



Prevent Risk Assessment and Action Plan

Owner	P Jones	Approved by	A Gaunt
Draft Date	August 2026	Next Review Date	1 September 2027
Ratified Date	August 2026	Published	1 September 2026

Prevent Risk Assessment and Action Plan

‘This risk assessment and action plan will be implemented in a way which honours the vision that every FCJ school is a community of persons - students, staff, governors - bound together in mutual respect and ready to rely on each other in fulfilling their privileged task as educators in a Catholic school.’

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This risk assessment and action plan is to be read in conjunction with the school’s safeguarding and child protection policy.

Introduction

Everyone has a role to play in safeguarding children. Upton Hall School has a duty of care to its pupils and staff, which includes safeguarding them from the risk of being drawn into terrorism. This encompasses violent extremism as well as non-violent extremism, which can foster environments conducive to terrorism and popularise views exploited by terrorists.

Upton Hall School strives to be a safe space where pupils can openly discuss and understand sensitive topics, including terrorism and extremist ideologies, learning how to confidently challenge these ideas.

School staff are particularly vital as they are well-placed to identify concerns at an early stage and provide support to prevent situations from escalating. The staff at Upton Hall School form an integral part of the wider safeguarding framework, as detailed in statutory guidance such as **Working Together to Safeguard Children 2026** and **Keeping Children Safe in Education 2026**. The school actively collaborates with children’s social care, police, health services and other relevant agencies to promote the welfare of pupils and protect them from harm.

Radicalisation is specifically identified as a safeguarding concern within statutory guidance and is addressed through the Government’s Prevent Strategy. The Counter-Terrorism and Security Act 2015 places a clear duty on schools, including Upton Hall School, to have “due regard to the need to prevent people from being drawn into terrorism”.

The Prevent Strategy has three primary objectives:

- Responding to the ideological challenges posed by terrorism and the threats from those who promote extremist views.

- Preventing individuals from being drawn into terrorism by providing timely advice and appropriate support.
- Collaborating with sectors and institutions to address identified risks of radicalisation effectively.

Upton Hall School recognises and fully upholds its responsibilities under Section 26 of the Counter-Terrorism and Security Act 2015 in all aspects of its safeguarding practices.

National Risks

The national landscape of risk associated with radicalisation and extremism in the UK continues to evolve, influenced by both global and domestic factors. Current national risks include:

- **Islamist extremism:** Still considered a significant threat, Islamist extremist groups exploit international conflicts and local grievances to promote radical ideologies, particularly targeting vulnerable young people through online propaganda and social media platforms.
- **Extreme right-wing ideology:** A rising concern nationally, characterised by increased activities online and offline, promoting narratives of division, anti-immigration sentiments and xenophobic views. This ideology has particularly gained traction through social media, targeting disaffected young people.
- **Mixed, unclear, or unstable ideologies:** This emerging category represents individuals whose motivations and beliefs may not neatly align with traditional extremist ideologies. Their influences often stem from a mixture of various extremist narratives, conspiracy theories and personal grievances.
- **Online radicalisation:** The internet remains a critical area for radicalisation, with extremist groups using online platforms to disseminate propaganda, recruit individuals and incite acts of terrorism. Social media, encrypted messaging services and gaming platforms are significant areas of concern.

In relation to young people and their links to terrorism:

- 13% of all those being investigated by MI5 for involvement in UK terrorism are under 18, which is a threefold increase in the last three years.
- Arrests of under-18s for terror offences have increased from just three in the year ending September 2010, to thirty-two in the year ending September 2024.
- 11-to-15-year-olds now make up 40% of all referrals into Prevent, and half of all cases adopted by Channel.

Local Risks

In the local context, Upton Hall School acknowledges specific risks and historical incidents which highlight the importance of vigilance. Incidents such as the Southport attacks and the Manchester Arena bombing, including the incidents that followed these, serve as reminders of how radical ideologies can lead to severe consequences within our local and regional communities. These events have the potential to influence young people and lead to radicalisation.

Locally, far-right extremism is particularly prevalent, manifesting through anti-immigrant sentiment, racially charged narratives and divisive ideologies. Such views are frequently promoted online, targeting vulnerable young people and exploiting local grievances. Upton Hall School is committed to working closely with local partners to address and mitigate these specific local risks effectively.

