

National Risks – risk of radicalisation generally

<p>Risk 1 Extreme right-wing: This category covers sub-ideologies, including Cultural Nationalism, White Nationalism and White Supremacism. These themselves span a range of extreme beliefs such as anti-Semitism, anti-Islam, neo-Nazi, ethnonationalism or anti-establishment.</p>	<p>Risk 2 Islamist extremism Terrorism: An action or threat designed to influence the government or intimidate the public. Its purpose is to advance a political, religious or ideological cause.</p>	<p>Risk 3 Online radicalisation Extremist and terrorist groups and organisations use social media (for example, apps, forums, blogs, chat rooms) to identify and target susceptible individuals. You do not need to be an online expert to understand when a learner is at risk of harm. You should deal with harmful online behaviour in the same way as offline activity.</p>	<p>Risk 4 Extreme left-wing, anarchist and single-issue extremism Extremists who believe in using violence and serious criminality to abolish existing systems of Government and replacing them with anarchist, socialist or communist systems.</p>
--	--	--	--

Local Risks – risk of radicalisation in your area and institution

<p>Risk 1 Extreme right-wing: This category covers sub-ideologies, including Cultural Nationalism, White Nationalism and White Supremacism. These themselves span a range of extreme beliefs such as anti-Semitism, anti-Islam, neo-Nazi, ethnonationalism or anti-establishment and homophobia.</p>	<p>Risk 2 Tolerance of those with different faiths or beliefs. Active opposition to fundamental British Values including Democracy, Rule of Law, Individual Liberty and Mutual Respect.</p>	<p>Risk 3 County Lines A network of organized criminals involved in exporting illegal drugs from one area to another, often crossing police and local authority boundaries often prey on young and vulnerable people, who may not realise they are being exploited.</p>	<p>Risk 4 Homophobic Refers to incidents of harassment, discrimination, and violence against people who identify as LGBTQ+. These actions stem from irrational dislike or prejudice against individuals based on their sexual orientation or gender identity.</p>
---	--	--	--

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? 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.	What are the hazards? 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.	What has your institution put in place to ensure sufficient understanding and buy-in from Leadership? All staff to have updates for prevent at annual training in September. All staff and governors to complete Prevent training in September and do the refresher course annually. DSL, DDSL's and safeguarding governor to complete main training for Prevent.		What does your institution need to further action to address the identified risk(s)? Ensure new staff who join the school after September have Prevent training. Updates (including Prevent) during each term at safeguarding training for all staff	Jason Nicolaides DSL	Sep-25	Prevent e-learning Home Office offer a free e-learning package on Prevent covering: - Prevent awareness - Prevent referrals - understanding Channel Users that complete this training will receive a certificate. https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/
		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.	Safeguarding governor for and Prevent lead (DSL) is at appropriate seniority. Training is complete and up to date: Prevent training completed Autumn term KCSE 2025 read by DSL, DDSL's and safeguarding governor. Part 1 completed with all staff. Weekly safeguarding updates at Friday briefing.		Training records kept and recorded on CSR	Jason Nicolaides DSL	Sept 2025 Ongoing	
		Leaders do not communicate and promote the importance of the duty.	Sufficient leadership ownership – risk assessments, safeguarding policies, etc. being signed off by SLT and governors. Safeguarding policy updated annually in line with national and local recommendations and signed off by the governing body.		Policies updated on website	Jason Nicolaides DSL	Sep-25	
		Leaders do not drive an effective safeguarding culture across the institution.	Leadership have clear understanding of reporting and referral mechanisms. Leaders ensure all staff have the correct training and have read all safeguarding documents.		Leaders plan safeguarding CPD and ensure policies are reviewed and read.	Jason Nicolaides DSL	9/1/2025 Ongoing	
		Leaders do not provide a safe environment in which children can learn.	Ensuring the sharing of safeguarding policies – staff sign to confirm the reading of such policies. Class charter and school charter shared and refined by pupils. Pupil voice listened to. School council. Leaders observe and support teachers to ensure children can learn in a safe environment.			Jason Nicolaides DSL	Sep-25	
		Leaders do not provide support for mental health and wellbeing for staff and pupils.	Mental health leads in school. PSHE curriculum embedded across the school. Safeguarding/wellbeing assemblies for pupils.		Support from Mental health agencies to support school such as young Somerset and CHAMS practitioner.	Jason Nicolaides DSL	9/1/2025 Ongoing	
Working in Partnership	The setting is not fully apprised 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 - Somerset Safeguarding Child Partnership. • DSL / headteacher forums • Safeguarding lead Somerset county council • LADO • Community Safety Partnerships • Police Prevent Team • Channel panel				Ongoing	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/a-risk-based-approach-to-the-prevent-duty Understanding channel An overview of channel support and the Prevent Multi-Agency Panel (PMAP). https://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-prmp-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://gmpw.es-mail.co.uk/?mpid=59377c91f948402330846484c
Capabilities	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	Training is broader than face to face or e-learning. Staff given regular updates from DSL at briefings, staff meetings.		Staff quiz for Summer term	Jason Nicolaides DSL	Ongoing	Prevent e-learning Home Office offer a free e-learning package on Prevent covering: - Prevent awareness - Prevent referrals - understanding Channel
Staff training		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 to have updates for prevent at annual training in September. All staff and governors to complete Prevent training in Autumn term and do the refresher course annually. DSL, DDSL's and safeguarding governor to complete main training for Prevent. Records kept. Ensure all staff are familiar with key school safeguarding and statutory policies		Ensure new staff who join the school after September have Prevent training. Updates (including Prevent) during each term at safeguarding training for all staff	Jason Nicolaides DSL	Sep-25	Users that complete this training will receive a certificate. https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/ Prevent resources, guidance and support The department's Educate Against Hate website provides a range of training and guidance materials. www.educateagainsthate.com
		Staff do not access Prevent training or refresher training.	Ensure all staff attend Prevent training with a focus on Notices, Check, Share Records kept on Sims Prevent Quiz Updates at briefings/staff meetings		Records kept and missing training chased	Jason Nicolaides DSL	9/1/2025 Ongoing	
		Training materials are of poor quality and out of date.	Use Govuk Prevent Duty courses National college Prevent training for additional materials		Training materials checked for updates online with current Prevent materials.	Jason Nicolaides DSL	Sep-25	
		DSL, DDSL and leaders are not aware of current Prevent duty thinking.	Ensure SLT and DSL receive additional support Somerset Safeguarding Children Partnership and training on local processes for Prevent		DSL to attend Somerset DSL briefings.	Jason Nicolaides DSL	9/1/2025 Ongoing	
		Governors are not up to date with Prevent training.	Maintain records of all governor training and DSL to give updates if necessary due to new legislation or change of national/local risk		Clerk of governors to keep records of training and book governors who have missed training.	Jason Nicolaides DSL	9/1/2025 Ongoing	
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.	School has a culture of safeguarding that supports effective arrangements to: • Identify children who may need early help or who are at risk of neglect, abuse, grooming or exploitation - School Early Help on website and can be earmarked and supported by PSEA and DSL/DDSL • Help children reduce their risk of harm by securing the support they need or referring in a timely way to those who have the expertise to help		Staff record on MyConcerns Safeguarding an agenda item at every staff meeting/briefing	Jason Nicolaides DSL	9/1/2025 Ongoing	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.	The school has clear procedures in place for identifying and reporting concerns related to radicalisation. All concerns should be recorded on MyConcerns and reported immediately to the DSL/DDSL Staff receive regular Prevent training and are aware of the signs of radicalisation and their responsibilities under the Prevent Duty. Where appropriate, the DSL will make a referral to Channel or seek advice through the Prevent referral pathway.		Staff record on MyConcerns	Jason Nicolaides DSL	9/1/2025 Ongoing	

Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Date for completion	Support available
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.	North Petherton Primary School has updated its codes of conduct for all staff (teaching and non-teaching staff).		Staff to mark as read on MyConcern Code of conduct shared with staff at staff meeting and headteacher went through Autumn 2025	Jason Nicolaides DSL	Sep-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/
	Teachers expose children to radicalisation in lessons	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.	School carries out safer recruitment checks on all staff and this is logged on Bromcom. Safeguarding question always on interview questions. Interviewers have safer recruitment training.		Business manager ensures all references and identity are correct. DSL/DDS checks for gaps in employment history and question candidate where there are gaps.	Jason Nicolaides DSL	September 2025 Ongoing	www.educateagainsthate.com/category/teachers/classroom-resources/filter-list-discuss/
		Children are not exposed to diversity within the community and do not celebrate this.	Teaching is monitored by senior leaders through observations, book checks and is quality assured. Annual Prevent training.	School provides opportunities within the curriculum to discuss controversial issues and for students to develop critical thinking and digital literacy skills. Weekly No Outsiders assemblies looking at a wide range of topics such as refugees, LGBTQ.		Monitoring timetable in place as well as external monitoring through SIP	Jason Nicolaides DSL	01/09/2025 Ongoing
	Children don't have opportunities to discuss controversial issues within a safe space.	School ensures that discussions of controversial issues are carried out in a safe space. This could be within the classroom or in the Hive, Head/Deputy office, SENDCO office ...	School ensures that there is a clear reporting process in place should filtering systems flag any safeguarding or Prevent-related concerns. School uses SENSO which generates immediate alerts.		As part of PSHE curriculum British values Current affairs brought up by children	Jason Nicolaides DSL	01/09/2025 Ongoing	
	The school does not teach or promote British values	The school embeds fundamental British values into the curriculum, while also ensuring specific discussions can take place in a safe environment. As part of the curriculum, No Outsiders and the school's vision and values.	School equips children and young people with the skills to stay safe online, both in school and outside. Through the Computing curriculum and is checked by the lead.		weekly vision and values assembly delivered by headteacher or SLT British values taught regularly across the school	Jason Nicolaides DSL	01/09/2025 Ongoing	
	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.	School has process in place to manage site visitors, including sub-contractors. All visitors need to sign in. If they are regular visitors they are added to the SCR and safeguarding checks are completed.		All visitors and sub-contractors sign in at the office and safeguarding is discussed and signed. Children know that different visitors have different coloured	Jason Nicolaides DSL	01/09/2025 Ongoing	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.	Settings do not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.	School has a risk assessment and carries out due diligence checks on visitors, speakers, the organisations they represent and the materials they promote or share.		Testimonials and social media checked. Due diligence is carried out including DBS and safeguarding protocols.	Jason Nicolaides DSL	01/09/2025 Ongoing	
Visitors	The setting does not conduct any due diligence checks on visitors or the materials they may use.	The private/commercial use of the institution's spaces is effectively managed & due diligence checks are carried out on those using/booked and organisations that they represent.		Clear safeguarding expectations are set from the outset, and all necessary safeguarding checks are undertaken in accordance with statutory guidance.	Jason Nicolaides DSL	Sep-25		