



Our Lady of Fatima CMAT Prevent Risk Assessment 2025-2026



A risk assessment is a core part of implementing the Prevent duty. All schools should read guidance from the Department for Education on how to complete a risk assessment and on safeguarding students vulnerable to radicalisation. Schools should assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.

The purpose of this risk assessment is to have an awareness and understanding of the risk of radicalisation in our area and our school. The type and scale of activity that will address the risk will vary but should be proportionate to the level of risk, type of provision, size and phase of education.

This is an internal document and should be reviewed annually, in line with Keeping Children Safe in Education requirements, or following a serious incident.

Completed by:	Mr I Kendal	Job Role:	DSL and Prevent Lead	Date Implemented:	Summer 26	Date for Review:	Summer 27 26
Amended by			DSL AND Head of school	Date Amended :			

National Risks – What national risks could impact our area, school, pupils, families or community?	
Risk One: Online Radicalisation	The government's counter-terrorism strategy (CONTEST) states that there is an operating environment where technology continues to provide both opportunity and risk to the UK's counter-terrorism efforts. Whilst the vast majority of internet users will not be using the internet for the purposes of accessing extremist or terrorist content, there remains a wealth of radical propaganda online that users could be exposed to. The terrorist threat in the UK is dominated by individuals or small groups acting outside of organised terrorist networks, yet still influenced by their nefarious online presence. This is a trend which makes terrorists less predictable and harder to identify, investigate and disrupt. Encouraging susceptible individuals to commit acts of terrorism on their own initiative is a deliberate strategy of terrorist groups in their propaganda. This is exacerbated by online environments which bring together and facilitate individuals sharing and validating thoughts and ideas. Consequently, the primary threat to the UK stems from a self-initiated terrorist attack acting in support of Islamist or extreme right-wing terrorist ideology. This can involve low-sophistication methodology such as knives or vehicles but also more complex methods such as the use of an improvised explosive device. The current UK threat level is regarded by the MI5 Security Service as substantial, meaning that an attack is likely.
Risk Two: Islamist Terrorism	In the UK, the primary domestic terrorist threat comes from Islamist terrorism, which accounts for approximately 67% of attacks since 2018, about three quarters of MI5 caseload and 64% of those in custody for terrorism-connected offences. Within Islamist terrorism in the UK, explicit affiliation and fixed ideological alignment with any one specific international terrorist organisation (e.g. al-Qa'ida or Daesh) has diminished. Instead, the continuing societal shift to an online world have led to issues and grievances from a wider range of sources becoming ideological influences and drivers. This has resulted in a broader array of fragmented ideological narratives and unconventional belief sets which may sit alongside or be used to reinforce more traditional Islamist terrorist ideology.

Risk Three: Extreme Right Wing Terrorism	The remainder of the UK domestic terrorist threat is driven almost exclusively by Extreme Right-Wing Terrorism, which amounts to approximately 22% of attacks since 2018, about a quarter of MI5 caseload and 28% of those in custody for terrorism-connected offences. The threat from Extreme Right-Wing Terrorism in Western countries is increasingly a transnational issue in terms of radicalising influence, inspiration and communication. Unlike Islamist terrorist groups, extreme right-wing terrorists are not typically organised into formal groups with leadership hierarchies and territorial ambitions, but informal online communities which facilitate international links. Fatal attacks have occurred in multiple countries, including the UK, often inspired by previous attackers.
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Local Risks – What specific local risks could impact our area, school, pupils, families or community?	
Risk One: Online Radicalisation	The internet continues to make it simpler for individuals and groups to promote and to consume radicalising content. The barriers to entry that existed with in-person terrorist group activity in the past have been removed to be replaced with an online environment which is built for ease of access, and unrestricted by geographical location. This has increased the accessibility for everyone to spaces populated by radicalisers and terrorist content including children, those with mental ill-health and neurodiversity conditions. Research is widely available that demonstrates children and young people are spending more time than ever before on the internet. The pace of technological development, including new social media applications, online gaming and artificial intelligence, also means that it is more challenging than ever for parents to monitor their children's activity online. There is no reason to believe that this is any different for the children in our school. The Education sector made the highest number of Prevent referrals in the year up to March 31st 2023 (39% of all referrals) and people under the age of 20 accounted for 63% of referrals in the year up to March 31st 2023, which highlights the importance of our vigilance in this area. The number of children arrested related to terrorism has reached its highest level since records began nearly 20 years ago.

