

Warwick Bridge School Prevent Risk Assessment

Activity: **Prevention of extremism and radicalisation**

Assessment carried out by: Mark Ashton

Date assessment carried out: 8th October 2025

Date for next review: October 2026

Doc. ref. no. (if any):

Radicalisation is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist groups.

“**Extremism** is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas” (HM Government Prevent Strategy 2011)

The [Prevent Strategy](#) is part of the Government's counter-terrorism strategy CONTEST which aims to stop people becoming terrorists or supporting terrorism. It outlines the need to safeguard children, young people, and families from attempts to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist, or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Keeping children safe from these risks is a safeguarding matter to be approached in the same way as safeguarding children from other risks. School leaders should assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology, and be protected from messages of all violent extremism including, but not restricted to, those linked to extreme Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

Prevent, in the context of counterterrorism is intervention before any criminal offence has been committed with the aim of preventing individuals or groups from committing crimes.

What are the hazards	Who might be harmed and how?	What are we already doing to control the risks?	What else do we need to do or explain to control the risks?	Action by whom	Action by when	Date done
		Welfare and Safeguarding				
Leaders not having understanding and ownership of their internal safeguarding processes. School not working with statutory partners & agencies and/or not feeling comfortable sharing extremism related concerns externally	Lack of support for school & individuals, failure to tackle concerns & harm to pupils and people around them from extremist behaviours	<input type="checkbox"/> The lead Governor for safeguarding and Prevent lead is at appropriate seniority <input type="checkbox"/> We have sufficient leadership ownership i.e., risk assessment, policies and procedures are approved by SLT and, where necessary, Governors <input type="checkbox"/> SLT has a clear understanding of reporting and referral mechanisms. We communicate regularly with statutory partners and agencies regarding a range of concerns e.g., Police, LSCP, Local Authority, LADO etc. <input type="checkbox"/> All staff are aware that concerns including those relating to Prevent are reported to the DSL/SPOC <input type="checkbox"/> We have an appropriate internal referral process in place for all child protection matters including extremism and DSL is aware of how to expedite concerns to e.g.: Cumberland Safeguarding Hub (0333 240 1727)/Westmorland and Furness Safeguarding Hub (0300 373 2724) or Cumbria Police Prevent Officer (telephone 101)]	A member of SLT will sign up to receive newsletters from Educateagainsthate .	MA	Autumn 2025	

What are the hazards	Who might be harmed and how?	What are we already doing to control the risks?	What else do we need to do or explain to control the risks?	Action by whom	Action by when	Date done
Staff or contracted providers e.g. regular supply or agency staff (contractors), not being aware of procedures for handling concerns and/or not feeling comfortable sharing issues internally	Pupils may be harmed because inappropriate activities are not stopped or incidents are not handled or reported appropriately	<input type="checkbox"/> Designated Safeguarding Lead (DSL) has received 'Prevent' awareness training & disseminated the main locally relevant points to all staff, Governors, & regular contractors <input type="checkbox"/> Induction for staff & contractors includes who to report concerns (including extremism) to <input type="checkbox"/> Prevent training awareness included in first 3 months of induction for both staff and Governors and includes a focus on 'Notice, Check, Share'. <input type="checkbox"/> Training records for all staff and Governors are maintained. Refresher training takes place regularly <input type="checkbox"/> Preventing exposure to radicalisation or extremism is part of our safeguarding policies and procedures i.e. Child Protection & Online Safety <input type="checkbox"/> DSL has been allocated the role of Single Point of Contact (SPOC) <input type="checkbox"/> Staff receive appropriate training (face to face with the DSL or via Educateagainsthate (online)), are familiar with our Child Protection Policy and procedures and sign to confirm they have read and understood the relevant Policies <input type="checkbox"/> Any additional or specific information will be communicated to staff and others via staff updates, notices or newsletters <input type="checkbox"/> We have a clear process for raising radicalisation concerns and making a Prevent referral <input type="checkbox"/> Concerns are reported to the DSL <input type="checkbox"/> Records are held of any referrals and an audit trail is maintained <input type="checkbox"/> Records are regularly monitored by the DSL	Staff to carry out Prevent training on National College	All staff	Spring 2026	
Young people becoming radicalised by factors internal or external to the school	Pupils and those they interact with if pupils then display related harmful behaviours like ableism, verbal/physical abuse, racist bullying, homophobia based sexual assault, religion/allergy based food tampering etc.	<input type="checkbox"/> Our range of activities to promote the spiritual, moral, social & emotional needs of pupils aims to protect them from radical & extremist influences <input type="checkbox"/> Teaching strategies include helping young people develop critical thinking around influence, social media, and other online safety issues <input type="checkbox"/> Staff and other adults working regularly with our pupils are trained to positively challenge opinions or language which are contrary to community cohesion or 'British values' whether expressed by pupils, parents, other visitors, colleagues, or governors <input type="checkbox"/> We have effective arrangements to identify children who may need early help or who are at risk of neglect, abuse, grooming or exploitation and to support those children reduce their risk of harm by securing the support they need, or referring to those who have the expertise to help <input type="checkbox"/> Staff are updated on local factors regularly e.g., local activism by Animal Defence League, Britain First, English Defence league, BNP political views etc. which might strongly influence pupils <input type="checkbox"/> Staff undertaking home visits are briefed on the signs to look out for around the home environment	Staff to look at Prevent lessons in PSHE	All staff	Spring 2026	

