



## Prevent duty Risk Assessment

---

Gateways School  
Independent Day School for Boys and Girls

## Introduction

All educational establishments are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard to the need to prevent people supporting terrorism or becoming terrorists”. This duty is known as the Prevent duty.

Staff in the education sector are particularly important as they are able to identify concerns early and provide help for students, staff and parents to prevent concerns from escalating. Educational establishments and their staff form part of the wider safeguarding system for students. This system is described in statutory guidance Working Together to Safeguard Children and Keeping Children Safe in Education. Educational establishments should work with Children’s Services, the Police, Health Services, and other services to promote the welfare of students and protect them from harm. Radicalisation is listed as a specific safeguarding issue within this statutory guidance and is addressed within the Government Prevent Strategy.

The Prevent Strategy has three main objectives:

1. Tackle the causes of radicalisation and respond to the ideological challenges of terrorism
2. Safeguard and support those most at risk of radicalisation through early intervention, identifying them and offering support.
3. Enable those who have already engaged in terrorism to disengage and rehabilitate.

The Prevent duty should be seen as part of the education sector’s wider safeguarding obligations. Designated Safeguarding Leads and other senior leaders in educational establishments should familiarise themselves with the revised Prevent duty guidance especially paragraphs 141-210, which are specifically concerned with education.

The key themes for the education sector within the Prevent duty guidance include:

- Leadership and partnership
- Capabilities
- Reducing permissive environments
- Monitoring and assurance

|                       |                 |                |                               |                         |           |
|-----------------------|-----------------|----------------|-------------------------------|-------------------------|-----------|
| Name of establishment | Gateways School | Prevent Lead/s | Tracy Johnson<br>Helen Wallis | Date of Risk Assessment | Sept 2025 |
|-----------------------|-----------------|----------------|-------------------------------|-------------------------|-----------|

### What national risks are you aware of that could impact to your area, setting, students or families?

#### **Risk 1 – Online Radicalisation**

Extremist groups use social media, encrypted messaging apps and gaming platforms to spread propaganda and recruit young people. Students may be exposed to radical ideologies online, particularly those who spend significant time on the internet without supervision. Extremist recruiters use gaming chat rooms, Discord servers and YouTube comment sections to target and groom young people.

#### **Risk 2 – Right-Wing Extremism**

Far-right groups target young people through online forums, protests and local networks, promoting divisive ideologies. Students may be exposed to hate speech, conspiracy theories or anti-immigrant sentiments, leading to intolerance or radicalisation.

#### **Risk 3 – Islamist Extremism**

Islamist terrorist organisations (such as ISIS and Al-Qaeda affiliates) use propaganda to radicalise individuals and incite attacks. Students from all backgrounds could be influenced online or through social networks, leading to isolation, secrecy or ideological shifts

#### **Risk 4 – Exposure to Hate Crimes and Polarising Narratives**

Events such as terrorist attacks, political unrest or international conflicts (e.g., Israel-Palestine, Ukraine) can heighten tensions and polarise young people. Students may be drawn into extreme views due to personal identity, peer pressure or exposure to misinformation.

What specific local risks are you aware of that could impact to your area, setting, students or families? E.g. local extremist activity (groups active in the area)

**Risk 1** - Far-Right Extremism

- Online radicalisation via social media and gaming platforms.
- Recruitment by groups promoting white supremacist or nationalist ideologies.
- Leeds has seen increased targeting of youth through memes, music, and conspiracy theories while Harrogate has seen isolated incidents of far-right graffiti and propaganda, often linked to broader national movements.

**Risk 2** - Islamist Extremism – this is more prolific in Leeds than in Harrogate and surrounding areas

- Influence from global jihadist narratives (e.g., ISIS sympathisers).
- Vulnerable individuals may be targeted through encrypted messaging apps or online forums.
- Some cases involve travel intentions or support for banned organisations.

**Risk 3** - Single-Issue Extremism

- Eco-extremism and animal rights activism that crosses into violent protest in both Leeds and Harrogate.
- Anti-government conspiracy theories, especially post-COVID, which can lead to distrust in institutions and radical behaviour.

