

What national risks are you aware of that could impact to your area, setting, students or families? For example, online radicalisation

Risk 1	Risk 2	Risk 3	Risk 4
The threat of terrorism The Terrorism Act 2006 defines 'terrorism' as an action or threat designed to influence the government or intimidate the public. Its purpose is to advance a political, religious or ideological cause.	The extremism threat We are alert to both violent extremism and also non-violent extremism, including certain divisive or intolerant narratives which can reasonably be linked to terrorism.	Learners are at risk of accessing inappropriate and harmful extremist content online. There is a rapid proliferation of terrorist content online and the internet has become the preferred avenue for those searching for terrorist propaganda. The most recent data published shows the continued high numbers of under 18's being arrested for terrorism offences. The latest data indicates that 14% of	

What specific local risks are you aware of that could impact to your area, setting, students or families? E.g. local extremist activity (groups active in the area)									
Risk 1	Risk 2	Risk 3 Online Extremism	Risk 4 Self-Initiated Terrorism						
The threat of terrorism	The extremism threat								
ee below	See below	 Referrals have come through Accessing extremist materials on websites and forums and making contact with others on encrypted and gaming platforms. 	See below						

Key Headlines 2023

The UK threat level has been at SUBSTANTIAL (meaning an attack is likely) since 09/02/2022. It is assessed that an attack would most likely be conducted by a 'self-initiated terrorist' (S-IT) acting independently of an established terrorist group or organisation.

Area	Key Headlines
Islamist Terrorism (IT)	 In June 2023, Sohail SUMRA, of Southampton was charged with two counts of dissemination of terrorist publications. In January 2024, the Home Office proscribed the Islamist group HIZB-UT-TAHRIR. This means that belonging to, inviting support for, and publicly displaying symbols of the group is a criminal offence. In 2023, 4% of referrals were Islamist; in 2022 this was at 5%. It was assessed in the 2023 Independent Review of Prevent that the small proportion of nationwide Islamist referrals is not representative of the true scale of the Islamist threat. 90% of referrals were male and half were under the age of 18. 20% of referrals were also made up of 40-49 year olds.
Extreme Right Wing Terrorism (ERWT)	 In 2023 16% of referrals were ERW compared to 26% in 2022. Rushmoor received the highest number of referrals, followed by Havant, Southampton and Portsmouth, which were joint second. Referral subjects are almost all male, with 60% under the age of 18. In over half of referrals, subjects have suspected or diagnosed mental health or cognitive conditions that may be contributing to their susceptibility to extremism. 56% of referrals were closed after assessment and initial information gathering.
Other	• Self-Initiated Terrorism (S-IT) remains the most likely form of terrorist attack in the UK. Such an attack could relate to either ERWT or Islamist terrorism and would likely involve low-sophistication methods, such as a knife.
Hampshire & IOW Partner Reporting	 ERW-related ideology continued to be the most visible concern, followed by comments on a suspected increase in 'Mixed, Unclear, Uncertain and Conflicted' (MUUC) ideology. Of the ERW concerns, swastika graffiti was the highest, with an increase in racism being second. For the first time, one area reported an interest in sourcing/building weapons. The cost of living crisis and misogyny was not mentioned. Most responses made reference to the Israel-Hamas conflict. One area highlighted how they had shared links to the Community Security Trust (CST) and Tell MAMA, which are used to report hate crimes against Jewish and Muslim communities and for security advice.

In January 2024, Matt Jukes, the head of Counter Terrorism Policing, publicly stated that the Israel-Hamas conflict has created a new "radicalisation moment" in the UK with the potential to push more people towards terrorism. In the UK there have been 33 arrests under terrorism laws related to the conflict. These include people arrested for comments or slogans on protests. 3,000 referrals were also made to a CTP unit that monitors suspicious activity online; 700 of these had been identified as having a link to the UK, and potentially breaking the law. (Source: https://www.bbc.co.uk/news/uk-68035172)

rerage Profile of Registered Prevent Referral by Local Authority														
Southampton			Portsmouth				Hampshire County Council				Isle of Wight			
Gender	Male	85%		Gender	Male	94%		Gender	Male	92%		Gender	Male	94%
Age	<17	50%		Age	30+	42%		Age	<17	67%		Age	<17	65%
Ideology	Vul*	44%		Ideology	Vul*	39%		Ideology	Vul*	44%		Ideology	Vul*	47%
		In the second		cm 1.1			05510							

*Vulnerability present by no ideology or CT risk

ΟΕΕΙCΙΔΙ

We are aware of both national and local risks and have discussed that our 3 most pertinent risks are:

- 1. The risk of online radicalisation. We must be mindful that this is higher for younger children as they form so much of their opinions and beliefs online rather than through traditional mechanisms of family, class and peer interactions. There is a risk they can retreat from the physical world and find themselves in an immersive online world with like-minded individuals which becomes an echo chamber of breeding negative ideas where there is no challenge to the negative ideas.
- 2. The risk of radicalisation due to obsessive behaviour traits stemming from autism, whereby children with these social communication and interaction difficulties can also retreat into an online world, where they find a sense of belonging and therefore they are vulnerable to extreme views and ideologies.
- 3. The risk that we are not being proactive enough in open discussion with primary age children. We discussed with the local coordinator the importance of challenging and education every misogynistic and hate related behaviour/comment in a supportive manner where we can explore their mindsets through open and honest dialogue.

