

Risk Assessment an Action Plan For Radicalisation and Extremism



Policy Code:	SG4
RA Start Date:	January 2023 Updated October 2023 Updated October 2024 Updated October 2026
RA Review Date:	October 2027 (or sooner if local, national or school-specific risk changes)



This risk assessment is a core part of the Prevent Duty and sits within Caythorpe Primary School's wider safeguarding arrangements. It should be read alongside Keeping Children Safe in Education 2026 (KCSIE), the Prevent Duty Guidance for England and Wales (2023), Working Together to Safeguard Children 2026, the school's Child Protection and Safeguarding Policy, Online Safety Policy, Behaviour Policy and relevant Trust procedures.

Schools must have due regard to the need to prevent people from being drawn into terrorism. The purpose of this assessment is to demonstrate an awareness and understanding of the terrorism and radicalisation risks relevant to the school and its community, and to identify proportionate measures to reduce those risks. The risk assessment is a working document and will be reviewed at least annually, through safeguarding monitoring and whenever local, national or school-specific risks change.

In line with KCSIE 2026, preventing radicalisation is treated as part of safeguarding. Staff should remain alert to changes in behaviour, online activity, language, relationships or circumstances that may indicate a child is in need of help or protection. Concerns must be reported promptly to the DSL/DDSL and managed proportionately through safeguarding procedures and, where appropriate, Prevent/Channel processes.

Key Definitions

Radicalisation is the process of a person legitimising support for, or use of, terrorist violence.

Extremism: KCSIE 2026 defines extremism as the vocal or active opposition to our fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Terrorism has the meaning set out in the Terrorism Act 2000. Prevent concerns should focus on vulnerability to being drawn into terrorism and/or support for terrorism, rather than lawful political, religious or social views.

British Values: democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. These are promoted through the curriculum, relationships, behaviour expectations and the wider life of the school.

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Caythorpe Context:

Caythorpe Primary School is a small rural primary school in the South Kesteven district of Lincolnshire. The school has a close community context, mixed-age classes and a relatively small staff team. Prevent arrangements therefore need to be proportionate, practical and embedded within existing safeguarding systems rather than relying on separate processes.

The school recognises that no area or school is risk-free. For a small rural primary school, the most relevant risks are likely to arise through pupils' online lives, exposure to extremist or hateful content, misinformation and conspiracy theories, harmful influencer content, misogyny and other discriminatory ideologies, and contact through gaming, social media or messaging platforms. Risks may also arise through local or national incidents that increase community tension.

The previous 2024 assessment recorded Lincolnshire priorities including Extreme Right Wing Terrorism, prison extremism/extremists and Self-Initiated Terrorism. These are retained as historical local intelligence from the 2023/24 profile and must not be treated as the current Counter Terrorism Local Profile. The DSL/Prevent Lead will obtain and review the latest available Lincolnshire intelligence and Trust/County Prevent updates and amend this assessment when the local threat picture changes.

The school will also consider individual vulnerability and protective factors. KCSIE 2026 identifies children with SEND, mental health needs, experience of exploitation, repeated absence, criminal/anti-social behaviour, and children at risk of radicalisation among those who may need additional support. Vulnerability will always be considered on an individual basis and will never be inferred from a child's disability, neurodiversity, background, faith or community.

Current local and national intelligence indicates that online extremist material and radicalisation remain important safeguarding considerations. The school will maintain strong filtering and monitoring, age-appropriate digital/media literacy, critical thinking, safe discussion and trusted-adult relationships. The school will use Lincolnshire County Council, Lincolnshire Police, Trust safeguarding networks and other statutory partners to obtain current information and advice.

Prevent Self Assessment Levels (from [How to use the Prevent duty self-assessment tool for schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/how-to-use-the-prevent-duty-self-assessment-tool-for-schools))

RAG	Level	Definition
red	4 - inadequate	There is no policy or practice in place and/or requirements of the Prevent duty and EIF are not being implemented effectively
amber	3 - basic	green
2 - business as usual: required policy and practice are effectively embedded and supported by management and governance processes.	2 - business as usual	Required policy and practice are effectively embedded and staff and students are included in their development Policies are detailed, applied across the organisation in all relevant areas of business and are supported by robust and transparent management and governance processes
blue	blue	1 - advanced: implementation is effective, tested and continually improved through reflection and shared best practice.