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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.	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.	<input type="checkbox"/> We undertake safe recruitment checks on all staff, volunteers and others who come into the setting <input type="checkbox"/> We have a staff Code of Conduct which includes information on extremism and radicalisation <input type="checkbox"/> Children have access to a number of staff with whom they can talk or raise concerns <input type="checkbox"/> We provide opportunities within the curriculum to discuss controversial issues and for pupils to develop critical thinking and literacy skills <input type="checkbox"/> Discussions of controversial issues are carried out in a safe space	Single Central Record updated as necessary	MA and GRe	Spring 2026	
Curriculum and Learning						
Young people being exposed by school staff or contracted providers to messages supportive of extremism, terrorism, or which contradicts 'British values'. Pupils can access terrorist and extremist material when accessing the internet at the institution.	<p>Pupils may feel their inappropriate views are validated by staff, contractors, or volunteers leading to displaying more inappropriate behaviours as above.</p> <p>Pupils may distribute extremist material using the institution IT system.</p>	<input type="checkbox"/> Specific whistleblowing procedures and a range of 'safeguarding' policies are shared with & understood by staff, volunteers, and contractors <input type="checkbox"/> Staff & other adults working with pupils are challenged if opinions or language expressed are contrary to community cohesion or 'British values' <input type="checkbox"/> Opportunities to promote 'British values' identified in all curriculum areas, whilst also ensuring specific discussions can take place in a safe environment <input type="checkbox"/> Areas of the curriculum e.g. PSHE are used for controlled and safe debate and discussion on radical or extreme issues and ideologies <input type="checkbox"/> Appropriate school IT filters prevent access to inappropriate information and monitoring systems provides a clear reporting process should filtering systems flag any safeguarding or Prevent-related concerns <input type="checkbox"/> Email content sent/received via school IT systems is monitored <input type="checkbox"/> We equip children and young people with the skills to stay safe online, both in and outside school <input type="checkbox"/> Teaching is monitored by senior leaders through observations, book checks and is quality assured	We will consider using the ' Going Too Far? ' resource from Educate Against Hate and the London Grid for Learning to help teach students about staying safe online and/or the PSHE Association lesson plans ' Act for Youth: RUN HIDE TELL ' which teaches them about the three recommended actions to take during a marauding terrorist attack.	KS2 staff	Autumn 2025	
Behaviours which harm the ability of different groups and individuals to learn and work together being left unchallenged	Pupils and those they interact with if pupils then display related harmful behaviours as above	<input type="checkbox"/> Our Equality Policy is shared with staff and other adults who work here regularly and they are supported to implement it <input type="checkbox"/> Pupils are taught about respect for other cultures to gain an understanding of community cohesion <input type="checkbox"/> Opportunities are created in the environment and curriculum to promote our ethos and values <input type="checkbox"/> Displays and other literature available in school reflects and encourages diversity and community cohesion <input type="checkbox"/> The School Behaviour Policy includes information on anti-bullying strategies and preventative measures for dealing with bullying	<p>-Ensure staff are aware of Equality Policy</p> <p>-Pupils to learn about equality in PSHE lessons</p>	<p>MA</p> <p>All staff</p>	<p>Spring 2026</p> <p>Spring 2026</p>	