Online safety is threaded throughout our curriculum with opportunities for parents and carers to learn how to keep children safe online. British Values are embedded within our PSHCE, RSE and RE curriculum, providing regular opportunities for thought, discussion and challenge.

Leadership a	nd Partnership							
Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead office r	Date for completio n	Support available
Leadership	What is the risk here?	What are the hazards?	What has your institution put in place to ensure sufficient understanding and buy-in from Leadership?		What does your institution need to further action to address the identified risk(s)?			Prevent e-learning The Key – Online training for all staff, highlighting the following - - Prevent awareness - Prevent referrals - understanding Channel Users that complete this training will receive a certificate.
	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.	All staff undergo prevent training as part of our rolling programme of CPD. All staff have completed the Prevent Channel Training Prevent duty training: Learn how to support people vulnerable to radicalisation. All staff have annual updated safeguarding training which contains staff's responsibilities under the Prevent Duty (2023 Handsam Prevent training completed and certificate saved		Headteacher (Prevent Lead) to complete the Prevent Duty for School training – ensure renewed as required	HT	Review Sept 25	

1			L	-	
Leaders do not	All governors have		HT	Review	
have	read our child		DSL	Sept 25	
understanding	protection policy				
and ultimate	and				
ownership of	Keeping Children				
their internal	Safe in Education.				
safeguarding	Risk assessment				
processes, nor	and Prevent				
ensuring that all	statement shared				
staff have	in Governor's				
sufficient	meeting & on				
	website. Prevent				
understanding					
and that staff	lead has up to date				
implement the	training and				
duty effectively.	knowledge of the				
	issues around				
	radicalisation and				
	prevent strategies.				
	All staff know who				
	the Prevent Lead is				
	and how to contact				
	them with				
	concerns.				
	The Prevent Lead				
	knows how to				
	contact Counter				
	Terrorism Policing				
	(CTP) Education				
	Leads to request				
	further training or				
	advice.				
	The Prevent Lead				
	and the DSL team				
	know how to				
	contact the CTP				
	Education Leads for				
	further support and				
	know				
	how to make a				
<u> </u>	referral.			<u> </u>	
Leaders do	The Prevent Lead		HT	Review	
not	has shared with		DSL	Sept 2025	
communicate	staff the potential	Annual update every		-	
and promote	signs and	September.			
the	indicators of	· ·			
importance of	radicalisation.				
the duty.	Safeguarding				
and duty.	Training for all staff				
	and updates within		1		
	the year include		1		
	Prevent		l		
Leaders do	All staff have read		HT	Review	
not drive an	and signed to say		DSL	Sept 2025	
effective	they have	regarding reporting			
safeguarding	understood the	radicalisation/extremism	1		
culture across	Child	concerns and enquiries.			
the institution.	Protection/Safeguar	Utilise existing			
	ding Policy and how	safeguarding	1		
		referral pathways.			
	to report concerns.	rerenai paurways.			
	All staff have		1		
1	received training to		1		

Partnershipfully 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.organisation des not effective partnerships with organisations such as the Local Authority and Police Prevent Team.strong partnerships with: - Local Safeguarding Children's Partnership • DSL / headteacher forums • DSL / headteacher forumsSLT HTSept 25Outlines working it with access to good practice advice, guidance or supportive peer networks.organisations such as the Local Authority and Police Prevent Team.strong partnerships with: • Local Safeguarding • DSL / headteacher forums • Police Prevent Team.SLT HTSept 25Outlines working it with: • Local Safeguarding • DSL / headteacher forums • Police Prevent Team.• DSL / headteacher forums • Police Prevent Team.• DSL / headteacher forums • Police Prevent Team.Supportive peer advice Headteacher, DSLs and Prevent Lead receive the DCAT safeguarding updates and attend DSL hub meetings. • Need2know updatesSupportive peer adviceSupportive peer advice Headteacher, DSLs and Prevent Lead receive the DCAT safeguarding updatesSupportive peer adviceSupportive peer adviceSupportive peer adviceSupportive peer adviceSupportive peer adviceSupportive peer adviceSupportive peer adviceSupportive peer adviceSupportive peer adviceSupportive peer advice <td< th=""><th>uty guidance ne requirements of the duty, including partnership with others. w.gov.uk/government/publications/preve uidance/revised-prevent-duty-guidance- d-and- wales#c-a-risk-based-approach-</th></td<>	uty guidance ne requirements of the duty, including partnership with others. w.gov.uk/government/publications/preve uidance/revised-prevent-duty-guidance- d-and- wales#c-a-risk-based-approach-
https://sig	hding channel aw of channel support and the Prevent hcy Panels (PMAP). w.gov.uk/government/publications/chan brevent-multi-agency-panel-pmap- br Educate Against Hate newsletter ws, blogs and resources to help school leaders and designated ing leads protect students from ion
Capabilities	
vulnerabilities and the risk of harm is not reported properly and promptly by staff.not understand for all staff in September.programme of CPD.CPD updates for all staff in September.following - - Prevent - Prevent - Prevent - understand	nline training for all staff, highlighting the wareness

