Prevent risk assessment: Hampton College

Person completing: Alex Macfarlane (DSL / SPOC)			Date Implemented: September 2026	Date for review: September 2027

National Risks – risk of radicalisation generally

Information from David Layton-Scott Regional Prevent Coordinator (East of England)							
Risk 1: Islamist Inspired Terrorism. We're most likely to be impacted by Islamist Terrorist groups and ideologies which arise from extremist interpretations of Islam, and the establishment of Islamic states and revenge against the West for perceived wrongs against Muslim people. The terrorist groups originate from countries such as Syria, Iraq, Middle East, West Africa and Afghanistan and include groups such as Al Qaeda (AQ) and Islamic State of Iraq and the Levant (ISIL).	**Risk 2: Extreme Right-Wing Terrorism** White Supremacy: belief that the "White Race" has certain physical and mental characteristics that makes it superior to other races. White Nationalism: mass migration from the "non-White" world, and demographic change, poses an existential threat to the "White Race" and "Western Culture". Cultural Nationalism: is a belief that "Western Culture" is under threat from mass migration into Europe and the lack of integration by certain ethnic and cultural groups. Remains a threat mainly due to the online sharing of material, memes and discussion. Proscribed terrorist groups such as Feuerkrieg Division, Sonnenkreig Division and Atomwaffen Division	**Risk 3: Self-Initiated terrorism** S-IT are the UK's most likely threat due to the difficulty to predict and detect potential attacks and the use of low sophistication easily accessible weapons such as vehicles and bladed weapons. Often influenced by online material and extreme content, we have seen many young people aged 20 years and under involved.	**Risk 4: Online Threat** The use of online platforms continues to be a considerable risk to both being radicalised or self radicalisation, with the viewing of online material having the potential to encourage self-initiated terrorism/attacks (S-IT). In addition, a notable threat is the online sharing of propaganda and extremist material (potential Terrorism Act offences), and recruitment into extremist and/or terrorist organisations.		**Risk 5: Left-wing and Single-Issuer terrorism** Encompasses a wide range of ideologies. It includes those from the extreme political left-wing as well as anarchists who seek to use violence to advance their cause in seeking to overthrow the State in all its forms		

Local Risks – risk of radicalisation in your area and institution

Information from David Layton-Scott Regional Prevent Coordinator (East of England)							
Risk 1 Extreme Islamist Terrorism (EIT) continues to pose the primary threat to the East Region	**Risk 2:** Intelligence suggests tensions remain around the ongoing Israel-Hamas conflict, with organised pro Palestine protests continuing to occur both within the region and nationally.	**Risk 3:** It is assessed that it is likely that increased media reporting on tensions between the far-right and asylum seekers in the UK has contributed to an increase in ERW referrals.	**Risk4:** CTP East intelligence identified a notable increase in the use of AI, both in the propagation and creation of extremist materials and propaganda		**Risk 5:** Blunt force and bladed weapons continued to be the most frequently referenced attack methodology within CTP East intelligence. It is highly likely aspirations to obtain a firearm for a terrorist attack will continue to be a prominent		