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		There is ongoing reflection of best practice, testing of impact and effectiveness and knowledge is shared across the institution and with appropriate networks and partners
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Identify the Risk:	Who might be harmed and how:	Risk Level	Existing precautions:	Any additional precautions needed (Actions)	Who when?	Impact
Leadership and Management						
Unknown is those responsible for governance have a secure understanding of the potential risk in the local area of pupils being drawn into terrorism, including support for extremist ideas that are part of terrorist ideologies.	Pupils being drawn into terrorism, including support for extremist ideas that are part of terrorist ideologies.	3 - basic	DSL and DDSL have responsibility for assessing risk. Far Right extremism identified in staff training as contextual risk to the school.	Safeguarding governor will have responsibility for Prevent duty within the Trust's assurances	HH/CC SS governor	Governance will have a clear understanding of their responsibilities regarding potential risks from terrorism and what the school does to limit such risks. Report on governor feedback
Prevent lead is appointed who understands the expectations and key priorities to deliver the Prevent Duty and has the authority to make relevant decisions on behalf of their organisation. The identified Lead works with key stakeholders to communicate the Prevent strategy.	Staff being unaware of the signs that pupils are being drawn into extremist ideology, staff unaware of how to seek support		DSL is prevent lead. All staff have Channel training as part of 6 year pathway for safeguarding training. Prevent lead has up to date Prevent details within safeguarding policies and in office for Prevent Police Team, Channel referrals and LCC Prevent. These details are referenced in safeguarding policy.	Prevent lead to updated training in Sept '23 on using support networks for signs and how to make a referral	HH	Prevent lead will have clear understanding of signs and procedures and be able to ensure staff were also confident in their knowledge of procedures.

Action Plan	Completed: Yes/No	Date	Lead	Evidence located
1. All staff, including Governors, have received some Prevent training (including Channel)	Yes	Sept '23	HH	Staff office. Confirm new governors have had training.
2. Prevent, along with safeguarding, is a standard item on safeguarding meetings	Yes	Sept '23 ongoing	HH	Safeguarding minutes

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3. Staff know who and how to report concerns	Yes	Sept '23	HH	Safeguarding minutes
4. Governor minutes reflect discussions on all areas of safeguarding	Yes	Ongling	HH	Governor minutes, safeguarding governor reports (termly) Trust culture check feedback
5. Conspiracy theories and Fake news lessons for Y5/6 pupils	Yes	Spring '24	HH	SHSC floorbook/curriculum planning
6. Staff training includes online internet extreme views regarding misogyny				
7. Pupils receive lessons regarding extreme views regarding misogyny				
8. Prevent, along with safeguarding, continues to be a standard item on safeguarding meetings				
9. Staff regularly reminded how to report concerns				
10. Prevent risk assessment updates accordingly and information disseminated to staff				

Risk Assessment

Prevent risks are explicitly referenced in the School Evaluation Form (SEF)	Pupils being drawn into terrorism, including support for extremist ideas that are part of terrorist ideologies.	3 - basic	Prevent explicitly referenced in Safeguarding and Child Protection policy. Safeguarding as an umbrella" is named to remain effective within the School Development Plan.	Reference actions within the SEF under target "Maintain Safeguarding as Effective"	DSL and DDSL	The school state actions they have completed to ensure risks of pupils being drawn into terrorism or extreme ideologies.
The school is alert to local, national and international incidents which may affect the local community. Where appropriate these are discussed with pupils.	Pupils, members of the local community being drawn into terrorism, including support for extremist ideas that are part of terrorist ideologies.	2 - business as usual	Picture News Assembly raises pupils awareness of National News items. Assemblies across all key stages address inclusion, cohesion and diversity.	DSL to attend networks to be updated and to be vigilant to local, national and international incidents - use Trust bulletins and County updates to pass onto staff via staff briefings.	DSL and DDSL	The school is more alert and responsive to national and international incidents which may affect the local community.

