Person completing: Hannah Holmes	Date Implemented: 20.1.25	Date for review: January 2027 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

Community Safety Operational Manager & Prevent Lead for the Isle of Wight = Cameron Baxter. Cameron.baxter@iow.gov.uk

Prevent (counter terrorism) – Local information for Isle of Wight

email: preventreferralsisleofwight@hampshire.pnn.police.uk

Current national threat level (Jan 2026)

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

SUBSTANTIAL - an attack is likely

Updated Jan 2026

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	Risk 2	Risk 3	Risk 4
The threat of terrorism	**The extremism threat**	**Online radicalization**	**Self-Initiated 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.	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 those arrested year ending 31st March 2023 were 17 and under.	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.

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)

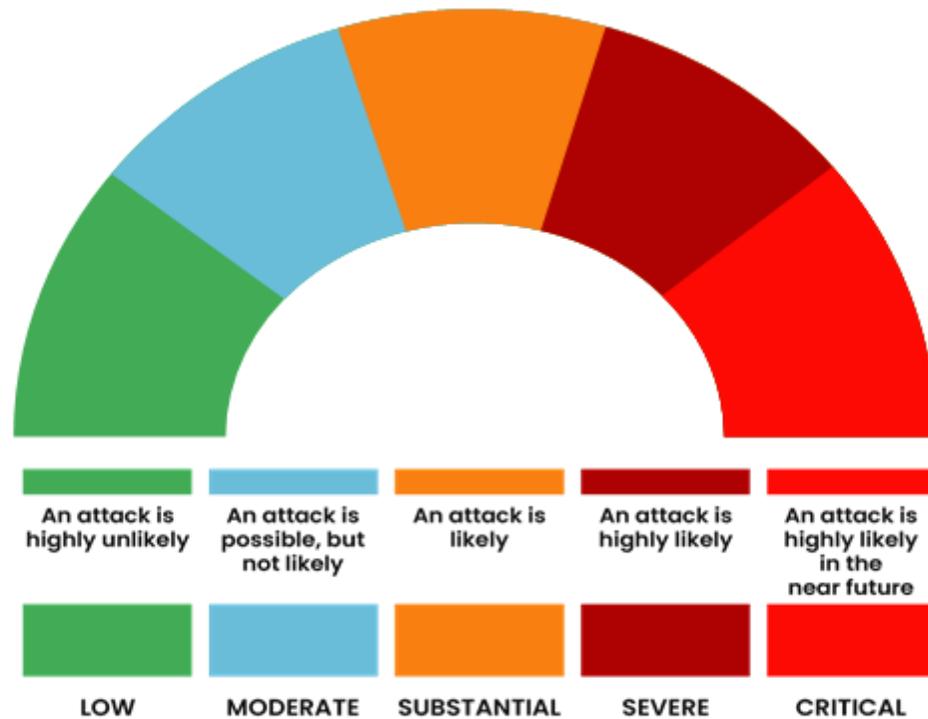| Risk 1	Risk 2	Risk 3 Online Extremism	Risk 4 Self-Initiated Terrorism
The threat of terrorism See below	**The extremism threat** See below	▪ Referrals have come through Accessing extremist materials on websites and forums and making contact with others on encrypted and gaming platforms.	See below

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.

National Terrorism Risk

The UK threat level has been at SUBSTANTIAL (meaning an attack is likely) since 09/02/2022.

An attack is highly unlikely	An attack is possible, but not likely	An attack is likely	An attack is highly likely	An attack is highly likely in the near future
LOW	MODERATE	SUBSTANTIAL	SEVERE	CRITICAL

Updated Jan 2026

The UK's terrorism threat levels are determined by the Joint Terrorism Analysis Centre (JTAC) and the Security Service (MI5). These levels are designed to inform the public and guide security measures. The five threat levels are:

Low: An attack is highly unlikely.

Moderate: An attack is possible but not likely.

Substantial: An attack is likely.

Severe: An attack is highly likely.

Critical: An attack is highly likely in the near future.

The United Kingdom continues to face a multifaceted terrorism threat landscape, with several key concerns:

National Threats

Islamist Extremism: Islamist extremism continues to be one of the most significant terrorism threats in the UK.

The London Bridge stabbing in 2019 highlighted the persistent and ongoing threat from this form of terrorism.

Prior to this incident there had been several other high profile Islamist attacks in the UK in 2017 including the Manchester Arena Bombing, the Westminster and London Bridge attacks, the Parsons Green bombing and the Finsbury Park Mosque Attack.