Upton Hall School remains vigilant and proactive in safeguarding its pupils from both national and local threats of radicalisation, ensuring that safeguarding practices remain comprehensive, responsive and current.

Causes and Signs of Radicalisation

Many of the factors that put people at risk of radicalisation are the same as those that put people at risk of becoming involved in drug and alcohol misuse, child sexual exploitation and gangs.

You may notice changes in a person's behaviour, appearance or speech; however, there may be other reasons for these changes.

Exploiting Vulnerability

The following factors might contribute to a vulnerable person becoming radicalised:

- The need for belonging
- Bereavement
- Looking for a cause or reward
- Mental health
- Isolation
- A sense of injustice or grievance
- Access to extremist material online
- A desire for power, respect or status
- Bullying
- Drug or alcohol misuse

Changes in Behaviour or Appearance

Radicalisation may be accompanied by sudden or gradual changes to a person's behaviour or appearance. This may include some of the following:

- Changes in mood, patterns of behaviour or being secretive
- Possession of violent extremist literature or use of inappropriate language or speech
- Expression of extremist views or sympathy with extremist causes
- Seeking to engage or recruit others to support extremist ideologies, extreme groups, social media groups or marches
- Preaching or attempting to impose their views on others
- Isolating themselves from family and friends
- Outbursts of anger
- Change in language or use of words
- Fixation on a new subject or person

Safeguarding

Those vulnerable to radicalisation must be safeguarded.

Whilst a single factor could be enough to cause someone to become radicalised or to support terrorism, being subjected to a combination of the recognised risk factors can often create the perfect conditions for radicalisation to occur.

There is no single profile of what an extremist might look like or what it is that might cause someone to become radicalised.

Those involved in extremist activity can come from a range of backgrounds with different life experiences; the reasons for becoming radicalised will be unique to them and may take place over an extended period or happen within a very short time frame.

Risk Assessment and Action Plan

Leadership and Partnership

Risk	Hazard	Risk management	RAG	Further action needed
The school 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) within the school 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.	Specific Prevent training/briefing for staff and governors completed online during academic year 2025/26. Enhanced Prevent training for DSL 3/3/25 Online Prevent training for link safeguarding governor – June 2026		
	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.	DSL (Prevent lead) is a member of the Senior Leadership Team.		
	Leaders do not communicate and promote the importance of the duty.	Sufficient leadership ownership – risk assessments, safeguarding policies, etc. being ratified by governing body – August 2026. This document, along with others must be read and understood by all staff and a log kept on StaffSafe and Microsoft Forms.		
	Leaders do not drive an effective safeguarding culture across the school.	Leaders have a clear understanding and experience of reporting and referral mechanisms due to robust training and experience of local referral pathways.		
	Leaders do not provide a safe environment in which children can learn.	Staff read Safeguarding and Child Protection policy, alongside Keeping Children Safe in Education, and sign a document as a record. This is recorded on StaffSafe and in Microsoft Forms Frequent training for staff on safeguarding (whole school annually, online throughout the year and through safeguarding briefings)		
	There are clear risks to pupils through a poor safeguarding culture.	Promotion of a safeguarding culture through regular training, discussions, weekly briefings, etc with senior leaders visibly involved. Clear induction for new members of staff and trainee teachers, including a prevent specific section alongside HOTH.		
	There is a closed culture in relation to safeguarding.	Leaders use self-evaluation to identify key priorities for continuous improvement, including use of The Key's safeguarding audit tool and external auditing by the Wirral Safeguarding Children Partnership Governors hold leaders to account through termly reporting and meetings.		