Leadership and Partnership

Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Date for completion	Support availale
	What is the risk here?	*What are the hazards?*	*What has your institution put in place to ensure sufficient understanding and buy-in from Leadership?*		*What does your institution need to further action to address the identified risk(s)?*			**Prevent e-learning** Home Office offer a free e-learning package on Prevent covering: - Prevent awareness - Prevent referrals - understanding Channel Users that complete this training will receive a certificate. https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/
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. The Duty is not managed or enabled at a sufficiently senior level.	School leaders and and all staff undertake training to remind them of their duty to prevent students being drawn to terrorism. DSL / SPOC stays up-to-date with local developments and risk. SPOC and HoS both completed Prevent refresher training 2025-2026.		*DSL Network meetings 2026-2027: 21/09/2026, 25/01/27, 17/05/2027. Date for Prevent update not yet published.*			
		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.	School leaders and and all staff undertake annual training to remind them of their internal safeguarding process and of the Prevent Duty. All staff are required to read Part 1 of the KCSIE (2026) guidance. Staff completed Gov.UK Prevent Duty Awareness Training during the summer term 2025. Link governor will oversee compliance with safeguarding expectations and The Prevent Duty.		*Gov.UK Prevent Duty Awareness Training to be completed by all staff 2026-2027. Staff to also complete ACT for Education (ProtectUK) online training.*			
		Leaders do not communicate and promote the importance of the duty.	Annual training for all staff and governors. Safeguarding and Child Protection Policy / Prevent Risk Assessment discussed at SLT and signed off by LGB. Safeguarding is a standing item on LGB and SLT agendas.					
		Leaders do not drive an effective safeguarding culture across the institution.	Safeguarding leads have extensive experience and a clear understanding of reporting and referral mechanisms. Hampton College has a large team of dDSLs including leaders and pastoral staff. 'Knowing our students' is a school priority. Valuing people is our first school value and underpins the ethos of the school. Critical case conferences provide a forum for case discussion.		*TKB and PAE undergoing DSL training 2026-2027* *Hampton College have signed up to the Leadership for Belonging programme 2026-2027.*			
		Leaders do not provide a safe environment in which children can learn.	Valuing people is our first school value and underpins the ethos of the school. Staff training ensures that all staff are aware of signs to look for and what to do if they are concerned. Regular student updates underpins more general training.					
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.	We have strong links with the following orgnisations and regularly share information: • Education Safeguarding Team • DSL / headteacher forums • LADO • Community Safety Partnerships and other organisations such as Aspire, YMCA etc. • Police Prevent Team • Channel panel • Peterborough CSC We are a school serving the Hampton community; we work hard to develop positive relationships with our students and families. Following advice, we made one referral to Prevent during the summer term 2025 resulted in a referral to Channel. This case was then re-referred in 2026.		*Advice regardig individual cases can be found by contacting the local police prevent team:* *Prevent Team - 01480 422596 or: 101 Ext: 2595/2596* *prevent@cambs.police.uk* *HC staff to attend ROTH and CSC network meetings during 2026-2027.*			**Prevent duty guidance** Outlines the requirements of the duty, including working in partnership with others. https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales#c-a-risk-based-approach-to-the-prevent-duty **Understanding channel** An overview of channel support and the Prevent Multi-Agency Panels (PMAP). https://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance **Sign-up for Educate Against Hate newsletter** Latest news, blogs and resources to help teachers, school leaders and

Capabilities

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 governors, do not understand what radicalisation means and why people may be vulnerable to being drawn into terrorism	Annual training for staff and governors, reinforced by e-learning (gov.uk training and, this year, ACT for Education). Staff are alert to changes in behaviour and understand how what they see may be a single piece of a more complex picture. Additional information through emails or meetings.					**Prevent e-learning** Home Office offer a free e-learning package on Prevent covering: - Prevent awareness - Prevent referrals - understanding Channel Users that complete this training will receive a certificate. https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/ **Prevent resources, guidance and support** The department's Educate Against Hate website provides a range of training and guidance materials. www.educateagainsthate.com
		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.	Annual training for staff and governors. Staff are aware that the Prevent Duty: To tackle the ideological causes of terrorism. To intervene early to support people susceptible to radicalisation. To enable people who have already engaged in terrorism to disengage and rehabilitate					
		Staff do not access Prevent training or refresher training.	SPOC and other leaders attend Prevent lead training (and refresher training every two years). Records of staff and governor Safeguarding and Prevent training are maintained by HR. Mop up sessions are held regularly to ensure all staff access the training in a timely manner.					
			Hampton College signs up Peterborough Education Safeguarding Team Support Package. Training materials are adapted from the annual training provided with this support.					
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.	Hampton College has a culture of safeguarding that supports effective arrangements to: • identify children who may need early 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. All staff are encouraged to discuss any concerns or feelings of unease. Any concern is recorded on MyConcern. Critical Case Conference enables all difficult cases to be discussed. DSLs are encouraged to seek advice from the local Prevent Team or from the Education Safeguarding Team.		*Training for dDSLs on the ROTH exploitation tool has been proviionally arranged for 2026-2027*			**Resources to support information sharing** The deparment has published guidance on making a Prevent referral. https://www.gov.uk/guidance/making-a-referral-to-prevent

