Prevent risk assessment for schools

Person completing: Laura Lightfoot (AHT and DSL)			Date Implemented: September 2025	Date of review: September 2026

National Risks – risk of radicalisation generally

Risk 1	Risk 2	Risk 3	Risk 4	
Internationally inspired terrorism.	Growth of extreme right wing movements.	Cultural conflicts	Children have considerably more access to online content.	

Local Risks – risk of radicalisation in your area and institution / Cultural conflicts

Risk 1	Risk 2	Risk 3		
Children have considerably more access to online content. Some of this is unsupervised.	Growth of extreme right wing movements.	Gangs		

Leadership and Partnership

Category	Risk	Hazard	Risk management	Further action needed	Lead officer	Date for completion
	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)?*		
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.	Prevent training for all staff and governors through MAT training portal (Schoot). Annual training to be completed by all staff in September 2025.	Ensure that all staff have completed the training by the appointed date.	DHT/DDSL	19/09/2025
		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 team (and link Governor for safeguarding) have completed appropriate training and refresher courses. Half termly safeguarding meetings ensure regular communication about the school's internal safeguarding process and practices.	Continue half termly meetings, including sending minutes to MAT safeguarding officers.	DSL/DHT	Ongoing
		Leaders do not communicate and promote the importance of the duty.	All safeguarding policies and risk assessments are signed off by SLT and governors. Prevent is a regular item on weekly staff briefings.	Updated Prevent risk assessment to be taken to first Governors meeting of the year.	HT/DHT	19/09/2025
		Leaders do not drive an effective safeguarding culture across the institution.	Regular safeguarding training and updates provided through Schoot throughout the year. Half termly training provided by DSL/SLT following school identified priorities. Thorough induction procedures for new members of staff and governors. Safeguarding is a standing item on weekly staff briefings.	Ensure new staff starting in September receive a full induction.	DSL/DDSL	Ongoing
		Leaders do not provide a safe environment in which children can learn.	All statutory safeguarding policies are shared at the start of the year. Staff will sign to confirm they have been read. Regular safeguarding training and updates provided through Schoot. Tracking to ensure that these are completed.		DHT/DDSL	19/09/2025

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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.	The providers has strong partnerships with: • Local Safeguarding Children's Partnership • MAT Safeguarding officers and networks. (Termly safeguarding meetings with these officers). Attendance at all MAT safeguarding networks. • LADO • TNCP Cluster team • Police Prevent Team • Channel panel • Children and families		DSL	Ongoing
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	Training is broader than face to face or e-learning. Signage around school has a clear Prevent focus and weekly staff briefings feature a safeguarding question (several of which are designed to refresh knowledge of Prevent). Records are kept of completion of training.		DSL/HT	Ongoing
		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.	Prevent training for all staff and governors through MAT training portal (Schoot). Annual training to be completed by all staff in September 2025. Prevent training will focus on Notice, Check, Share.	Ensure that all staff have completed the training by the appointed date.	DHT/DDSL	19/09/2025
		Staff do not understand local processes for Prevent.	Safeguarding Team have regular contact with local Cluster team and MAT safeguarding officers, to ensure consistency regarding local processes.		DSL	Ongoing
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.	Templenewsam Halton Primary School 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		DSL	On going
		Staff are not aware of the Prevent referral process.	Templenewsam Halton Primary School has clear processes for raising radicalisation concerns and making a Prevent referral. Staff knowledge of them is checked and refreshed at regular intervals.		DSL	Ongoing
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.	Templenewsam Halton Primary School has codes of conduct for all staff (teaching and non-teaching staff), governors, volunteers and visitors. Safer recruitment checks are carried out on all staff.		HT	Ongoing

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Building children's resilience to radicalisation (Continued)		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.	Templenewsam Halton Primary School provides opportunities within the curriculum to discuss controversial issues and for students to develop critical thinking and the skills to stay safe online, both inside and outside of school. Discussions of controversial issues are carried out in a safe space. Fundamental British values are embedded into the curriculum, supported by Picture News. Curriculum provision and teaching are monitored by senior leaders through learning walks and checks of floor books.	Continue to monitor and review the PSHE curriculum to ensure it is fit for purpose and supports the school's safeguarding responsibilities.	DHT/AHT	Dec-25
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.	Appropriate filtering and monitoring systems are in place. This is tested termly. Daily reports are received by members of the safeguarding team and any suspicious searches are investigated.		DHT	Ongoing
		Students may distribute extremist material using the institution IT system.	Daily reports filter online activity related to Prevent to allow these to be addressed swiftly.		DHT	Ongoing
Visitors	External speakers or visitors being given a platform to radicalise children and young people or spread hateful or divisive narratives.	Settings do not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.	Due diligence carried out on visitors and visiting speakers (along with the organisations they represent and the materials they promote or share). School has a robust risk assessment in place and clear processes and protocols for supervision of visitors, of which all staff are aware.		HT	Ongoing