

Nottinghamshire Template – School Risk Assessment and Action Plan Tool (Radicalisation & Extremism) 2025

National Risks -risk of radicalisation generally	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
Local Risks -risk of radicalisation in our area/institution	Online platforms including YouTube, Tik Tok, FB, Discord, Monkey, Telegram, Gaming etc. 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.

Local Schools’ Prevent Lead (Nottinghamshire County Council): sarah.lee@nottscc.gov.uk

Police Prevent Team: Sgt Ben Runcorn Benjamin.runcorn@notts.police.uk

Nottingham City/County Prevent Co-ordinator: mark.pollock@nottinghamcity.gov.uk

Nottingham City/County Prevent Education Co-ordinator: louise.cox@nottinghamcity.gov.uk

Regional Prevent DfE Advisor: sam.slack@education.gov.uk

Theme	Consideration	Risk Management/ mitigation	Required Action	Who?	When?	Update/comments	Progress/ R. A. G rating
Leadership & Partnership	Do you have a Senior Leader & Nominated Governor/Trustee with named responsibility for Prevent? Does the school link with key partners who can keep them informed about the local/regional/national/international context for this work? Does the school stay alert to any developing tensions within the local community or groups which are active online/offline in relation to extremism? Is your DSL suitably trained? Do your school values make clear that diversity is respected and openness and freedom of expression is encouraged?	Yes, and they are trained to the same level as staff Yes – ESHAW; SBAP; LADO; police prevent team; PCSO; Trust safeguarding lead Yes – links with PCSO; follow local social media sites Yes – all DSLs are prevent trained and aware of ACTearly Yes – links to British values in curriculum and assemblies; values including respect; Belonging day held annually; opportunities for showing diverse role models and challenging stereotypes across the whole curriculum					

	Do all staff receive regular safeguarding updates in relation to Prevent?	Yes – staff complete prevent annually and have updates through email briefings					
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Capabilities	Do staff receive information about Prevent as part of their Induction?	As part of their safeguarding induction					
Staff Training	Have staff & governors received appropriate levels of training and are they able to identify risks and harms?	Yes, all staff have prevent training					
Information Sharing	Are staff familiar with how to share concerns and make referrals to the DSL/ Police Prevent Team?	Yes, all staff make referrals to DSLs; school has a strong safeguarding culture					
	Are appropriate records kept relating to concerns and referrals?	Records kept on CPOMs					
	Does the DSL have an understanding of the Channel process?	DSLs have made referrals and understand Channel process					
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Reducing Permissive Environments	Do your Safeguarding Policy & Code of Conduct make explicit reference to Prevent?	Included in safeguarding policy	Include in code of conduct	KB	Dec 24		
	Are recruitment & selection processes robust enough to	All interviews include at least one person with safer recruitment					

IT policies	identify anyone who may present a risk in relation to extremism?	training; pre- and post-interview checks are carried out, references sought.					
	Are prejudice-based/hate incidents addressed in a way that will not engender a sense of grievance?	Prejudice based incidents dealt with fairly and without shame; full records kept and analysed					
Visitors	Are your ICT filters set appropriately to detect inappropriate searches, whilst still allowing legitimate research etc.? Is your ICT security sufficiently robust? (EMSOU support accessed?)	Yes, iboss and senso					
	Does your premises hire contract contain a clear statement about Prevent?	Yes					
Building Children's resilience to radicalisation	Are visitors & contractors made aware of your code of conduct, and safeguarding & reporting procedures in relation to Prevent?	Yes – safeguarding docs given, and coloured lanyard system					
	Is due diligence exercised when inviting visiting speakers to ensure they do not have extremist views?	Yes					
	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)?	Yes – relational schools; nurture provision					

	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, PSHE lessons, computing lessons Some pupils need 1-1 work to help understand this Yes – through picture news and class assemblies Yes, staff are mindful of challenging stereotypes; staff have delivered anti-racist teaching to all year groups Yes, through PSHE, assemblies, in curriculum					
Theme	Consideration	Risk Management/ mitigation	Required Action	Who?	When?	Update/comments	Progress/ R. A. G rating
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 pupils safe online and from grooming etc.? Are parents/carers signposted to how they can share concerns? Or where they can access help &	Yes – in newsletters and class dojo messages Yes – newsletters, class dojo	Parent workshops on radicalisation	CJ	Autumn 25		

	support if they are worried about extremism?						
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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-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
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
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: September 2025

Role/designation: Headteacher

Date of next review: September 2026