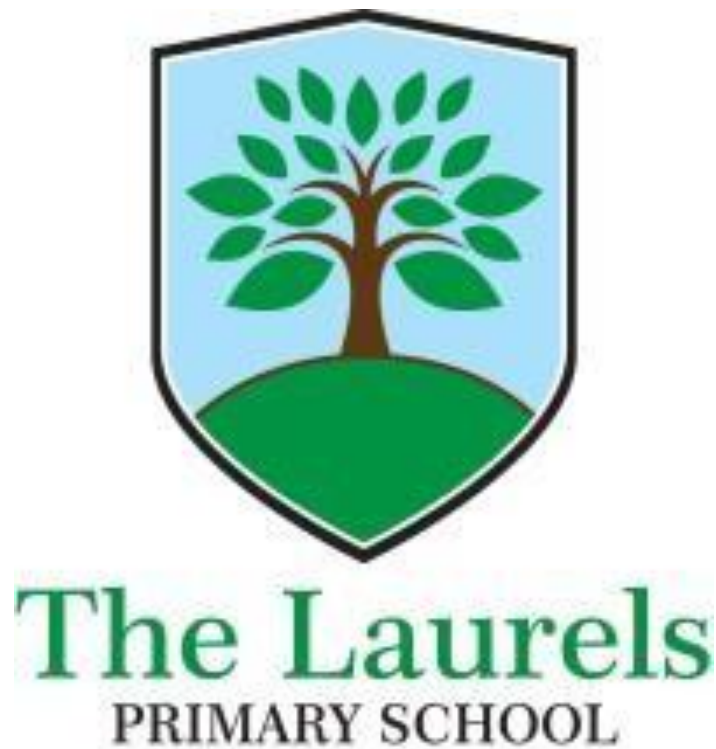




Extremism Risk & Radicalisation Risk Assessment

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Approval By: Charlotte Bull	Date: September 2026	Review Date: Summer Term 2027 or sooner following a significant incident, change in guidance, local risk or school circumstances

1. Aim

This risk assessment supports the school's safeguarding arrangements for preventing pupils, staff and other persons from being drawn into terrorism or exposed to harmful extremist influence. It should be read alongside the school's Child Protection / Safeguarding Policy, Online Safety Policy, Behaviour Policy, Equality and Diversity arrangements, Whistleblowing Policy, Staff Code of Conduct, ICT Acceptable Use arrangements and relevant local authority safeguarding guidance.

2. Current statutory and guidance framework

Section 26 of the Counter-Terrorism and Security Act 2015 places a Prevent duty on specified authorities to have due regard to the need to prevent people from being drawn into terrorism.

The Prevent Duty Guidance for England and Wales (2023) came into force on 31 December 2023 and replaces the previous 2015 England and Wales guidance.

Keeping Children Safe in Education 2026 is in force from 1 September 2026 and provides the current safeguarding framework for schools in England.

Prevent concerns should be managed through the school's existing safeguarding arrangements, with appropriate escalation to the DSL and relevant statutory partners where required.

3. Prevent aims

- Tackle the ideological causes of terrorism.
- Intervene early to support individuals susceptible to radicalisation.
- Enable people who have engaged with terrorist ideologies to disengage and rehabilitate.
- Protect pupils through a child-centred safeguarding approach, promoting respect, inclusion, critical thinking, democratic participation and community cohesion.

Risk area	Hazard	Who may be affected	Initial risk	Control measures	Residual risk	Further action / review
Welfare & Safeguarding	Staff, volunteers, agency or contracted staff are unaware of how to recognise and report concerns or do not feel able to raise them.	Pupils; staff; volunteers; contractors	High	• Prevent awareness is incorporated into safeguarding training and induction. • DSL and relevant safeguarding/Prevent leads receive role-specific training as appropriate. • Staff know the school's reporting route and understand that concerns are reported promptly to the DSL. • Regular safeguarding updates reinforce awareness of radicalisation and extremist influence. • Concerns and referrals are recorded with an audit trail and reviewed by the DSL.	Low	Maintain induction and refresher arrangements; review staff awareness annually.
Welfare & Safeguarding	A pupil may be susceptible to radicalisation through personal, social, family, community or online factors.	Pupils	High	• Radicalisation concerns are considered within existing safeguarding processes. • Staff remain alert to changes in behaviour, vulnerability, associations, language or online activity that may indicate a safeguarding concern, without relying on a single indicator. • The school uses a child-centred, proportionate response and seeks advice from safeguarding partners where required. • DSL records and reviews concerns and determines whether external referral or specialist support is required.	Low	Review safeguarding themes and contextual information at least annually and after significant incidents.
Welfare & Safeguarding	School does not work effectively with statutory partners or is unclear about external escalation routes.	Pupils; staff	High	• DSL maintains current knowledge of local safeguarding, Prevent and Channel arrangements. • Concerns are escalated through the school's safeguarding procedures. • The school shares information lawfully and proportionately with relevant statutory partners where required. • Contact details and referral pathways are checked at each annual review.	Low	Insert current local authority / safeguarding partnership contact and referral details in the school's confidential operational safeguarding information.

