Prevent Risk Assessment 2025/2026
Waterhouses CE Primary Academy and Nursery

Department for Education

Person Completing	Mrs. R Linton Headteacher DDSL	Mrs. J Hulme Senior Teacher DSL	Date Implemented	September 2025	Review Date	September 2026

All schools and colleges 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 from being drawn into terrorism". This duty is known as the Prevent duty. The aim of Prevent is to reduce the threat to the UK from terrorism by stopping people being drawn into terrorism. Settings are required to take a risk-based approach to the Prevent duty, under paragraph 14 of the Prevent duty guidance (Home Office, 2023). This document demonstrates our awareness of the specific risks of extremism and radicalisation in our school and our area.

- **Terrorism** is action that endangers / causes serious violence to a person/people; causes serious damage to property; or seriously interferes with / disrupts an electronic system.
- **Extremism** is defined as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Extremism isn't exclusive to any section of society and can take many forms.
- **Radicalisation** is defined as the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

School staff are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance Working together to safeguard children (DfE, 2024) and Keeping children safe in education (DfE, 2024).

Designated Safeguarding Leads and other senior leaders in schools should familiarise themselves with the Prevent duty guidance, especially page 33, which is specifically concerned with schools.

Schools should also consider the government's Filtering and monitoring standards for schools and colleges guidance. The appropriateness of any filtering and monitoring systems are a matter for individual schools and colleges and will be informed in part, by the risk assessment required by the Prevent duty (Keeping children safe in education, DfE, 2024).

A risk assessment is a core part of implementing the Prevent duty. In preparing our Prevent Risk Assessment we have:

- taken guidance from the department on how to complete a Prevent risk assessment and on safeguarding students vulnerable to radicalisation.
- Assessed the risk of our children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.

The purpose of our Prevent risk assessment is to ensure that all staff/governors have an awareness and understanding of the risk of radicalisation in our area and school. The type and scale of activity that will address the risk identified will vary and be proportionate to the level of risk, type of provision, size and phase of education provided in school.

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

National risks – risk of radicalisation generally

Risk 1	Risk 2	Risk 3	Push factors	Pull factors
The threat of terrorism - UK Level is SUBSTANTIAL	**The extremism threat** **Groups of concern are:** - **Islamist extremism** - **Right Wing Extremism** - **Left Wing Anarchist and single.**	Online radicalisation	Push factors may include a learner feeling: - isolated - they do not belong - they have no purpose - low self-esteem - their aspirations are unmet - anger or frustration - a sense of injustice - confused about life or the world - real or perceived personal grievances	Pull factors could include an extremist or terrorist group, organisation or individual: - offering a sense of community and a support network - promising fulfilment or excitement - making the learner feel special and part of a wider mission - offering a very narrow, manipulated version of an identity that often supports stereotypical gender norms - offering inaccurate answers or falsehoods to grievances - encouraging conspiracy theories - promoting an 'us vs. them' mentality - blaming specific communities for grievances - encouraging the use of hatred and violent actions to get justice • encouraging ideas of supremacy

Local risks – risk of radicalisation

Risk 1 - Reducing permissive environments	Risk 2 – On-line Safety/radicalisation	Risk 3 - Building children's resilience to radicalisation			Risk 4 – Leadership and Partnership	Risk 5 – Specific Local Risks within Staffordshire.
Threat of terrorism **Access to Extremism / Extremist Influences** Local extremised groups **Radicalisation from school visitors**	**On-Line safety – online radicalisation**	**External Experiences, Behaviours and Influence in child's life**	**Social Factors** • social isolation • SEND/mental health • erroneous understanding of religion or politics • insecure, conflicted or absent family relationships • experience of trauma in life	**Regular Travel outside of UK –** regular patterns of travel within UK or to countries associated with radicalisation	Staff do not share information with relevant partners in a timely manner. Staff and governors recognise signs of abuse or vulnerabilities, but the risk of harm is not reported properly and promptly by staff.	Prevent is part of the national counter-terrorism strategy and at Waterhouses we aim to stop people becoming terrorists or supporting terrorism and extremism through: • Challenging ideology – All terrorist groups have an ideology and frequently use the internet to air their views this is done through our supportive PSHE / RSE programme • As a school we support vulnerable families and children who may be at risk of radicalisation - *radicalisation is a process, not one event and during that process it is possible to intervene and safeguard the vulnerable*. • Working with key people – we have access to a wide range of agencies who are working to support Prevent, including education, health, faith, criminal justice and charities.