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Pupils/staff are exposed by visiting speakers to messages supportive of extreme ideologies or which contradict 'British values'.	Pupils/staff are exposed by visiting speakers to messages supportive of extreme ideologies or which contradict 'British values'.	2 - business as usual	The PSHE Policy and curriculum directly addresses this risk to educate students. Staff and other adults working with pupils are challenged if opinions or language expressed are contrary to community cohesion or 'British values' and shared with Safeguarding leaders. Staff arrange guest speakers and visits to enhance the curriculum – these events are carefully selected and planned in advance. EVC assesses risk assessments for external visits, residentials are passed by EVC and Head Teacher through Exeant online tool.	Materials to be delivered by external speakers are discussed with the speaker prior to delivery. Visiting speakers are not left alone with pupils.	Class teachers	All guest speakers have been checked (DBS/enhanced DBS as appropriate) so pupils are not exposed to messages supportive of extremist views.
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Action Plan	Completed: Yes/No	Date	Lead	Evidence located
1. Actions taken on the School's response to the Prevent risk assessment tool to be added as necessary to the School Development Plan.	ongoing	20.10.23	HH	SDP
2. Actions taken on the School's response to the Prevent risk assessment to be noted within the SEF.	ongoing	20.10.23	HH	SEF
3. Prevent Lead and staff to be vigilant to the local, national and international situation regarding extremist groups	ongoing	20.10.23	HH	Staff meeting minutes, Safeguarding training pathway
4. Prevent lead to contact prevent@lincs.pnn.police.uk for Counter Terrorism Local Profile to inform this risk assessment.	yes	Jan '23	HH	Email trail – school context above is relevant and up to date.
5. Actions continue to be taken on the School's response to the Prevent risk assessment tool to be added as necessary to the School Development Plan.				
6. Prevent lead to contact prevent@lincs.pnn.police.uk for any updates to Counter Terrorism Local Profile to inform this risk assessment.	yes	October '24	HH	email
7. Prevent lead to use updates to counter terrorism profile for the area to inform risk assessment				

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Working in Partnership						
The Designated Safeguarding Lead (DSL) has access to up-to-date risk information about extremism and terrorism (and other important local community risk issues) that may affect pupils (or the school), to enable completion/update of a Prevent risk assessment.	School does not work with statutory partners and agencies.	2 - business as usual	DSL and DDSL attend County briefings and updates throughout the year (see certificates in staff file, training logs, staff briefing minutes) Action to be more specific to the Prevent risk assessment and how it may affect pupils. DSL regularly accesses Perspective Lite for up to date information regarding extremist groups. Volunteers are made aware of who to report safeguarding concerns to (visitors badge and Safeguarding leaflet)	Action – DSL/Prevent Lead to have access to up-to-date risk information. Continue to access Perspective Lite and DSL briefings and updates.	DSL and DDSL	School works with statutory partners and safeguarding agencies to ensure DSL and DDSL have information regarding extremism that may affect the pupils and/or local community
Pupils access extremist or terrorist materials out of the school setting	Pupils being drawn into terrorism, including support for extremist ideas that are part of terrorist ideologies.	2 - business as usual	Parents are regularly provided with advice on where they can access information and support in relation to on-line safety including extremism and radicalisation. Information sharing sessions are provided to pupils, staff and parents on staying safe on-line. School provides guidance and signposts for parents/guardians on how to add parental / safety controls onto electronic devices to prevent pupils from accessing inappropriate materials.	Action – ensure some advice in newsletters are explicit to the Prevent duty	DSL and DDSL	

Action Plan	Completed: Yes/No	Date	Lead	Evidence located
1. Prevent Lead/DSL and DDSL have up-to-date and relevant training in Prevent duty – maintain on a 3 year cycle.	DSL – Yes DDSL	Sept '23 Sept 2026	HH/CC	Certificates in staff files/office, 6 Year pathway training log All staff completed refresher Prevent training via National College
2. All staff, including Governors, have received some Prevent training (including Channel) on a 3 year cycle.	Yes	Sept '23 Sept 2026	HH/CC	Safeguarding training pathway Confirm new governors have had training.

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					New staff complete Prevent training as part of induction – all staff completed refresher training on National College
3. Prevent lead to contact prevent@lincs.pnn.police.uk for Counter Terroism Local Profile to inform this risk assessment.	Yes	Jan '23 Sept' 25	HH		Email trail – school context above is relevant and up to date.
4. Newsletters to explicitly offer advice and guidance to parents regarding the Prevent duty and risks to local community		As needed	HH		Newsletters, safeguarding page on website (one click),
5. All staff and governors continue to have Prevent training on a 3 year cycle	Yes	September 2024	HH		New staff completed Preent training – training log, certificates in staff files
6. Prevent lead to contact prevent@lincs.pnn.police.uk for any updates to Counter Terroism Local Profile to inform this risk assessment.	yes	October '24	HH		email