							provides a range of training and guidance materials.
		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 have completed the Prevent E-Learning Module on The Key:		DSL	Review Sept 25	www.educateagainsthate.com
		Staff do not access Prevent training or refresher training.	All staff have annual updated safeguarding training which contains staff's responsibilities under the Prevent Duty as well as online module.		DSL SLT	Review Sept 25	
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.	We work and communicate with local safeguarding partners and other relevant agencies regarding concerns about extremism. The DSL/Prevent lead is aware of the process to contact other agencies and expedite concerns about extremism. Records of referrals are kept on MyConcern, and referrals are followed up appropriately.	Use of 'My Concern' to share concerns to continue.	DSL	Review Sept 25	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

		Staff are not aware of the Prevent referral process.	All staff to be able to report safeguarding concerns, including those of extremism and radicalisation through 'My concern'. All school staff, including support staff and admin staff to have regular safeguarding briefings, quizzes including the Prevent duty.	Use of 'My Concern' to share concerns to continue.	DSL	Review Sept 25	
Reducing Perm Building children's resilience to radicalisati on	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.	Through PSHE/RE and other curriculum activities, pupils are able to explore political, religious and social issues. Pupils are taught about the diverse national, regional and ethnic identities in the UK and the need for mutual respect. Cover theme of respect Respect is a school value Opportunities to promote British values are clearly identified within all curriculum areas. Use of PSHE or RSE lessons for sensitive and supportive discussions on radical issues and extreme ideologies.	Review our current practices for promoting British values and consider where we could do more to embed these values into our curriculum.	PSHE RE and Teachi ng staff	Review Sept 25 Review Spring 1 & 2 term	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 www.educateagainsthate.com/category/teachers/class room- resources www.educateagainsthate.com/category/teachers/c lassroom- resources/?filter=lets-discuss

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				 Review our online 				

			safety policy				
			annually				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/
		Students may	IT department		IT	Review	
		distribute extremist	ensure that there is		lead DSLs	Sept 25	
		material using	a clear reporting process in place		DOLS		
		the institution	should filtering				
		IT system.	systems flag any safeguarding or				
			Prevent- related				
		Pupils access	concerns. The ICT curriculum		IT	Review	
		extremist	includes teaching		and	Sept 25	
		material on their own	pupils how to stay safe online. Parents		SLT		
		devices or on	are provided with				
		social media,	support on how to				
		or are specifically	help their children access the internet				
		targeted for	safely and spot the				
		online radicalisation	signs of online radicalisation.				
		radioalioalion	Audit online safety				
			and Safer Internet Day include content to				
			relate to access to				
	External anadyara	Loodore de	any extremist content		ЦТ	Poview	Political Impartiality Guidance
Visitors	External speakers or visitors being	Leaders do not provide a	Staff know to use recommendations		HT DSL's	Review Sept 25	Political Impartiality Guidance
	given a platform to	safe space	and reviews from				When using external agencies, schools in
	radicalise children and young people	for children to learn.	fellow professionals when looking for				England must be mindful of their existing duties regarding political impartiality and to ensure the
	or spread hateful or		visitors.				balanced presentation of political issues.
	divisive narratives.		Access to school is denied to any				Guidance on this is available on GOV.UK.
			group/organisations				https://www.gov.uk/government/publications/politica
			with links to				I- impartiality-in-schools/political-impartiality-in-
			extremist's organisations.				schools#the-law
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Settings do not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.	The school applies its policy for volunteers and visitors to the school to ensure visitors are appropriately checked before entering the school.			Review Sept 25	
The setting does not conduct any due diligence checks on visitors or the materials they may use.	Visitor procedure includes: All visitors to the school must be signed in at reception and wear ID badges. Visitors are accompanied around the school site by a member of staff at all times Review policies & procedures regularly		HT HR Office staff	Review Sept 25	