Risk Two: Islamist Terrorism	Islamist terrorism remains the primary threat. The key ideological influence continues to be from ISIL (also known as ISIS or Daesh) but there is also some support for Al Qaeda. Propaganda encouraging individuals to travel for extremist purposes is a continuing theme. Not all extremist activity is direct attack planning. UK based Islamist extremists are also supporting terrorism by: • Radicalising individuals to believe in the legitimacy of joining a terrorist network or carrying out an attack • Fundraising for terrorist networks, often through criminal activity • Helping radicalised individuals to travel abroad to join a terrorist group This is a constantly developing threat which presents major challenges for the UK's intelligence agencies and the police.
Risk Three: Extreme Right Wing Terrorism	Extreme Right Wing Terrorism is inspired by an ideology which includes anti-Islam, anti-immigration, anti-government, anti-LGBTQ+ and white supremacist beliefs. According to the CTLP for the North-east, more specifically these can include: <u>Cultural Nationalism</u>: A belief that "Western Culture" is under threat from mass migration into Europe and the lack of integration by certain ethnic and cultural groups. <u>White Nationalism</u>: A belief that mass migration from the "non-white" world, and demographic change, poses a threat to the "White Race" and "Western Culture". Advocates a "White homeland". <u>White Supremacism</u>: A belief that the "White Race" has certain mental and physical characteristics that make it superior to other races. This can also include a belief in the spiritual superiority of the "White Race". The prominence of Extreme Right-Wing Terrorism has grown in the UK in the last 10 years with five Extreme Right Wing groups (along with their alias names) now being proscribed under UK legislation. These groups are National Action, Sonnenkrieg Division, Feuerkrieg Division, Atomwaffen Division and The Base.
Risk Four: The Ongoing Israel/Gaza Conflict	The current Israel/Gaza conflict is likely to exacerbate inter-faith tensions and this could be exploited by extremists who may spread hateful narratives in the attempt to radicalise young people and adults alike.

Risk Five: Mixed, Unstable or Unclear	Individuals with mixed, unclear and unstable (MUU) ideologies represented over 20% of referrals to Prevent in the year ending March 2023. Numbers are increasing of individuals who hold a worldview with elements of more than one ideology (mixed), no clear ideology (unclear), or who switch from one ideology to another (unstable). Evidence from Channel practitioners suggests vulnerable individuals without clear ideologies can be strongly influenced by previous high profile cases of mass violence. There are consistent themes in the content produced by those who go on to perpetrate or attempt mass violence. This includes an adulation of mass killers, coupled with a morally accepting attitude towards mass murder, often along with a generalised or specific hatred towards a particular group of people based on grievance. This category also contains Inceldom. Incels are a largely online community of misogynistic boys and men who consider themselves unable to attract women sexually. They are typically associated with views that are hostile towards women and men who are sexually active. This can often lead to the verbal shaming of, promotion of physical punishment of women and in extreme cases to sexual assault and beyond. Incels tend to be between the ages of 13 and 30. Incel groups often blame women for their celibacy and come to resent the upward mobility of females in society, harbouring violently misogynistic views. Several high-profile attacks and mass shootings have been attributed to Incels. There is also some cross over in parts of the subculture with right wing extremism. Merely identifying with these groups does not in itself make a person an extremist - some elements of the Incel community are rooted in a relatively harmless, satirical meme culture.
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Specific Risks and Control Measures

Leadership					
Risk	Control Measures	RAG	Further Action Needed?	Person Responsible	Completion Date
Leaders (including Governors and Trustees) within the organisation do not understand the requirements of the Prevent statutory duty or the risks faced by pupils, or they do not place sufficient importance on this, which leaves the school noncompliant and children at risk of radicalisation.	- OLOFCMAT has a Prevent Policy in place that outlines our organisational commitment to keeping children safe and protecting them from the harm caused by extremism, radicalisation and terrorism. This policy outlines responsibilities for all stakeholders along with many of the other measures included in this risk assessment. - The SLT Governors and Trustees are made aware of the Prevent Strategy and its objectives through training. - There is an identified Prevent lead (usually the DSL) within the school who understands expectations and key priorities in delivering the Prevent duty. - Governors and Trustees attend Prevent training on at least a biennial basis. - The Prevent lead undertakes specific training on how to undertake this role effectively - Safeguarding policies and the Prevent risk assessment are supported by the Safeguarding Trustees. - Leaders communicate and promote the importance of the Prevent duty through training, staff briefings, the school website, newsletters and other such methods. .			Exec Head Governors Trust leaders	Autumn yearly