Islamist terrorism is rooted in radical interpretations of Islam in which ideologies focus on;

* Jihad – a belief that violence is necessary and required to defend and spread their vision of Islam.

*A perception that western lifestyles, governments and laws are inherently hostile to the Muslim way of life and communities.

*Calls for an Islamic Caliphate by radical groups such as ISIS and Al-Qaeda.

Far-Right Extremism: The UK is also contending with threats from far-right extremist groups. The most recent attack was in October in Kent where petrol bombs thrown at migrant processing centre. This was anti-immigration and Right Wing Motivated.

The aftermath of the Southport murders in July 2024 saw right wing groups actively manipulating and exploiting the narrative by posting misinformation on social media platforms in an attempt to stir up anti-immigration and Islamophobic protests. Tommy Robinson suggested the attacker was a Muslim immigrant which is believed to contributed to the civil unrest, riots, protests and demonstrations across the UK. This could be seen as an example of an extreme right wing acceleration tactic, Used to provoke and encourage wider disorder.

Self-initiated terrorists (S-IT)/ Individual Lone Actors: There is growing concern over individuals acting alone, often referred to as "lone actors," or "S-IT" who may be radicalised online and lack clear ideological motivations. The recent Southport case and Axel Rudakubana underscores the challenges in identifying and preventing such threats.

S-ITs often develop personal grievances, caused by a combination of psychological, social and ideological factors. It is these grievances that serve as the foundation for their radicalisation and eventual decision to commit violence. Perceived personal or collective injustices, social isolation and alienation, personal crisis and mental health as well as exposure and consumption of extremist ideas and ideology are all catalysts responsible for S-IT attacks. S-ITS can adopt the ideology of any extreme group or develop one of their own.

Cyber Threats and Online Radicalisation: The exploitation of technology by terrorists is a growing concern. Terrorist groups are increasingly using the internet to spread propaganda, recruit members, and plan attacks as demonstrated by the far rights manipulation of social media following the Southport murders.

Updated Jan 2026

Additionally, individuals are capable of self-radicalising online without any input or influence from external sources. Individuals who have a personal grievance or have perceived a personal or collective injustice will often use the internet to validate themselves or find suitable explanations. This often leads to conspiratorial narratives such as global domination theories, the New World Order, the Great Replacement and White Genocide Thery etc. These conspiratorial narratives seem to thrive as they offer simple explanations to complex world events or problems but the fuel mistrust and radicalisation.

The other concern with digital spaces is that they are anonymous, they allow individuals to engage in dangerous ideas with unknown individuals without any real-world accountability and online forums often become an echo chamber of negative ideas and believed which go unchallenged.

Extreme Violence without ideology: Following the Southport murders there has been more focus on extreme violence that is not inspired or motivated by an ideology. The motivation for these attacks may be grievance based and performed by S-ITs who are not directly part of any organised group. The grievance may even be unique to the individual with the purpose of the attack being for revenge or notoriety. This emer4ging threat shows a shift in focus away from ideology and onto the behaviours, risk factors, and pathways to violence.

National Channel statistics.
https://www.gov.uk/government/statistics/individuals-referred-to-prevent-to-march-2024/individuals-referred-to-and-supported-through-the-prevent-programme-april-2023-to-march-2024

Please note, this is the most up to date data. It covers from April 2023 to March 2024.
In terms of the recently published statistics, It would be worth highlighting that;
•   There has been a national decrease in Prevent referrals submitted and adopted by Channel Panels. This is also reflected in local statistics in Hampshire and on the IOW.
•   The education sector continues to submit the majority of referrals
•   Males aged between 11 and 15 account for half of all referrals adopted.
•   Almost 90% of referrals were for males in total.
•   The Southeast had the highest number of cases discussed at Channel Panel (1,200) in year ending 32 March 2024. But with only a 7% adoption rate.

The Beewell Survey
Children on the Isle of Wight scored the lowest in Hampshire on the Beewell survey in three alarming categories 'Life Satisfaction, Loneliness and Self-Esteem'.