**Risk 4** - Online Influencers and Mis/Disinformation

- Young people are increasingly exposed to radical influencers on platforms like TikTok, YouTube, and Discord.
- Disinformation campaigns can fuel extremist views, especially around identity, race, and politics.

**Risk 5** - Local Vulnerabilities

- Leeds has diverse communities and areas of socioeconomic deprivation, which can increase susceptibility to radicalisation.
- Harrogate is relatively affluent, but some young people experience emotional isolation, mental health challenges, or identity struggles, which can make them vulnerable to online grooming by extremist groups
- Youths in alternative education settings or those with mental health challenges are particularly at risk

| Category                            | Risk<br>What is the risk here?                                                                                                                                                                                     | Hazard<br>What are the hazards                                                                                                                                                                                                                        | Risk Management<br>What measures have been implemented to reduce this risk                                                            | RAG | Action |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|-----|--------|
| <b>Leadership &amp; Partnership</b> |                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                       |                                                                                                                                       |     |        |
| 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.<br><br>The Duty is not managed or enabled at a sufficiently senior level. | Prevent training/briefing for all staff & governors                                                                                   |     | None   |
|                                     |                                                                                                                                                                                                                    | 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.                                           | Prevent lead is at appropriate seniority.                                                                                             |     | None   |
|                                     |                                                                                                                                                                                                                    | Leaders do not communicate and promote the importance of the duty.                                                                                                                                                                                    | Promotion of a safeguarding culture through regular training and discussions, with senior staff visibly involved. Clear induction for |     | None   |

| Category               | Risk<br>What is the risk here?                                                                                                                                                                                                          | Hazard<br>What are the hazards                                                                                                     | Risk Management<br>What measures have been implemented to reduce this risk                                                                                                                                                                                | RAG | Action |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|--------|
|                        |                                                                                                                                                                                                                                         |                                                                                                                                    | new members of staff and trainee teachers.                                                                                                                                                                                                                |     |        |
|                        |                                                                                                                                                                                                                                         | Leaders do not drive an effective safeguarding culture across the institution.                                                     | Sufficient leadership ownership – risk assessments and safeguarding policies in place.                                                                                                                                                                    |     | None   |
|                        |                                                                                                                                                                                                                                         | Leaders do not provide a safe environment in which children can learn.                                                             | Ensuring the sharing of safeguarding policies – staff sign to confirm the reading of such policies.<br><br>Leadership team have clear understanding of reporting and referral mechanisms.                                                                 |     | None   |
| 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. | Strong partnerships with: <ul style="list-style-type: none"> <li>• Leeds Safeguarding Children Partnership</li> <li>• LADO</li> <li>• Yorkshire &amp; Humber Prevent Team</li> <li>• Children and families</li> <li>• Local and feeder schools</li> </ul> |     | None   |
| Capabilities           |                                                                                                                                                                                                                                         |                                                                                                                                    |                                                                                                                                                                                                                                                           |     |        |

| Category       | Risk<br>What is the risk here?                                                                                                 | Hazard<br>What are the hazards                                                                                                                                                                                                                                                                           | Risk Management<br>What measures have been implemented to reduce this risk                                                                                                                                      | RAG | Action |
|----------------|--------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|--------|
| 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 support staff members, do not understand what radicalisation means and why people may be vulnerable to being drawn into terrorism.                                                                                                                                             | Training includes options for face to face & e-learning. It includes updates via briefings, safeguarding updates and emails.                                                                                    |     | None   |
|                |                                                                                                                                | Frontline staff including support staff members, 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 and are familiar with key school safeguarding and statutory policies.                                                                                                    |     | None   |
|                |                                                                                                                                | Staff do not access Prevent training or refresher training.                                                                                                                                                                                                                                              | All staff attend Prevent training. Safeguarding team receive additional support from local partnerships and training on local processes. Refresher training takes place regularly. Training is quality assured. |     | None   |