The school 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.	The school has strong partnerships with: • Wirral Safeguarding Children's Partnership • Local DSL network • LADO • School Preventative Policing Taskforce • Police Prevent/CT Team • Safer Schools Policing • Channel panel The school has engaged with various external partners including Tranmere Rovers Football Club and the Anthony Walker Foundation in relation to racism. School has experience of referring to Channel panel and subsequent action.		
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Understanding Risk

Staff Training

Risk	Hazard	Risk management	RAG	Further action needed
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. Information is communicated to staff via staff updates, notices, emails and in weekly briefings.		
	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 attend safeguarding training annually and throughout the year. They are familiar with key school safeguarding and statutory policies. Latest all staff training 2/9/26.		
	Staff do not access Prevent training or refresher training.	Ensure all staff attend Prevent training with a focus on Notice, Check, Share. All staff completed prevent specific training refresher online during academic year 2025/26.		
	Governors are not aware of prevent.	Key governors attend Prevent training, including online – June 2026		
	Key staff are not aware of local risks.	Ensure DSL receives additional support from local partnerships and training on local processes for Prevent. – Enhanced Prevent training 3/3/26		
	School is unaware of who has received training.	School maintains records of all staff and governor training via StaffSafe.		National College Records
	Prevent is not part of regular staff safeguarding knowledge.	Refresher training to take place at least annually. Last refresher completed online during academic year 2025/26.		

Information Sharing

Risk	Hazard	Risk management	RAG	Further action needed
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/family 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. Staff access CPOMS to record all concerns. Reflective supervision is completed on a regular basis, usually weekly for complex cases.		
	Staff are not aware of the Prevent referral process.	The school has clear processes for raising radicalisation concerns and making a referral under Prevent using the school's normal safeguarding referral process.		

Reducing Permissive Environments

Building Children's Resilience to Radicalisation

Risk	Hazard	Risk management	RAG	Further action needed
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 school 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.	There is a comprehensive PSHE programme, which is effectively delivered. This programme has been developed specifically by the school, however uses Ten:Ten for statutory RSHE content. Year 9 pupils engage with external visitors on a PSHE day which involved age specific sessions, including radicalisation and county lines etc. There is an open culture where pupils can discuss sensitive topics and report concerns. This is evidenced in lesson observations and pupil disclosures, reported either by pupils online or with members of staff. Teaching is monitored by senior leaders through observations, work scrutiny and is quality assured termly through the appraisal process. The school provides opportunities within the curriculum to discuss controversial issues and for students to develop critical thinking and digital literacy skills e.g. equality in employment and promoting a fair society.		

	The school 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.	The school carries out safer recruitment checks on all staff. There is a culture of vigilance and robust processes for staff low-level concerns whereby these are reported to the Headmistress and the allegations procedure followed. These are stored electronically on StaffSafe. The institution embeds fundamental British values into the curriculum, whilst also ensuring specific discussions can take place in a safe environment. See British Values Statement. British Values are explicitly explored through the citizenship element of the Flourish programme.		
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IT Policies

Risk	Hazard	Risk management	RAG	Further action needed
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.	Pupils can access terrorist and extremist material when accessing the internet at the institution.	School has appropriate internet filtering in place through Netsweeper, as well as robust monitoring processes through ClassroomCloud. The DSL received alerts based on levels of risk and these are reviewed daily. These alerts lead to a safeguarding response as appropriate.		
	Pupils may distribute extremist material using the school IT system.	The school ensures that there is a clear reporting process in place should filtering/monitoring systems flag any safeguarding or Prevent- related concerns. E.g. the use of key terms. The DSL will review the alert and investigate with the pupil, before taking further action as required.		
	Unclear linkages between IT policy and the Prevent duty. No consideration of filtering as a means of restricting access to harmful content.	The DSL takes lead responsibility for safeguarding and child protection (including online safety). The school equips pupils with the skills to stay safe online, both in school and outside. Online safety, including mis/disinformation is taught explicitly in the computing curriculum and is also covered in the Flourish curriculum.		

Visitors

Risk	Hazard	Risk management	RAG	Further action needed
External speakers or visitors being given a platform to radicalise children and young people or	Leaders do not provide a safe space for children to learn.	There is a clear process in place to manage site visitors, including contractors, in line with		

spread hateful or divisive narratives.		the school's safeguarding policy. Visitors wear red lanyards and are always escorted around the site. They are not left alone with pupils.		
	The school does not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.	The school 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, primarily through the Diocesan checklist. The member of staff who organises the visiting speaker is responsible for completing the risk assessment and this is sent to the Deputy Headteacher.		
	The school does not conduct any due diligence checks on visitors or the materials they may use.	The private/commercial use of the school's spaces is effectively managed and due diligence checks are carried out on those using/booking and organisations that they represent. The Director of Business completes necessary checks and risk assessments.		