Training						
The impact and effectiveness of the training have been tested and the findings have informed the CPD offer for staff and been recorded in any School Improvement Plan.	Staff or other contracted providers (e.g. regular supply or agency staff) are not aware of the school procedure for handling concerns and or do not feel comfortable sharing issues internally	3 - basic	Updates are given at staff briefings and meetings - see minutes.	Action - staff voice and Trust audits to monitor effectiveness of CPD and staff knowledge of extremism and radicalisation risks within the context of the school.	DSL, DDSL, Trust safeguarding lead and deputy, LSB governor	Governor assurance reports, Trust safeguarding monitoring visits

Action Plan	Completed: Yes/No	Date	Lead	Evidence located
1. Safeguarding audit and governor assurances to include matters of safeguarding linked to the Prevent duty.	yes	Termly for governor reports 2023-24	HH	Safeguarding audit tool, governor meeting minutes, Safeguarding governor report.

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		Termly trust safeguarding reports		
2. DSL/Prevent Lead to ensure governors new to role have undertaken Prevent Duty training	yes		HH	6 Year training pathway log
3. Safeguarding audit and governor continue to provide assurances to include matters of safeguarding linked to the Prevent duty.	yes	Termly Trust safeguarding audits and Safeguarding LSB visits	HH	See audits and LSB reports

Safeguarding School Premises

Extremist or terrorist related material is displayed within the setting.	Pupils are exposed to extremist or terrorist related materials	3 - basic	The appropriateness and relevance of all materials or literature are considered prior to display.	Staff feel confident to raise concerns with the PREVENT lead (DDSL) if they feel materials used or to be used are inappropriate.	HH/SLT	Requests for externally provided materials to be displayed are considered and, where appropriate, authorised by the Head teacher.
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Action Plan	Completed: Yes/No	Date	Lead	Evidence located
1. Prevent lead/DSL to make staff aware of the Prevent duty through training	Yes	Sept' 23 Annual safeguarding training Sept '26	HH/CC	Certificate – attendance at DSL network Class displays, assembly file, assembly board, corridor displays Environment walks/monitoring
2. Prevent Lead to raise their awareness of appropriateness of displays within the school to promote British Values				
3. Prevent lead/DSL to continue to make staff aware of the Prevent duty through training	Yes	Sept' 24 staff induction training	HH/CC	Certificate – attendance at DSL network Class displays, assembly file, assembly board, corridor displays Environment walks/monitoring

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Building Children's Resilience to Radicalisation						
Caythorpe school is a safe space where students can discuss social and political issues, including extremism and terrorism.	Pupils do not understand terrorist ideologies and are at risk of being drawn in	3 - basic	Pupils are aware of relevant social and political issues. Pupils have opportunities to discuss political and social issues at an age appropriate level. The appropriateness and relevance of all materials or literature are considered prior to display.	Safeguarding overview outlines when issues are discussed Picture News identifies additional social and political issues weekly	HH, CC, class teachers	Pupils are aware of topical social and political issues – there are links to BVs and PCs
Pupils' resilience will put them in a stronger position to reject extremist views.	Pupils being drawn into terrorism, including support for extremist ideas that are part of terrorist ideologies.	3 - basic	Pupils will feel they are able to express their opinions on a range of social and political issues within a safe space. Pupils will be able to explain what they deem a positive and/or negative relationships. Children will know what to do if they do not feel safe or feel that are being made to do something against their will.	Pupils have opportunities to discuss the Picture News social and political issue at an age appropriate level in class assemblies (Tuesdays)	HH, CC, class teachers	Children will know what to do if they do not feel safe or feel that are being made to do something against their will.

Action Plan	Completed: Yes/No	Date	Lead	Evidence located
1. Through training Staff know how to support pupils who may be vulnerable to radicalisation	yes	September 2024	HH	Staff induction and training log Staff meeting minutes
2. Through relationships education/curriculum, pupils are able to identify when a relationship is negative	yes	September 2024 and ongoing	HH and class teachers	Caythorpe PSHE curriculum Safeguarding overview assemblies
3. Children are equipped, through the Caythorpe curriculum to explore political and social issues through weighing reasoned evidence, debate and make reasoned arguments at an age related levels			HH and class teachers	Caythorpe PSHE curriculum Safeguarding overview assemblies
4. The British Values and Protected characteristics are promoted through the Caythorpe Curriculum, safeguarding provision and Picture News assemblies			HH and class teachers	Caythorpe PSHE curriculum Safeguarding overview assemblies

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