Updated Jan 2026

Maslow's Hierarchy of Needs
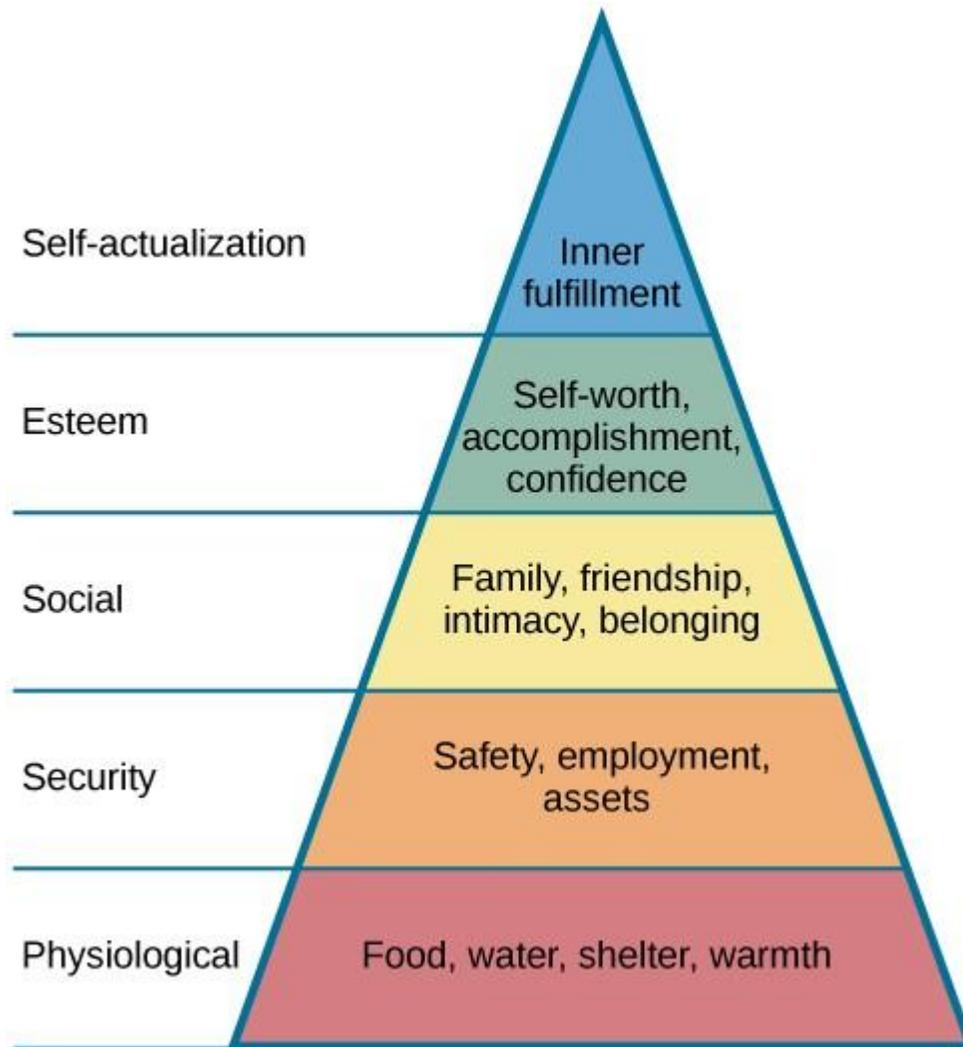
The hierarchy operates on the principle that people must first meet their basic survival needs before they can focus on higher-level psychological or self-fulfilment goals.

When needs are not met, it can have a significant impact on a person's mental health, behaviour, and overall well-being as well as making them vulnerable to exploitation. I think it is interesting to look at Maslow's hierarchy of needs as the results from the Beewell survey would suggest that the individuals that took part are not having their Social, Esteem or Self Actualisation needs me.

Updated Jan 2026

Beyond that we do know that there are high levels of child poverty on the IOW (34% of children which equates to 8,379 were reported to be living in poverty in 2022, so that suggests that their Physiological needs may also be at risk of not being met.

IOW Population, Demographics and Socio-economical observations

- The IOW has a residential population of approximately 140,800 people (Census 2021).

- As of the 2021 Census, 1.2% of residents on the Isle of Wight identified their ethnic group within the "Asian, Asian British or Asian Welsh" category, 0.3% identified as "Black, Black British, Black Welsh, Caribbean or African," and 1.2% as "Mixed or Multiple ethnic groups." The remaining 97.0% identified as "White."
    - The IOW has low levels of multicultural diversity compared to mainland England. The proportion of islanders who identify as "White" is significantly higher than the national average.
    - These stats highlight a limited cultural representation on the IOW with less ethnic community groups, cultural organisations and events that celebrate ethnic backgrounds.