Leadership and Partnership

Category	Risk	Hazard	Risk management	RISK (L/M/H)	Further action needed	Support available
Leadership	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 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.	1. School requires all Leaders and Governors to complete Prevent training/briefing which is refreshed annually. 2. DSL and DDSL to undertake level 2 and 3. 3. DSL to attend briefings by the LA. 4. DSL and DDSL to complete Prevent Training on 3-7-25		**Register of training is kept in the office.** Safeguarding is on weekly and Governor meeting agendas.	**Staffordshire Safeguarding Children's Board.** Safeguarding People who are vulnerable to being drawn into Extremism and / or Terrorism in Staffordshire (Prevent / Channel Referral Guidance) Prevent - Staffordshire Safeguarding Children Partnership **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 toradicalisation.service.gov.uk/
		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. Leaders do not communicate and promote the importance of the duty	Lead governor for safeguarding/Prevent lead is at appropriate seniority. School has sufficient leadership ownership – risk assessments, safeguarding policies, etc. are being signed off by DSL/DDSL and School Governors. School leaders are aware of their duty to prevent pupils being drawn into terrorism and make sure all staff know the same and that school invests in quality CPD/training for all its staff and Governors (Staff/Governor CPD/Training, Staff Safeguarding Handbook, Staff briefings, staff/team meetings).		School is in regular communication with local police/PCSO	
		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.			
		Leaders do not drive an effective safeguarding culture across the institution.	Leadership has clear understanding of local reporting and referral mechanisms. Prevent - Staffordshire Safeguarding Children Partnership Promotion of a safeguarding culture through regular training, discussions, etc with senior staff visibly involved. School has robust and clear induction programme for new members of staff and trainee teachers Leaders use self-evaluation to identify key priorities for continuous improvement			

Leadership and Partnership						
Category	**Risk**	**Hazard**	**Risk management**	**RISK (L/M/H)**	**Further action needed**	**Support available**
Working in Partnership	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	School does not establish effective partnerships with organisations such as the Local Authority and Police Prevent Team	School has strong partnerships with: • Staffordshire Safeguarding Children's Board • DSL / headteacher forums • LADO		Sign up for Educate Against Hate newsletter.	**Prevent duty guidance Outlines the requirements of the duty, including working in partnership with others.**

advice, guidance or supportive peer networks.		• Police • QEGSMAT Trust Effective partnerships include: • Regular attendance at meetings, boards or forums • In receipt of School Bag. • School leaders and staff aware of referral process and how to work in Channel				**Prevent duty guidance: England and Wales (2023) - GOV.UK** **Understanding channel An overview of channel support and the Prevent Multi Agency Panels (PMAP).** **Channel and Prevent Multi-Agency Panel (PMAP) guidance - GOV.UK** **Educate Against Hate - Prevent Radicalisation & Extremism** **Staffordshire Safeguarding Children's Board Section 8 Support Channel guidance.** **Guidance - Staffordshire Safeguarding Children Partnership**

Capabilities

Category	Risk	Hazard	Risk management	RISK (L/M/H)	Further action needed	Support available
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. 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 and Governors do not access Prevent training or refresher training	Annual staff training. Staff meeting safeguarding and PREVENT sections. School has robust maintenance of CPD/training records of all staff and governor training.		Staffroom safeguarding notice board.	**Prevent duty training - GOV.UK**
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: • Identify children who may need early help or who are at risk of neglect, abuse, grooming or exploitation		Ensure staff have refreshed their level 1 training by the end of the summer term.	**Staffordshire Safeguarding Children's Board Section 6 Referral Form** **National Prevent Referral Form - Staffordshire Safeguarding Children Partnership**

| | | Staff are not aware of the Prevent referral process | • 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 and DDSL have access to Level 2 and 3 training to ensure they understand the referral process. | | | |

Reducing Permissive Environment.

Category	Risk	Hazard	Risk management	RISK (L/M/H)	Further action needed	Support available
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.	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. 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.	School has codes of conduct for all staff (teaching and non-teaching staff) School carries out safer recruitment checks on all staff. Teaching is monitored by senior leaders through observations, book checks and is quality assured School provides opportunities within the curriculum to discuss controversial issues and for students to develop critical thinking and digital literacy skills School ensures that discussions of controversial issues are carried out in a safe space.		PHSE curriculum to be reviewed and content altered if necessary. School has embedded fundamental British values into the curriculum, while also ensuring specific discussions can take place in a safe environment.	**Resources for having difficult classroom conversations** **https://www.educateagainsthate.com/teachers/**

IT Policies

Category	Risk	Hazard	Risk management	RISK (L/M/H)	Further action needed	Support available
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 school. Students may distribute extremist material using the school IT system. Unclear linkages between IT policy and the Prevent duty. No consideration of filtering as a means of restricting access to harmful content.	The designated safeguarding lead takes overall lead responsibility for safeguarding and child protection (including online safety). School has a designated Class Teacher who leads On Line Safety across school. School equips children with the skills to stay safe online, by using Education For A Connected World and Teach Computing resources. School have RM filtering software and Smoothwall Monitoring Software.		Review ICT online safety planning as some of the children are not confident with their choices. Ensure that Securus is monitored weekly and safeguarding concerns monitored.	**Online Safety Act: explainer - GOV.UK** **Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK**

				Visitors		
Category	Risk	Hazard	Risk management	RISK (L/M/H)	Further action needed	Support available
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. School does not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised. School does not conduct any due diligence checks on visitors or the materials they may use.	School has robust processes in place to manage site visitors, including subcontractors. 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. The school asks to see the material before had to check appropriateness. The private/commercial use of the schools spaces is effectively managed and due diligence checks are carried out on those using/booking and organisations that they represent.		Report any concerns via the appropriate channels.	**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. Political impartiality in schools - GOV.UK