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		<input type="checkbox"/> Inappropriate behaviour, language and attitudes are positively challenged by staff and, where staff or other adults are involved, by senior leaders				
		Organisational Culture				
Staff or contracted providers not being aware of/not subscribing to the ethos and values of the school	Pupils and those they interact with if pupils then display related harmful behaviour they feel is validated by inappropriate adults views expressed at school or poor adult responses to incidents	<input type="checkbox"/> Senior Leadership Team is aware of our 'Prevent' Strategy objectives in the national & local context and takes steps to ensure the overall values and ethos of our school reflect strategies to support the 'Prevent' duty <input type="checkbox"/> School-wide awareness of roles and responsibilities regarding 'Prevent'. <input type="checkbox"/> Recruitment, selection, and induction programmes include reference to the ethos and values of the setting <input type="checkbox"/> Staff development programmes include reference to 'British values' and to the promotion of community cohesion <input type="checkbox"/> Guidance is available for staff on the 'Prevent duty' and local aspects of extremism and radicalisation are in the Staff Handbook <input type="checkbox"/> A process is in place to identify and develop 'lessons learned' either by us or by other organisations/advisers to influence regular staff training and contractor induction	New staff are inducted with information about Prevent	MA	2025-26	
Staff being unable to raise extremism-related organisational concerns	Unsupported staff & pupils displaying harmful behaviours & others may be unprotected	<input type="checkbox"/> Appropriate whistleblowing procedures are in place and adults working with pupils are made aware of them <input type="checkbox"/> Records are kept of incidents reported to the DSL for consideration <input type="checkbox"/> Incidents are referred on to the appropriate agency as appropriate <input type="checkbox"/> Regular staff training includes following whistleblowing procedures	Staff to ensure they pass on concerns	MA	Spring 2026	
		Visiting speakers and school environment				
Young people being exposed by visiting speakers to messages supportive of extremism, terrorism, or which contradicts 'British values'	Pupils and those they interact with if pupils then display related harmful behaviour they feel is validated by school's choice of speaker	<input type="checkbox"/> We undertake due diligence checks on visitors, speakers, the organisations they represent and the materials they promote or share <input type="checkbox"/> The content being delivered by external speakers is discussed with the speaker before the event <input type="checkbox"/> Visiting speakers are appropriately supervised and not left alone with pupils <input type="checkbox"/> Visiting speakers are not permitted to record events in any format without express written permission from the headteacher who will seek to retain editorial control of all use of materials that feature pupils	Assembly and visitor timetables to be checked and prepared	MA	2025-26	
Extremist or terrorist related material being displayed in school	Pupils and those they interact with if pupils then display related harmful behaviour they feel is validated by school displays	<input type="checkbox"/> The appropriateness and relevance of all materials or literature displayed in school is considered prior to display <input type="checkbox"/> Staff concerns are discussed with the DSL/SPOC before materials are used <input type="checkbox"/> The display of externally sourced materials connected to any aspect of extreme or radical ideologies can only be authorised by the Head teacher following this consideration and discussion	No displays of this nature will be in school	All staff	2025-26	