| Category                                         | Risk<br>What is the risk here?                                                                                                   | Hazard<br>What are the hazards                                                                                            | Risk Management<br>What measures have been implemented to reduce this risk                                                                                                                                                                                                                                                                                                                         | RAG | Action |
|--------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|--------|
| 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.                          | School has a culture of safeguarding that supports effective arrangements to: <ul style="list-style-type: none"> <li>Identify children who may need early help or who are at risk of neglect, abuse, grooming or exploitation.</li> <li>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.</li> </ul> |     | None   |
|                                                  |                                                                                                                                  | Staff are not aware of the Prevent referral process.                                                                      | The school has clear processes for raising radicalisation concerns and making a Prevent referral.                                                                                                                                                                                                                                                                                                  |     | None   |
| Reducing Permissive Environments                 |                                                                                                                                  |                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                    |     |        |
| 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 | The setting does not provide a safe space in which children and young people can understand and discuss sensitive topics, | The school provides opportunities within the curriculum to discuss controversial issues and for students to develop critical                                                                                                                                                                                                                                                                       |     | None   |



| Category    | Risk<br>What is the risk here?                                                                                                                                                                            | Hazard<br>What are the hazards                                                                                                                                                                                                                                                                                     | Risk Management<br>What measures have been implemented to reduce this risk                                                                                           | RAG | Action |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|--------|
|             | organisations and extremist ideologies that underpin them.                                                                                                                                                | including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.                                                                                                                                                                                           | thinking and digital literacy skills.                                                                                                                                |     |        |
|             |                                                                                                                                                                                                           | The school teaches radicalisation, including its links with terrorism, within the PSHE curriculum. None<br>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. | The school embeds fundamental British values into the curriculum, while also ensuring specific discussions can take place in a safe environment.                     |     | None   |
| 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.                                                                                                                                                                                                               | The school has appropriate internet filtering is in place through Smoothwall and Senso.<br><br>Both Senso and Smoothwall alert are monitored and responded to by the |     | None   |

| Category | Risk<br>What is the risk here?                                                                                                         | Hazard<br>What are the hazards                                                                                                                                                            | Risk Management<br>What measures have been implemented to reduce this risk                                                                                                     | RAG | Action |
|----------|----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|--------|
|          |                                                                                                                                        |                                                                                                                                                                                           | Director of Digital Strategy and the two DSLs.                                                                                                                                 |     |        |
|          |                                                                                                                                        | Students may distribute extremist material using the institution IT system.                                                                                                               | The school have clear reporting process in place should filtering systems flag any safeguarding or Prevent-related concerns.                                                   |     | None   |
|          |                                                                                                                                        | Unclear linkages between IT policy and the Prevent duty. No consideration of filtering as a means of restricting access to harmful content.                                               | The DSLs take lead responsibility for safeguarding and child protection (including online safety).                                                                             |     | None   |
|          |                                                                                                                                        | Students may be exposed to extremist content, radicalisation, or online grooming via social media, gaming, and messaging apps, making them vulnerable to manipulation and misinformation. | The school equip children and young people with the skills to stay safe online, both in school and outside. This is taught explicitly within the PSHE curriculum.              |     | None   |
| 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.                                                                                                                                | A robust process is in place to manage site visitors, including sub-contractors.<br><br>Different coloured lanyards are issued according to the potential risk a visitor poses |     | None   |

| Category | Risk<br>What is the risk here? | Hazard<br>What are the hazards                                                                                          | Risk Management<br>What measures have been implemented to reduce this risk                                                                                                                                                                                                                              | RAG | Action |
|----------|--------------------------------|-------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|--------|
|          |                                |                                                                                                                         | and whether they need to be accompanied at all times (red) or not (orange) while all staff have green lanyards.                                                                                                                                                                                         |     |        |
|          |                                | Settings do 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.                                                                                                                           |     | None   |
|          |                                | The setting does not conduct any due diligence checks on visitors or the materials they may use                         | <p>The private/commercial use of the school's spaces is effectively managed &amp; due diligence checks are carried out on those using/booking and organisations that they represent.</p> <p>The school seeks advice and support from partners where necessary to make an assessment of suitability.</p> |     | None   |