Leaders (including Governors and Trustees) do not drive an effective safeguarding culture across the institution.	• OLOFCMAT has a Prevent Policy in place that outlines our organisational commitment to keeping children safe and protecting them from the harm caused by extremism, radicalisation and terrorism. This policy outlines responsibilities for all stakeholders along with many of the other measures included in this risk assessment. • Safeguarding is a standing agenda item on all Local Governing Committee meetings. Data reports include metrics around radicalisation/extremism concerns and Prevent referrals. The Local Governing Committee has a nominated safeguarding governor who works with the DSL to provide additional scrutiny and quality assurance in this area. • Trustees receive a termly safeguarding report from the Head of School that highlights patterns and trends, including those related to extremism and radicalisation, from across the entire Trust. • Safeguarding is a 'golden thread' running through all school improvement activities. . • All staff complete safeguarding training on an annual basis which includes the Prevent Duty. Specific training on Prevent, extremism and radicalisation is completed on at least a biennial basis, either via an online platform such as the Home Office e-learning package or face-to-face delivery. This training is tracked via a training matrix to ensure that it is completed by all staff. • Staff are regularly reminded through briefings, meetings and other communications about their safeguarding responsibilities. • Staff complete an annual declaration which confirms they have read and understood relevant Safeguarding Policies and statutory guidance. • A strong staff induction process ensures that all new staff are effectively trained in safeguarding and Prevent so that they are clear about their responsibilities			Head of School Governors Trust leaders	Autumn yearly
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Working in Partnership					
Risk	Control Measures	RAG	Further Action Needed	Person Responsible	Completion Date
School is not fully appraised of national and local risks, does not work with partners to safeguard children susceptible to radicalisation, and does not have access to good practice advice, guidance or peer networks.	- The DSLs (DSLs) have termly Network meetings with the local authority Education Safeguarding Lead and open lines of communication with the Prevent Coordinator, where key information about local risks are shared. - There is a central OLOFCMAT Safeguarding Teams channel where resources and guidance are shared for all schools. This resource base is informed through regular briefings from sources such as Educate Against Hate, London Grid for Learning and amongst many others. - School works with a range of agencies and external services including Children's Social Care, the Police, CAMHS, local authority			Head of School Governors Trust leaders	Autumn yearly

Staff Training					
Risk	Control Measures	RAG	Further Action Needed	Person Responsible	Completion Date
Staff do not recognise signs of abuse, exploitation or radicalisation and therefore the risk of harm is not reported.	- All staff are expected to attend Prevent training on at least a biennial basis covering extremism, radicalisation and Channel, either via an online platform such as the Home Office e-learning package or face-to-face delivery. Attendance is tracked and monitored via a training matrix to ensure this happens. - Signs and indicators of abuse, exploitation and radicalisation are included within mandatory annual safeguarding training. - The Prevent lead (usually the DSL) undertakes specific training on how to undertake this role effectively including how to make referrals to the Prevent team and Channel Panel. - A strong staff induction process ensures that all new staff are effectively trained in safeguarding and Prevent so that they are clear about their responsibilities. - Training for staff is supplemented by regular reminders through briefings, meetings and other communications about their safeguarding responsibilities. - Clear reporting mechanisms of safeguarding issues, including those related to the Prevent Duty, are in place to enable staff to report any concerns to the DSL immediately.			Head of School	Autumn yearly

Practice, Procedure and Information Sharing					
Risk	Control Measures	RAG	Further Action Needed	Person Responsible	Completion Date
Staff do not share information about safeguarding concerns, including those related to the Prevent Duty, in a timely manner thereby exposing children to risk of harm.	- All staff complete safeguarding training on an annual basis which includes specific details about the safeguarding arrangements within school and how to report a concern via CPOMS. This training is tracked via a training matrix to ensure that it is completed by all staff. - The DSL audits the practice across school relating to CPOMS use so that they can drive high standards of recordkeeping in relation to all safeguarding concerns, including those linked to Prevent. - Staff are regularly reminded through briefings, meetings and other communications about their safeguarding responsibilities.			Head of School	Autumn yearly
The Prevent lead (usually the DSL) does not share information about extremism or radicalisation concerns with relevant partners in a timely manner, thereby exposing children to risk of harm.	- The Prevent lead (usually the DSL) undertakes specific training on how to undertake this role effectively including how to make referrals to the Prevent team and Channel Panel. - Safeguarding is a standing agenda item on all senior leadership and Local Governing Committee meetings. Data reports include metrics around radicalisation/extremism concerns and Prevent referrals. - DSLs across OLOFCMAT attend termly Safeguarding network meetings hosted by the local authority Education Safeguarding team where key information about local risks are shared. - School has established relationships with a range of agencies and external services including Children's Social Care, the Police, CAMHS, Local authority Prevent Lead to ensure effective partnership working prioritises the safety of children. - The Prevent lead implements individual safety planning for pupils who are identified as at risk of radicalisation.			Head of School	Autumn yearly

