School Risk Assessment and Action Plan Tool (Radicalisation &Extremism) 2025

National Risks -risk of radicalisation generally	**Online extremism** and radicalising content **Self-initiated terrorists** & Mixed, Unclear and Unstable ideologies **Israel-Hamas conflict** “Islamist” ideologies including AQ inspired, DAESH, Al- Muhajiroun etc. XFR, including Nation Action, white supremacists, identitarian groups and cultural nationalists Returners from extremist travel Extremism in Prison Animal Rights
Local Risks -risk of radicalisation in our area/institution	**Online platforms** including YouTube, Tik Tok, FB, Discord, Monkey, Telegram, Gaming etc. XFR including Patriotic Alternative Local football grounds INCELS and online influencers such as Andrew Tate, and conspiracy theorists, although not in the Prevent space, also present some related risks in terms of the potential to be gateways to other platforms/content which is radicalising/harmful in nature. In Nottinghamshire, there have been some arrests for terror-related activity which includes those under the age of 18.

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Theme	Consideration	Risk Management/ mitigation	Required Action	Who?	When?	Update/comments	Progress/ R. A. G rating
Leadership & Partnership	Do you have a Senior Leader & Nominated Governor/Trustee with named responsibility for Prevent?	Yes					
	Does the school link with key partners who can keep them informed about the local/regional/national/international context for this work?	Yes- LA safeguarding team	FSW and FHP- requesting regular updates on context	FSW	6 monthly		
	Does the school stay alert to any developing tensions within the local community or groups which are active online/offline in relation to extremism?	Yes					
	Is your DSL suitably trained?	Yes- Home Office prevent completed March 2024					
	Do your school values make clear that diversity is respected and openness and freedom of expression is encouraged?	Yes					
	Do all staff receive regular safeguarding updates in relation to Prevent?	Yes- weekly safeguarding briefings with updates when necessary					

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Capabilities	Do staff receive information about Prevent as part of their Induction?	Yes- all staff recieve safeguarding induction and prevent is included					
Staff Training	Have staff & governors received appropriate levels of training and are they able to identify risks and harms?	All staff complete the prevent training. Calendar of training in place for all staff					
Information Sharing	Are staff familiar with how to share concerns and make referrals to the DSL/ Police Prevent Team? Are appropriate records kept relating to concerns and referrals? Does the DSL have an understanding of the Channel process?	Yes- records kept on online system CPOMS DSLs trained through home office prevent					

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Reducing Permissive Environments	Do your Safeguarding Policy & Code of Conduct make explicit reference to Prevent?	Yes					
	Are recruitment & selection processes robust enough to identify anyone who may present a risk in relation to extremism?	Yes, through recruitment and selection policy					
	Are prejudice-based/hate incidents addressed in a way that will not engender a sense of grievance?	Yes					
IT policies	Are your ICT filters set appropriately to detect inappropriate searches, whilst still allowing legitimate research etc.? Is your ICT security sufficiently robust? (EMSOU support accessed?)	Yes and checked weekly, iBOSS and SENSO alerts along with testing filtering and monitoring fortnightly					
Visitors	Does your premises hire contract contain a clear statement about Prevent?	Yes					
	Are visitors & contractors made aware of your code of conduct, and safeguarding & reporting procedures in relation to Prevent?	Yes as part of the induction to site by the site manager					
	Is due diligence exercised when inviting visiting speakers to ensure they do not have extremist views?	Yes- meetings held prior to working in school to discuss content of sessions					

Building Children's resilience to radicalisation	Are there opportunities to build protective factors- sense of identity; resilience; critical thinking skills; safe, healthy relationships; sense of belonging & connection (across all key stages)? Are resources age appropriate? Are pupils able to recognise potential risks and harms (e.g. grooming; fake news); do they know how to share concerns? Are there opportunities to explore feelings/concerns in the wake of terrorist attacks? Do resources reflect a modern and diverse Britain? Can staff and pupils see themselves represented through the curriculum/ in resource materials? Does the school embed fundamental British Values? How?	Yes- through our SCARF curriculum. Resources are age appropriate. Our wider curriculum promotes diversity along with it being one of our curriculum concepts. Texts are selected purposefully to explore feelings, concerns and they reflect modern Britain. British values are discussed weekly in assembly					

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Community	Are parents/carers aware of how pupils will be taught about issues relating to radicalisation & extremism? Are parents/carers provided with information about how to keep pupils safe online and from grooming etc.? Are parents/carers signposted to how they can share concerns? Or where they can access help & support if they are worried about extremism?	Yes- curriculum information is shared with parents through our KKPDS (Key Knowledge Progression Statements) via DOJO and are on our website. We use DOJO to share with families about how to keep their children safe online using monthly bulletins with different foci. This includes signposting to additional support if necessary.					

Support Available:
Home Office offer a free e-learning package on Prevent covering: Prevent awareness; Prevent referrals; Understanding Channel. Users who complete the training receive a certificate. https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/
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
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/Signip/da659377ec9fa9e8d40363308d4a84ac Educate Against Hate website provides a range of training and guidance materials www.educateagainsthate.com
Guidance on making a Prevent referral https://www.gov.uk/guidance/making-a-referral-to-prevent
Web filtering and online safety The DfE 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/guidance/meeting-the-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-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/
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#thelaw

Date completed: 21.09.25

Role/designation: Headteacher

Date of next review: September 2026