Risk area	Hazard	Who may be affected	Initial risk	Control measures	Residual risk	Further action / review
Curriculum & Learning	Pupils are exposed by staff, volunteers or contracted providers to messages supportive of terrorism/extremism or inconsistent with the school's safeguarding and equality duties.	Pupils	Medium	- Curriculum and teaching are planned and delivered in accordance with school policies and safeguarding expectations. - Staff challenge inappropriate language, behaviour and material appropriately. - PSHE and other curriculum opportunities develop critical thinking, respectful discussion and resilience to harmful influence. - Pupils are taught about online safety, misinformation, disinformation, conspiracy theories and harmful online influence in age-appropriate ways. - Staff have access to whistleblowing and safeguarding procedures.	Low	Review curriculum and external-provider arrangements annually.
Curriculum & Learning	Behaviours, bullying, prejudice or language that harms the ability of different groups to learn and work together are left unchallenged.	Pupils and staff	High	- Equality, behaviour and anti-bullying policies are implemented consistently. - Pupils learn about respect, diversity, democratic values and community cohesion. - Inappropriate language, behaviour and attitudes are challenged and recorded where appropriate. - Staff model respectful conduct and promote an inclusive school ethos.	Low	Monitor behaviour, bullying and prejudice-related incidents for patterns or emerging concerns.
Organisational Culture	Staff or contracted providers do not understand or support the school's safeguarding ethos and values.	Pupils and staff	High	- Recruitment, selection, induction and staff development reinforce safeguarding responsibilities and school values. - Roles and responsibilities for safeguarding and Prevent are clear. - Relevant Prevent guidance is available to staff. - Lessons learned from incidents, audits or partner advice are considered and actions recorded.	Low	Review responsibilities and training records annually.
Organisational Culture	Staff are unable to raise organisational or safeguarding concerns	Pupils and staff	High	- Whistleblowing arrangements are documented and communicated. - Staff can report concerns through safeguarding	Low	Confirm whistleblowing arrangements remain current.

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	because whistleblowing arrangements are unclear.			and management routes. • Concerns are recorded and escalated appropriately. • Staff are reminded of alternative reporting routes where internal reporting is not appropriate.		
Visiting Speakers / Environment	Visiting speakers or external organisations expose pupils to inappropriate, extremist or harmful material.	Pupils and staff	Medium	• External speakers and organisations are subject to proportionate checks and risk assessment. • Content, purpose and suitability for primary-aged pupils are considered in advance. • Visiting speakers are not left unsupervised with pupils unless authorised arrangements explicitly permit this. • Materials or literature intended for pupils are reviewed before use or display. • Concerns are referred to the DSL / Headteacher as appropriate.	Low	Keep speaker approval and risk-assessment records.
Premises / Lettings	School premises are used for activity that promotes hatred, intolerance or support for terrorism/extremist causes.	Pupils, staff, visitors and premises users	Medium	• Lettings agreements contain appropriate safeguarding and conduct requirements. • Hirers are subject to proportionate checks and conditions. • Short-notice or unsuitable bookings may be refused in accordance with the school's lettings arrangements. • Concerns about a proposed or actual event are escalated to senior leadership.	Low	Review lettings wording annually.
ICT & Online Safety	Pupils access extremist, terrorist or otherwise harmful material through school-managed devices or networks.	Pupils	High	• Appropriate filtering and monitoring systems are in place and reviewed at least annually. • Roles and responsibilities for filtering and monitoring are clear. • Staff and pupils know how to report concerning content. • Monitoring alerts/incidents are investigated and recorded through safeguarding procedures.	Low	Record the annual filtering/monitoring review, limitations identified and actions taken.

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				• The school recognises that filtering is not 100% effective and maintains age-appropriate education about online risk. • The school's filtering and monitoring arrangements consider current online and AI-related risks.		
ICT & Online Safety	School-managed social media or online communications are misused to promote extremist or harmful material using the school's identity or branding.	All	High	• The school retains administrative oversight of official accounts. • Access is restricted to authorised staff. • Password and account-security arrangements are maintained. • Concerns or unauthorised use are reported immediately to senior leadership and managed under safeguarding / ICT procedures.	Low	Review account permissions annually.
Out-of-school Online Risk	Pupils encounter extremist or harmful material through home devices, social media, gaming, messaging, livestreaming or other online services.	Pupils	High	• Online-safety education is provided in an age-appropriate way. • Pupils are encouraged to tell a trusted adult if content makes them worried or uncomfortable. • Parents/carers are provided with information about online safety and where to obtain support. • Concerns arising in school are handled through safeguarding procedures even when the original exposure occurred outside school. • Staff remain alert to changing online platforms and emerging risks.	Low	Review parent information and online-safety curriculum annually.