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School premises being used to host events which support extremism or popularise hatred or intolerance of those with protected characteristics	Pupils and those they interact with if pupils then display related harmful behaviour they feel have been validated by school involvement with such an event	<input type="checkbox"/> Hire agreements include that premises will not be hired out to extremist groups or those who popularise hatred or intolerance of those with protected characteristics <input type="checkbox"/> Hire agreements include a notice period for hire i.e. short notice hires will not be authorised <input type="checkbox"/> Those requesting hire or use of the school premises will be background checked beforehand. Where concerns are raised, the request will not be authorised <input type="checkbox"/> We will seek advice and support from partners where necessary to assess the suitability for those hiring our premises	No meetings or gatherings of this sort to take place in school	MA	2025-26	
ICT and on-line study						
Young people being able to access extremist or terrorist material whilst using school ICT networks	Pupils and those they interact with if pupils display related harmful behaviours as above; school, staff & contractors' reputations	<input type="checkbox"/> Appropriate school IT filters prevent access to inappropriate information and monitoring systems provides a clear reporting process should filtering systems flag any safeguarding or Prevent-related concerns <input type="checkbox"/> Email content sent/received via school IT systems is monitored <input type="checkbox"/> We equip children and young people with the skills to stay safe online, both in and outside school <input type="checkbox"/> Teaching is monitored by senior leaders through observations, book checks and is quality assured <input type="checkbox"/> School has robust acceptable use procedures for pupils, staff, & governors which include advice on inappropriate attempts to subvert the network <input type="checkbox"/> Email accounts of pupils and staff are monitored for content regularly <input type="checkbox"/> Pupils are encouraged to report to an adult any material which leaves them feeling worried or uncomfortable	SENSO monitoring that gives weekly report to staff about concerns	MA	2025-26	
Online/social media communications relating to extremist or terrorist materials featuring school branding	Pupils and those they interact with if pupils then display related harmful behaviours as above, school & staff/contractor reputations	<input type="checkbox"/> We have direct oversight of, or administration rights for, all social media accounts set up by us or other related organisations e.g. PTA/Friends of the School etc. <input type="checkbox"/> When parents consent to the use of images of their child, it includes wording about not posting material anywhere online in connection with school that threatens, offends etc. and we make clear that extremist or radicals views often threaten and offend	SENSO monitoring	MA	2025-26	
Young people accessing extremist or terrorist materials outside of school	Pupils and those they interact with if pupils then display related harmful behaviours as above	<input type="checkbox"/> Parents are given advice on where to get information and support and how to help keep their children safe online with Knowsley newsletters <input type="checkbox"/> Information sharing sessions are provided to pupils, staff, and parents regularly on staying safe online	Knowsley newsletters sent out monthly to families	MA	2025-26	

Other Details, Reviews, or Additional Action Required	Date Action Completed	Date RA Reviewed	Significant Changes Y/N	Shared with Staff Date or N/A
The purpose of this risk assessment is to identify significant hazards associated with this activity, who they might harm and how, and the measures that can be taken to reduce the risks. All relevant parts must be followed along with any other suitable risk assessments e.g.:				

Activity Risk Ratings					
Method	Rating the harm and the likelihood				Risk Evaluations
Consider how hazardous this activity is and if enough has been done to control risks. <i>If required</i> , record a residual risk evaluation (see right and KAHSC Evaluating Risk (ratings guide) for more information). Find the residual or leftover risk after putting controls in place by rating the <i>probable consequences</i> from interacting with the identified hazards (no injury 0 to fatality 5) and the <i>likelihood</i> of harm arising (never 0 to certain 5) and multiplying them to find the risk rating.	Consequences	#	Likelihood	#	RISK RATINGS
	Insignificant - slight injury/illness	1	Very unlikely	1	Unacceptable (17-25):
	Minor - minor injury/illness or multiple slight	2	Unlikely	2	Tolerable (10-16):
	Moderate - serious injury/illness or multiple minor	3	Fairly likely	3	Adequate (5-9):
	Major - major injury/illness or multiple serious	4	Likely	4	Acceptable (0-4):
	Catastrophic - imminent danger of death/epidemic	5	Very likely	5	

5	5	10	15	20	25
4	4	8	12	16	20
3	3	6	9	12	15
2	2	4	6	8	10
1	1	2	3	4	5
	1	2	3	4	5