Risk Assessment for Radicalisation and Extremism

RA Start Date:	November 2026
RA Review Date:	**November 2027**

Category	**Risk** *What is the risk here?*	**Hazard** *What are the hazards?*	**Risk Management/Existing precautions** *What has your institute put in place to ensure sufficient understanding and buy in from Leadership*
Leadership	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. 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. Leaders do not communicate and promote the importance of the duty. Leaders do not drive an effective safeguarding culture across the institution. Leaders do not provide a safe environment in which children can learn.	• The school has clear and robust policies including a PREVENT risk assessment on the school website, staff notice board and shared with staff • PREVENT Training for all staff • Snippets with PREVENT information. • Updated PREVENT awareness • Regular meetings with safeguarding team to discuss vulnerable pupils •.In depth inductions where PREVENT is discussed, how to managing a concern. • DSL and senior leaders have a clear understanding of reporting and referral mechanisms • Staff sign to say they have read KCSIE and the school safeguarding policy • Promote a safeguarding culture through regular training, safeguarding meetings • Rigorous induction process including PREVENT awareness training • Termly Quality assurance from SAFE@CIT central team • DSL forums/briefing/network days • Regular safeguarding updates in school • Monthly SAFE@CIT Newsletter • National college – PREVENT training • Leaders, staff and pupil reflect a positive respectful environment. Pupils are safe, they feel safe and understand how to share their concerns • Leaders, those responsible for governance and all staff exemplify British Values in their attitudes and their behaviours.

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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.	• Tulip Academy has a good working relationship with safeguarding partners in the area including the LSCP (Local Safeguarding Children's partnership), Police, LADO, Health, Lincolnshire DSL network, Trust DSL network, Headteacher forums, early help. • Staff have annual face to face safeguarding training • The DSL and senior leaders have access to up-to-date risk information about extremism and terrorism (and other important local community risks that may affect pupils (or the school) • Access to Perspective lite, PREVENT Lincolnshire, Staff have access to school Safeguarding Notice Board, staff briefings, SAFE@CIT monthly newsletter. • Tulip Academies DSL (and any deputies) have access to effective PREVENT advice and are aware of local procedures for making a referral. This is reflected in the school's safeguarding policy. • PREVENT information is displayed on the staff notice board.

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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 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. Staff do not access Prevent training or refresher training.	Ensure all staff attend safeguarding training and are familiar with key school and safeguarding statutory policies • Tulip Academies induction programme includes PREVENT training which highlight school specific requirements and procedures • PREVENT advice is on the staff notice board • Staff can access PREVENT training thorough National college • Ensure all staff attend Prevent training • Ensure governors attend Prevent training • Ensure SLT and DSL receive additional support from local partnerships and training on local processes for Prevent • Maintain records of all staff and governor training • Refresher training to take place regularly • Training is quality assured and evaluated for effectiveness on a regular basis

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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 Staff are not aware of the PREVENT referral process	Tulip Academy 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 • 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 Tulip Academy has clear processes for raising radicalisation concerns and making a Prevent referral. - Snippets - Morning briefing with DSL team - Thursday/Friday in person briefings with both campuses. - Recording CPOMS

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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 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.	•Tulip Academy carries out safer recruitment checks on all staff • Tulip Academy has codes of conduct for all staff (teaching and non-teaching staff) • Teaching is monitored by senior leaders through observations, book checks and is quality assured • Tulip Academy provides opportunities within the curriculum to discuss controversial issues and for students to develop critical thinking and digital literacy skills • Tulip Academy ensures that discussions of controversial issues are carried out in a safe space. • Tulip Academy effectively prepares pupils for life in modern Britain, developing their understanding of British Values and embedding these within a broad, balanced and robust PD curriculum and the expectations of behaviours of pupils and staff. Assemblies are proactive as well as reactive to the needs of the children. • Pupils engage with views, beliefs and opinions that are different from their own in considered ways. • As part of a whole school approach to building resilience to radicalisation, the school provides a safe environment for dialogue about challenging and controversial issues, supporting pupils to understand how they can influence and participate in decision making. • Tulip Academy delivers provision that helps pupils develop skills to critically assess information, supporting them to recognise risks and make safe choices online and offline.

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IT POLICIES	Ineffective IT policies increase 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. Students may distribute extremist material using the institution IT system. Unclear linkages between IT policy and the Prevent duty. No consideration of filtering as a means of restricting access to harmful content	• Governors, trustees and DSL understand and take responsibility for online safety as outlined in Keeping Children Safe In Education (KCSIE). • All staff receive appropriate online safety training (including cyber awareness) as well as regular updates to equip them with relevant skills and knowledge of trends and developments. • Tulip Academy has appropriate filtering and monitoring systems in place (SENSO/SECURELY) • Tulip Academies approach to online safety is reflected in the child protection and Safeguarding policy and other relevant policies including mobile, social media, smart technology and remote learning. • Tulip Academy proactively engages with parents and carers to help promote online safety principles and reporting at home, including messaging, guidance and safety settings on home systems and these messages are regularly updated. • Online safety is reflected in curriculum planning in line with teaching Online Safety in Schools and other current guidance including how to share concerns. • Online safety principles are aligned with British Values and implemented in an age-appropriate way to encourage and support pupils to interact online in a respectful and tolerant way

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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. Settings do not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised. The setting does not conduct any due diligence checks on visitors or the materials they may use.	• A process is in place to manage site visitors, including subcontractors • Tulip Academy has a robust risk assessment and carries out due diligence checks on visitors, speakers, the organisations they represent and the materials they promote or share. • The private/commercial use of the institution's spaces is effectively managed & due diligence checks are carried out on those using/booking and organisations that they represent. • Tulip Academy has effective emergency response strategies in place such as evacuation/lockdown/invacuation. Staff and pupils are familiar with these. • A process is in place to manage site visitors, including sub-contractors. • Tulip Academy seeks advice and support from partners where necessary to assess suitability.

Support available:

LEADERSHIP
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/

WORKING IN PARTNERSHIP

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

STAFF TRAINING

Prevent e-learning

Home Office offer a free e-learning package on Prevent covering:

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Prevent resources, guidance and support

The department's Educate Against Hate website provides a range of training and guidance materials.

www.educateagainsthate.com

BUILDING CHILDREN'S RESPONSE TO RESILIENCE

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 Isalmist extremism.

www.educateagainsthate.com

www.educateagainsthate.com/category/teachers/classroom-resources

www.educateagainsthate.com/category/teachers/classroom-resources/?filter=lets-discuss

IT POLICIES

WEBSITE, 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/

VISITORS

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