Building Children's Resilience to Radicalisation and Reducing Permissive Environments					
Risk	Control Measures	RAG	Further Action Needed	Person Responsible	Completion Date
Pupils are exposed to intolerant or hateful narratives through contact in school with individuals who advocate these ideologies.	• Safer recruitment checks and processes are in place for all staff recruitment in line with Keeping Children Safe in Education Part 3. • All staff sign a declaration on an annual basis that confirms they have read and understood the Staff Code of Conduct. • The OLOFCMAT Whistleblowing Policy is signposted to all staff on an annual basis to ensure that they are aware of the mechanisms to report any concerns. • All staff receive the Guidance on Safer Working Practice on an annual basis. • Annual staff safeguarding training includes safer working practice and reminds staff of their responsibilities in relation to Whistleblowing and reporting allegations and low-level concerns. • Robust due diligence is completed on any external speakers who are brought into school to work with pupils. This includes on the organisations they represent and the materials they present, promote or share. DFE Guidance on political impartiality is considered as part of this process. • Procedures are in place to ensure that any external speakers are monitored and supervised throughout their time in school. • Procedures are in place to ensure that any visitor, including contractors, are subject to background checks and supervised whilst on site as required. • A Lettings Policy is in place that details the safeguarding expectations for any organisation who rent any area of the school site for private/commercial use. • Robust due diligence is completed on any external organisation who wish to let the school site in advance of any agreement being made.			Head of School	Autumn yearly

Pupils are exposed to intolerant or hateful narratives through contact online with individuals who advocate these ideologies.	• The DSL takes responsibility for safeguarding and child protection including online safety. Online safety is included as part of annual basic safeguarding awareness training for all staff. • Filtering and Monitoring (via Surf Protect) are in place within school that are compliant with DFE Standards. • Filtering systems are tested on a half-termly basis • An alert system is in place via the Filtering and monitoring software that flags up any concerns related to extremism, radicalisation or terrorism directly to the DSL and their team, thereby enabling a safeguarding response to be implemented as required. • The OLOFCMAT Prevent Policy and school's Online/E-Safety Policy outline the measures taken in relation to keeping pupils safe online. • The school's PSHE curriculum teaches pupils at an age appropriate level the skills and knowledge needed to keep themselves safe online. • School provides information to parents to support them with keeping their children safe online by information drops, newsletters, social media, and workshops.			Head of School	Autumn yearly
Pupils lack understanding of the risks posed by terrorist organisations and extremist ideologies that underpin them.	• School teaches a broad and balanced curriculum (the Caritas Curriculum) which promotes spiritual, moral, cultural, mental and physical development of students including fundamental British values and community cohesion. • Teaching of the PSHE/Personal Development is prioritised and given sufficient curriculum time • Teaching of PSHE/Personal Development is monitored in the same way that other subject areas are to ensure that pupils receive quality first teaching in this area. • School provides opportunities within the curriculum to discuss controversial issues and for students to develop critical thinking and digital literacy skills.			Head of School	Autumn yearly

	• School provides 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. • Student voice is completed through safeguarding pupil voice sessions half termly and this enables leaders to understand the impact of the Personal Development curriculum, as well as giving students the forum to air their views. • Schools teach relationships education in an age-appropriate way to help pupils learn about what constitutes a health relationship and counteract any views of misogyny or misandry. • There are arrangements in place to support and promote equality, diversity and inclusion within the school community.				
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Support available

Prevent e-learning (<https://www.support-people-susceptible-to-radicalisation.service.gov.uk/>)

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

- Prevent awareness
- Prevent referrals
- understanding Channel

<https://www.gov.uk/government/publications/prevent-duty-guidance/revisedprevent-duty-guidance-for-england-and-wales#c-a-risk-based-approach-to-theprevent-duty>

The department's Educate Against Hate website provides a range of training

<https://www.gov.uk/guidance/making-a-referral-to-prevent>

<https://www.gov.uk/guidance/meeting-digital-and-technology-standards-inschools-and-colleges/filtering-and-monitoring-standards-for-schools-andcolleges>