- The economy
  Poverty on the Isle of Wight is a pressing issue, with a noticeable divide between areas of affluence and those struggling with financial hardship. The island's poverty levels are among the highest in the UK, and this issue has been exacerbated by factors like low wages, high housing costs, and limited access to employment opportunities.

- Travel and Tourism on the IOW and the hospitality economy.
    - The island welcomes over 2 million visitors annually.
    - Tourism is a significant part of the Isle of Wight's economy, with a large proportion of employment tied to the sector (estimated 20-25% of employment on the island are hospitality based)
    - Q3 2024 marked a 26% decrease from the same period in 2019 and estimated visitor spend declined 11% from the previous year. [TSE Research Services | Tourism South East](#)
    - Major events such as the Isle of Wight Festival attract 50,000+ attendees annually.
    - Air B&B and second home ownership has created a lack of affordable housing and rental opportunities making it unaffordable for many low-income families or individuals in the island.

- Elected home-educated children (EHE) on the island continue to exceed national figures, with approximately 540 students, three times the national average.
    - The primary expectation is that EHE children receive a "suitable education". This does not need to follow the national curriculum and does not require exams or formal assessments. The local authority is responsible for accessing whether the child's education is "suitable".

- Prevalence of SEN
    - The Isle of Wight has a slightly higher percentage of students with SEN compared to national averages.
    - Families on the island often experience long waiting times for formal Autism and ADHD diagnosis. This has resulted from increased demand for the service and limited available resources. The impact of delay can be a lack of access to appropriate support, interventions

Updated Jan 2026

and medication.

- The Isle of Wight's age demographics differ notably from those of mainland England.
  The island has a very distinctive age profile with a noticeably smaller population of younger (age 0-19) and working age (20-44) individuals but with a significantly higher proportion of residents aged55 and older.

  The Isle of Wight is experiencing a decline in its younger population with fewer children being born or moving to the island. Additionally, there is an outward migration of young families many of whom are seeking employment opportunities or are forced off island to secure affordable housing.
  The steady reduction in young people on the island has resulted in the upcoming closure of a number or rural primary schools due to a lack of enrolment and demand which is also reflected in the high number of elected home education.

  This is something worth noting as this unusual dynamic has many other socio-economical effects on the community which includes;
    - Additional pressures on NHS and adult social care services caused by a higher demand by elderly residents.
    - Higher homeownership rates amongst retirees makes it difficult for younger residents on the IOW to get on the housing ladder.

A declining workforce

Leadership and Partnership

Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Date for completion	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 Jan 2027	

Updated Jan 2026

		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 Jan 2027	
		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		*Safeguarding updates throughout the year. Annual update every September.*	HT DSL	Review Jan 2027	

		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 record concerns using Myconcern. All relevant policies in place.		*Staff are aware of internal procedures, regarding reporting radicalisation/extremism concerns and enquiries. Utilise existing safeguarding referral pathways.*	HT DSL	Review Jan 2027	

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: • 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. • Need2know updates			DCAT SLT HT	Review Jan 2027	**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 **Sign-up for 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/Signup/da659377ec9fa9e8d40363308d4a84ac

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	All staff undergo prevent training as part of our rolling programme of CPD.CPD updates for all staff in September.			HT DSL	Review Jan 2027	**Prevent e-learning** The Key – Online training for all staff, highlighting the following - - Prevent awareness - Prevent referrals - understanding Channel

Updated Jan 2026

		may be vulnerable to being drawn into terrorism.						Users that complete this training will receive a certificate. **Prevent resources, guidance and support** The department's Educate Against Hate website 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 Jan 2027	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 Jan 2027	

Updated Jan 2026

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 Jan 2027	**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 Jan 2027	

Updated Jan 2026

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 Jan 2027	**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.		*Review our current practices for promoting British values and consider where we could do more to embed these values into our curriculum.*	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			PSHE lead SLT	Review Spring 1 & 2 term	

Updated Jan 2026

			cover British Values British values such as democracy with the election.					
			Assemblies promoting diversity, human rights, and respect. Celebrations from multiple religions and cultures are celebrated around the school			HT SLT	Review Jan 2027	
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 safety policy annually			IT lead DSLs	Review Jan 2027	**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. **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 Jan 2027	

		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 Jan 2027	
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 Jan 2027	**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 Jan 2027	
		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 Jan 2027	

Updated Jan 2026