

SCHOOL RISK ASSESSMENT AND ACTION PLAN TOOL (RADICALISATION & EXTREMISM) 2026



National Risks	• 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
-Risk of radicalisation generally.	
Local Risks	• The vulnerability of some pupils due to SEND, disabilities, social communication difficulties, social isolation, mental health needs or limited understanding of online risks. • Online platforms including YouTube, Tik Tok, FB, Discord, Monkey, Telegram, Gaming etc. • Artificial Intelligence (AI) tools and chatbots: The increasing use of AI platforms by children and young people presents risks relating to exposure to misinformation, extremist narratives, conspiracy theories, manipulated content (deepfakes), online grooming, and the generation or sharing of harmful content. AI may also reduce young people's ability to critically evaluate information sources, making them more vulnerable to radicalising influences. Staff should promote digital literacy, critical thinking, and safe, supervised use of AI technologies. • 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.
-Risk of radicalisation in our area/institution.	

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Theme	Consideration	Risk Management/ Mitigation	Required Action	Who	When	Progress R. A. G. rating
Leadership & Partnership	Do you have a Senior Leader & Nominated Governor/Trustee with named responsibility for Prevent?	Yes-Prevent included within safeguarding governor visits. Governor Prevent training attendance.	DSL requesting regular updates on context	DSL & Safeguarding Governor	Annual report to governors	
	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			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- monthly newsletter from ESHAWH (Education, Safeguarding, Health and Wellbeing Hub)			Monthly	

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	Is your DSL suitably trained? Do your school values make clear that diversity is respected and openness and freedom of expression is encouraged? Do all staff receive regular safeguarding updates in relation to Prevent? How does the school evaluate the effectiveness of its Prevent arrangements and identify emerging risks?	DSL is trained through home office Prevent & Channel Yes Yes- Annual training and regular updates shared by DSL within staff briefings when necessary Annual review of Prevent-related concerns and referrals. -Monitoring of My Concern records and trends. -Regular analysis of filtering and monitoring reports. -Pupil voice activities to assess understanding of online safety, belonging and British Values. -Staff questionnaires and safeguarding audits used to evaluate confidence in identifying and reporting concerns. -Findings reported to senior leaders and governors as part of safeguarding monitoring.			Annually Termly monitoring and annual review	
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Capabilities	Do staff receive information about Prevent as part of their Induction?	Yes- all staff receive safeguarding induction and prevent is included	DSL & SBM to ensure new starters are identified and induction/ training completed			
Staff Training	Have staff & governors received appropriate levels of training and are they able to identify risks and harms?	Yes all existing staff have completed refresher training within the last 2 years. -Prevent training included in annual safeguarding updates. -A training record and compliance monitoring process in in place.				
Information Sharing	Are staff familiar with how to share concerns and make referrals to the DSL/ Police Prevent Team?	Yes -training completed and regular reminders within briefing. The school recognises the risks posed by AI-generated content, misinformation, conspiracy narratives, misogynistic influencers and online communities that may increase vulnerability to radicalisation. Staff receive updates through safeguarding briefings and monitoring systems.				
	Are appropriate records kept relating to concerns and referrals?	Yes- records kept on online system My Concern				

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	Does the DSL have an understanding of the Channel process?	DSL is trained through home office Prevent & Channel				
Reducing Permissive Environments	Do your Safeguarding Policy & Code of Conduct make explicit reference to Prevent? Are recruitment & selection processes robust enough to identify anyone who may present a risk in relation to extremism? Are prejudice-based/hate incidents addressed in a way that will not engender a sense of grievance?	Yes Yes, through recruitment and selection policy 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?	Yes, and checked weekly by DSL. Classroom Cloud alerts along with testing filtering and monitoring fortnightly Yes				
Visitors	Does your premises hire contract contain a clear statement about Prevent? Are visitors & contractors made aware of your code of conduct, and safeguarding & reporting procedures in relation to Prevent?	Yes Yes as part of the induction to site by the site manager				

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	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 curriculum. Resources are age appropriate. -Our 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 -Particular consideration is given to pupils who may be vulnerable due to SEND, SEMH needs, social isolation, family adversity or excessive online engagement.				
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	Yes- curriculum information is shared with parents through our KKPDS (Key Knowledge Progression Statements) via Seesaw and are on our website.				

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	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?	We use Seesaw to share with families about how to keep their children safe online using monthly bulletins with different foci. Eg, Community tensions arising from international conflicts, Misinformation on social media, Anti-Muslim hate incidents, Antisemitism. -School has a Family Liaison Officer that can signpost families 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-basedapproach-to-theprevent-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						

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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.uk/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: 27.08.26

Role/designation: Designated Safeguarding Lead

Date of next review: August 2027