



Department
for Education



Prevent risk assessment for schools

Lanesend Primary School

Person completing: Hannah Holmes

Date Implemented: 20.1.25

Date for review: 20.1.26 earlier if
there are changes to the risk

The purpose of the risk assessment is to have an awareness and understanding of the risk of radicalisation in your area and your institution. The type and scale of activity that will address the risk will vary but should be proportionate to the level of risk, type of provision, size and phase of education.

This is an internal document and should be reviewed annually, in line with Keeping Children Safe in Education requirements, or following a serious incident.

If someone close is expressing extreme views or hatred, you can contact the Act Early advice line. You will speak to a specially trained officer. All calls are confidential. Phone: 0800 011 3764 Website: [Act Early](#)

<http://educateagainsthate.com/>

These websites offer useful advice for parents:

[Protecting children from radicalisation | NSPCC](#)

[Parents' resources | Educate Against Hate](#)

[Parental controls offered by your home internet provider | UK Safer Internet Centre](#)

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[Prevent \(counter terrorism\)](#) – Local information for Isle of Wight

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Current national threat level (Jan 2025)

The threat to the UK (England, Wales, Scotland and Northern Ireland) from all forms of terrorism is SUBSTANTIAL.*

SUBSTANTIAL - an attack is likely

National Risks – risk of radicalisation generally

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

Risk 1 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.	Risk 2 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.	Risk 3 Online radicalization 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 those arrested year ending 31st March 2023 were 17 and under.	Risk 4 Self-Initiated Terrorism Self initiated terrorism is the greatest terrorist threat to the UK. It is likely that any attack in the UK will be conducted by a S-IT. S-ITs are potential terrorists who act alone and are difficult to identify. Islamist terrorist groups overseas, most notably Al-Qaeda and ISIL, continue to pose a threat from inspiring would be attackers through radicalisation.
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Local Risks – risk of radicalisation in your area and institution

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 The threat of terrorism See below	Risk 2 The extremism threat See below	Risk 3 Online Extremism <ul style="list-style-type: none"> Referrals have come through Accessing extremist materials on websites and forums and making contact with others on encrypted and gaming platforms. 	Risk 4 Self-Initiated Terrorism See below
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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)	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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>)

Average 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%

*Vulnerability present by no ideology or CT risk

OFFICIAL

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 and Partnership								
Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead office r	Date for completion	Support available
Leadership	<i>What is the risk here?</i>	<i>What are the hazards?</i>	<i>What has your institution put in place to ensure sufficient understanding and buy-in from Leadership?</i>		<i>What does your institution need to further action to address the identified risk(s)?</i>			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		<i>Headteacher (Prevent Lead) to complete the Prevent Duty for School training – ensure renewed as required</i>	HT	Review Sept 25	

		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.	All governors have read our child protection policy and Keeping Children Safe in Education. Risk assessment and Prevent statement shared in Governor's meeting & on website. Prevent lead has up to date training and 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 referral.			HT DSL	Review Sept 25	
		Leaders do not communicate and promote the importance of the duty.	The Prevent Lead has shared with staff the potential signs and indicators of radicalisation. Safeguarding Training for all staff and updates within the year include Prevent		<i>Safeguarding updates throughout the year. Annual update every September.</i>	HT DSL	Review Sept 2025	
		Leaders do not drive an effective safeguarding culture across the institution.	All staff have read and signed to say they have understood the Child Protection/Safeguarding Policy and how to report concerns. All staff have received training to		<i>Staff are aware of internal procedures, regarding reporting radicalisation/extremism concerns and enquiries. Utilise existing safeguarding referral pathways.</i>	HT DSL	Review Sept 2025	

			record concerns using Myconcern. All relevant policies in place.					
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 providers has strong partnerships with: <ul style="list-style-type: none"> Local Safeguarding Children's Partnership DSL / headteacher forums LADO Community Safety Partnerships Police Prevent Team Channel panel Child and family DCAT DSL for advice Headteacher, DSLs and Prevent Lead receive the DCAT safeguarding updates and attend DSL hub meetings. <ul style="list-style-type: none"> Need2know updates 			DCAT SLT HT	Review Sept 25	Prevent duty guidance <p>Outlines the requirements of the duty, including working in partnership with others.</p> <p>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</p> <p>Understanding channel</p> <p>An overview of channel support and the Prevent Multi-Agency Panels (PMAP).</p> <p>https://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance</p> <p>Sign-up for Educate Against Hate newsletter</p> <p>Latest news, blogs and resources to help teachers, school leaders and designated safeguarding leads protect students from radicalisation</p> <p>https://signup.es-mail.co.uk/Signup/da659377ec9fa9e8d40363308d4a84ac</p>
Capabilities								
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.	All staff undergo prevent training as part of our rolling programme of CPD.CPD updates for all staff in September.			HT DSL	Review Sept 25	Prevent e-learning <p>The Key – Online training for all staff, highlighting the following -</p> <ul style="list-style-type: none"> - Prevent awareness - Prevent referrals - understanding Channel <p>Users that complete this training will receive a certificate.</p> <p>Prevent resources, guidance and support</p> <p>The department's Educate Against Hate website</p>

								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.		<i>Use of 'My Concern' to share concerns to continue.</i>	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.		<i>Use of 'My Concern' to share concerns to continue.</i>	DSL	Review Sept 25	
Reducing Permissive Environments								
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.	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			PSHE RE and Teaching staff	Review Sept 25	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/classroom-resources www.educateagainsthate.com/category/teachers/classroom-resources/?filter=lets-discuss
		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.	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.		<i>Review our current practices for promoting British values and consider where we could do more to embed these values into our curriculum.</i>	PSHE lead SLT	Review Spring 1 & 2 term	

		British values are not promoted outside of the classroom	Steps taken to promote British values around the school include: Pupils participate in democracy through school council. PSHE and RE curriculum to ensure are taught about the diverse national, regional and ethnic identities in the UK Assemblies include opportunities to cover British Values British values such as democracy with the election.			PSHE lead SLT	Review Spring 1 & 2 term	
			Assemblies promoting diversity, human rights, and respect. Celebrations from multiple religions and cultures are celebrated around the school			HT SLT	Review Sept 25	
IT policies	Ineffective IT policies increases 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.	Our online safety/IT/child protection policy makes reference to the risks of online extremist material. Pupils are encouraged to report any material they come across online which makes them worried or uncomfortable. IT safety and monitoring systems, for example: • The school IT network has appropriate filters to block sites deemed inappropriate or unsafe • School email accounts are monitored by IT staff and SLT • Review our online			IT lead DSLs	Review Sept 25	Web 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.

			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 distribute extremist material using the institution IT system.	IT department ensure that there is a clear reporting process in place should filtering systems flag any safeguarding or Prevent-related concerns.			IT lead DSLs	Review Sept 25	
		Pupils access extremist material on their own devices or on social media, or are specifically targeted for online radicalisation	The ICT curriculum includes teaching pupils how to stay safe online. Parents are provided with support on how to help their children access the internet safely and spot the signs of online radicalisation. Audit online safety and Safer Internet Day include content to relate to access to any extremist content			IT and SLT	Review Sept 25	
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.	Staff know to use recommendations and reviews from fellow professionals when looking for visitors. Access to school is denied to any group/organisations with links to extremist's organisations.			HT DSL's	Review Sept 25	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

		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.			HT HR Office staff	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	