported. • Preventing pupils from being exposed to radicalisation or extremism is part of safeguarding policies and procedures i.e., Child Protection & Online Safety. • Staff have received Child protection training and are familiar with our Child Protection Policy and procedures including KCSIE updates. • Concerns are reported to the Prevent Leaders (Any member of the DSL team). • Records are held of any referrals with an audit trail being maintained. 	All new staff to receive information on PREVENT during induction process.	DSL team
	Pupils are radicalised by factors internal or external to the school.	Pupils	Med	<ul style="list-style-type: none"> • We have a range of activities to promote the spiritual, moral, social and emotional needs of pupils aimed at protecting them from radical and extremist influences e.g. PSHE curriculum, St. Giles' Trust, Visits from PCSO. • The PSHE Policy and curriculum directly addresses this risk to educate students. • Staff and other adults working with pupils are challenged if opinions or language expressed are contrary to community cohesion or • 'British values' and shared with Safeguarding leaders. • Staff are able to challenge pupils, parents or governors if opinions expressed are contrary to 		DSL team

				<p>community cohesion or</p> <ul style="list-style-type: none"> • 'British values'. • Key pastoral staff attend additional training and are aware of local factors i.e. political views etc. which might have an influence on pupils. 		
School Culture	School does not work with statutory partners and agencies.	Pupils	Low	<ul style="list-style-type: none"> • We communicate regularly with statutory partners and agencies regarding a range of concerns. • All staff are aware that concerns are reported to the Prevent Leader (DSL). • We have an appropriate internal referral process in place for all child protection matters including extremism and Safeguarding leaders aware of how to expedite concerns to other agencies. 		DSL team
	Pupils are exposed by school staff or visitors to messages supportive of extremism, terrorism or which contradicts 'British values'.	Pupils	Low	<ul style="list-style-type: none"> • We have appropriate whistleblowing procedures and a range of safeguarding policies which are known and understood by staff, volunteers, visitors and regular contracted staff. • Staff and other adults working with pupils are challenged if opinions or language expressed are contrary to community cohesion or 'British Values'. • Opportunities to promote 'British Values' are clearly identified within the curriculum areas and are outlined in our British Values statement. • Areas of the curriculum e.g. PSHE curriculum are used for controlled and safe debate and discussion on radical or extreme issues and ideologies. • We have filters in place which reduce the risk of pupils being able to access inappropriate information via the schools ICT systems. 	Regular monitoring of Netsweeper filtering system.	DSL team
	Behaviours which harm the ability of different groups and individuals to learn and work together are left unchallenged	Pupils and staff	Low	<ul style="list-style-type: none"> • Our Single Equality Scheme and Accessibility Plan is in place and understood by staff and others who regularly work in school. • Pupils are explicitly taught about respect for other cultures and gain an understanding of community cohesion. • Assemblies across all key stages address inclusion, cohesion and diversity. 	Worship/ assemblies	DSL team

				<ul style="list-style-type: none"> • Displays and other literature available in school reflects and encourages diversity and community cohesion. • Whole school Behaviour Policy includes information on anti-bullying strategies and preventative measures for dealing with bullying • Inappropriate behaviour, language and attitudes are challenged by staff and, where staff or other adults are • involved, by senior leaders. 		
	Staff, volunteers or visitors are not aware or do not subscribe to the ethos and values of the school.	Pupils and staff	Low	<ul style="list-style-type: none"> • Senior Leadership Team are aware of the PREVENT Strategy and its objectives as it relates to both the national and local context and take steps to ensure that the overall values and ethos of the school reflect strategies to support the PREVENT duty. • Clear awareness of roles and responsibilities regarding PREVENT exist across the school. • Recruitment, selection and induction programmes exist which include a commitment to the ethos and values of the school. • Further training is available for staff on PREVENT and local aspects of extremism and radicalisation. 		DSL team
Visiting speakers/ environment	Pupils/staff are exposed by visiting speakers to messages supportive of extreme ideologies or which contradict 'British values'.	Pupils and staff	Low	<ul style="list-style-type: none"> • Materials to be delivered by external speakers are discussed with the speaker prior to delivery. • Visiting speakers are not left alone with pupils. 		DSL team
	Extremist or terrorist related material is displayed within the setting.	Pupils/staff /others	Low	<ul style="list-style-type: none"> • The appropriateness and relevance of all materials or literature are considered prior to display. • Staff feel confident to raise concerns with the PREVENT leader (DDSL) if they feel materials used or to be used are inappropriate. • Requests for externally provided materials to be displayed are considered and, where appropriate, 		DSL team

				authorised by the Head teacher.		
	School premises are used to host events supportive of extremism or which popularise hatred or intolerance of those with particular protected characteristics.	All premises users	Low	<ul style="list-style-type: none"> Hire and lettings agreements include the fact that the premises will not be hired out to extremist groups or those who popularise hatred or intolerance of those with protected characteristics. 		DSL team
Computing and Online Safety Curriculum	Pupils access extremist or terrorist material whilst using school networks.	Pupils	Low	<ul style="list-style-type: none"> The ICT network has appropriate filters which block sites which are deemed to be inappropriate. School has robust acceptable use procedures for both pupils, visitors and staff which include advice on inappropriate attempts to subvert the network. Pupils are encouraged to report to an adult any material which leaves them feeling worried or uncomfortable. Breaches in GDPR are referred to the data controller for review and recommendations. PSHE, computing curriculum and online safety curricula specifically teach students about online safety and how to report concerns. 	Regular monitoring of Netsweeper filtering system.	DSL team
	Pupils access extremist or terrorist materials out of the school setting	Pupils	Med	<ul style="list-style-type: none"> Parents are regularly provided with advice on where they can access information and support in relation to on-line safety including extremism and radicalisation. Information sharing sessions are provided to pupils, staff and parents on staying safe on-line. School provides training for parents/guardians on how to add parental / safety controls onto electronic devices to prevent pupils from accessing inappropriate materials. 	Action plan to be completed outlining when training will take place.	DSL team
Community Tensions	Current events, affairs and anniversaries or notable days that have the potential to be	Pupils	Med	<ul style="list-style-type: none"> Safeguarding leaders proactively engage with the local community and parents to understand events that may be taking place by specific groups. Safeguarding leaders to liaise regularly with Local 		DSL team

	<p>exploited by extremists to further ideology and agenda E.g. The use of a local hotel to house migrants and asylum seekers.</p> <p>Not understanding how extremist groups co-opt narrative online to recruit and therefore not having resilience.</p>			<p>Police to enhance knowledge about events or people causing concern within the Local Community.</p> <ul style="list-style-type: none"> • Staff are confident to share concerns about events taking place in the community. • Parents are confident in speaking to school leaders about concerns around events or meetings that may be taking place in the community. 		
<p>Vulnerable places (hotspots for crime/exploitation/gang activity)</p>	<p>If staff are not aware of these locations they may miss out on opportunities for early intervention to stop grooming.</p>	Pupils	High	<ul style="list-style-type: none"> • Safeguarding leaders to liaise regularly with Local Police to enhance knowledge about areas of the community that of concern for exploitation and gang related activity. • Safeguarding leaders ensure staff understand hotspots or areas of concern in the community where children may be vulnerable. • Staff are confident to share concerns with Safeguarding leaders when they feel pupils are at risk of being exploited due to going to places deemed vulnerable. 		DSL team