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		Staff are not aware of the Prevent referral process.	DSL (SPOC) and Head of School have completed Prevent Refresher Training in the school year 2025-2026. Hampton College has clear processes for raising radicalisation concerns and making a Prevent		National Prevent referral form			
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 organisations and extremist ideologies that underpin them.	The setting 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.	The vertical tutoring system and house bases provide students with safe spaces and key adults in school. Students are actively encouraged to be able to identify a 'Trusted Adult'. When dealing with sensitive topics, staff will explain ground rules for discussions. Our behaviour policy clearly states that discriminatory, harrassment or abusive behaviour is not tolerated and will be challenged. Staff are reminded of this in training and staff meetings.		*Develop a means of recording 'Trusted Adults'*			**Resources for having difficult classroom conversations** Educate Against Hate has a range of resources to help teachers conduct difficult conversations with students. The 'Let's Discuss' teaching packs have been developed to help facilitate conversations about topics such as fundamental British values, extreme right-wing terrorism and Isalmist extremism. www.educateagainsthate.com www.educateagainsthate.com/category/teachers/classroom-resources www.educateagainsthate.com/category/teachers/classroom-resources/?filter=lets-discuss
		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.	Opportunities to promote British values exist across the curriculum. The SMSC programme is delivered in weekly form time sessions and directly links to the Hampton College motto: Progress, Partnership, Pride (behaviour curriculum). Cultural Capital lessons are delivered through English lessons in years 7 and 8. These aim to prepare students for life in modern Britain by providing 'cultural capital' that celebrates all cultures, and reflects your community and the country's diversity. The PD programme includes an opportunity for discussion on radical issues and extreme ideologies and provides an opportunity to develop critical thinking. Digital literacy skills and knowing how to keep safe online are taught in both PD and IT lessons.					
			Assemblies promote diversity, human rights and respect. Celebrations from multiple cultures are celebrated around school through assemblies, celebration of food in the Dining Hall, in RE and through focus days, such as Culture Day.					
			Teaching is monitored by senior leaders through drop-ins, book checks and is quality assured. Culture day was evaluated through staff and student questionnaires.					
			A member of staff who is safer-recruitment trained sits on all interview panels					
IT policies	Ineffective IT policies increases 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 filtering system is set to identify trigger words and phrases related to radicalisation. As new words are identified, they are added to the system. Sites identified by the system are blocked.		*Name of system to be included.*			**Web filtering and online safety** The Department for Education have issued comprehensive guidance on how schools and colleges should be using filtering and monitoring standards, including specific measures to comply with the Prevent duty. https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges Further guidance is available at https://saferinternet.org.uk/guide-and-resource/teachers-and-school-staff/appropriate-filtering-and-monitoring/appropriate-monitoring You can test whether your internet service provider removes terrorist content at http://testfiltering.com/ The Joint Information Systems Committee (JISC) can provide specialist advice and support to the further and higher education sectors to help providers ensure students are safe online and appropriate safeguards are in place.
		Students may distribute extremist material using the institution IT system.	School email accounts, including staff, are monitored.					
		Unclear linkages between IT policy and the Prevent duty. No consideration of filtering as a means of restricting access to harmful content.	IT staff inform the DSL or safeguarding officer of any trigger words or phrases flagged through the school filtering system. The DSL will take responsibility for following up any safeguarding or Prevent-relted concerns.					
			Digital literacy skills and knowing how to keep safe online are taught in both PD and IT lessons.					
			Relevant policies in place and embedded: - E-safety policy - Acceptable use policy - Anti-bullying policy					
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.	All visitors to the school must sign in at reception and wear a clearance-related lanyard. Visitors to school, without DBS clearance, and wearing a green lanyard, muat be accompanied by a member of staff at all times. Duty staff are alert to unidentified people at the school gates, sharing extremist literature. They know to call the police.		*See our visitor protocols.* *Revisit duty procedures.*			**Political Impartiality Guidance** When using external agencies, schools in England must be mindful of their existing duties regarding political impartiality and to ensure the balanced presentation of political issues. Guidance on this is available on GOV.UK. https://www.gov.uk/government/publications/political-impartiality-in-schools/political-impartiality-in-schools#the-law
		Settings do not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised. The setting does not conduct any due diligence checks on visitors or the materials they may use.	Hampton College will exercise 'due diligence' in relation to requests from external speakers or visitors: - Request an outline of what the speaker intends to deliver beforehand; - Research the person / organisation, and the materials they promote or share, to establish whether they have demonstrated extreme views; - Deny permission to visit if there is evidence of links to extreme groups or movements; - Visitors are never left alone with students. If necessary, we will seek advice from The Education Safeguarding Team or the Prevent Team to make an assessment of suitability.		*Review with staff 2026-2027*			
			At present, Hampton College does not make its premises available for use by external organisation out of school hours.					