Prevent duty risk assessment

Rye Community Primary School

Assessment conducted by: Fran Brassleay	Job title: Headteacher	Covered by this assessment: Rye Community Primary School
Date of assessment:22.10.26	Review interval: Annual	Date of next review: October 2027

Risk rating		Likelihood of occurrence		
		Probable	**Possible**	**Remote**
Likely impact	**Major:** Causes major physical injury, harm or ill health.	High (H)	H	Medium (M)
	Severe: Causes physical injury or illness requiring first aid.	H	M	Low (L)
	Minor: Causes physical or emotional discomfort.	M	L	L

Hazard	Who may be harmed	Risk rating L/M/H	Existing controls	Further action required	Assigned to	Completed
Insufficient awareness of school procedures	Staff and pupils	M	• The school has a Prevent Duty Policy and Child Protection and Safeguarding Policy in place with clear procedures for protecting pupils at risk of radicalisation and which all staff understand. • [Updated] School staff have regard for the following legislation and guidance: - Counter-Terrorism and Security Act 2015 - [Updated] DfE 'The Prevent duty: safeguarding learners susceptible to radicalisation' - Home Office 'Prevent duty guidance: for England and Wales' - DfE 'Keeping children safe in education' - Equality Act 2010	• Annual Prevent training for all staff and AAC members. • Prevent procedures included in staff induction. • Regular reminders to staff on how to report concerns to the DSL. • Prevent and British Values taught through PSHE, assemblies and the wider curriculum. • Online safety lessons include discussion of misinformation and harmful online content. • Appropriate filtering and monitoring systems in place for pupil internet use. • Visitor checks and safeguarding procedures followed for all external visitors. • DSL reviews any Prevent-related concerns and seeks advice from external agencies where necessary. • Parents signposted to online safety and safeguarding guidance through newsletters and the school website.		F. Brassleay 22.10.26

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[Updated] Pupils susceptible to radicalisation not being identified	Pupils	**M**	• **[Updated]** All staff and AAC undertake child protection and safeguarding training which covers the following: - **[Updated]** How to identify and assess concerns that pupils may be susceptible to radicalisation, taking account of their individual circumstances, behaviours, and wider safeguarding context. - How to challenge extremist ideas - **[Updated]** How to recognise, record, and report concerns and when a Prevent referral may be appropriate. • The DSL undertakes specific Prevent awareness training and provides advice and support to other staff on protecting pupils from the risk of radicalisation. • The DSL directs staff as appropriate to undertake Home Office e-learning	• Annual Prevent training for all staff and AAC members. • Prevent included in staff induction and safeguarding updates. • DSL monitors any Prevent concerns and seeks advice where necessary. • Pupils learn about respect, tolerance and British Values through assemblies and the curriculum. • Online safety teaching includes staying safe from harmful online content. • Staff report any concerns promptly using safeguarding procedures. • Visitors are checked and supervised as appropriate.		F. Brassleay 22.10.26

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			modules on Prevent and Channel awareness. • **[Updated]** Staff remain alert to changes in pupils' behaviour and other potential indicators of susceptibility to radicalisation, recognising that no single behaviour or characteristic demonstrates radicalisation. Concerns are considered in the context of the pupil's individual circumstances, relationships, online influences, and any relevant risk and protective factors. • **[New]** Staff recognise that SEND and neurodivergence are not indicators of radicalisation in themselves. Where relevant, staff consider how a pupil's individual needs, communication, understanding, and circumstances may affect the presentation and assessment of concerns, seeking specialist advice where appropriate.			

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			• Staff use their professional judgement to identify pupils who may be at risk of radicalisation and act proportionately. • Pupils are encouraged to raise any concerns they may have about a peer's susceptibility to radicalisation with a teacher. • **[Updated]** The DSL ensures that concerns relating to possible radicalisation are recorded promptly, including relevant information gathered, discussions held, advice sought, actions taken, and the reasons for decisions, including decisions not to make a Prevent referral. Concerns are monitored and reviewed according to the level of risk and any changes in circumstances. • **[Updated]** The school assesses concerns about possible radicalisation on an individual basis, using professional judgement and considering the nature, seriousness, and context of concerns to			

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			determine an appropriate safeguarding response. • **[Updated]** Where concerns arise about a pupil's susceptibility to radicalisation, the DSL assesses the available information and determines the appropriate response. This may include speaking with the pupil, seeking specialist advice, arranging additional safeguarding support, or making a Prevent referral. Where the DSL determines that a Prevent referral is appropriate, this is made without unnecessary delay. • Staff members are aware of the push and pull factors of radicalisation and extremist groups, e.g. feeling isolated and being offered a sense of community, and will remain vigilant to pupils who may be attracted to extremist ideologies and groups by these factors.			

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[Updated] Exposure to extremist content	Pupils	**M**	• The school has appropriate filtering and monitoring systems in place to limit pupils' exposure to online risks, including extremist content. • The DSL and ICT team work together to ensure that there is a clear reporting process in place where filtering systems raise safeguarding or Prevent-related concerns. • **[Updated]** The DSL, IT staff, and responsible senior leaders review the school's filtering and monitoring arrangements at least annually, and following significant changes or incidents. Reviews consider the school's risk profile, emerging online threats, and the DfE's filtering and monitoring standards. The **governing board** maintains oversight of these arrangements, ensuring reviews are completed and identified weaknesses are addressed.	• Online safety lessons teach pupils how to identify and report worrying content online. • Staff receive regular updates on online risks, including radicalisation and extremist content. • Internet filtering and monitoring systems are reviewed regularly to ensure they remain effective. • Any concerns about online activity are reported to the DSL and recorded in line with safeguarding procedures. • External visitors and speakers are checked and supervised appropriately.		**F. Brassleay** **22.10.26**

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			• **[Updated]** The headteacher ensures that teaching staff understand how radicalisation can occur through online environments, including social media, messaging services, forums, and gaming platforms, and are aware of how to recognise and report relevant safeguarding concerns. • Online safety is integrated into the school's ICT and RSHE curriculum to equip pupils with the skills to stay safe online. • The school has a **Guest Speaker Policy** in place to ensure external speakers and agencies are scrutinised sufficiently and are appropriate to speak to pupils. • Checks are carried out on any materials being used by guest speakers, e.g. leaflets, to ensure they are appropriate.			

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			• Due diligence checks are carried out on those hiring and using the school premises.			
Pupils lacking resilience to radicalisation	Pupils		• Teaching staff provide a safe environment for debating controversial issues and encourage open debate about different points of views and beliefs. • PSHE lessons are used to: - Explore sensitive or controversial issues. - Equip pupils to recognise and manage risks and make safer choices. - Support pupils to recognise when pressure from others threatens their personal safety and wellbeing.	• Promote a strong sense of belonging and inclusion for all pupils. • Teach British Values, respect and tolerance through assemblies, PSHE and the wider curriculum. • Encourage pupils to discuss worries and concerns with trusted adults. • Provide opportunities for pupil voice through school council and class discussions. • Monitor pupils who may be vulnerable due to isolation, friendship difficulties or low self-esteem. • Celebrate diversity, different cultures and faiths through the curriculum and wider school life. • Ensure pupils know how and where to get help if they feel worried or unsafe.		**F. Brassleay** **22.10.26**

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			- Enable pupils to develop effective ways of resisting pressures, including how to get help. • The school promotes fundamental British values and community cohesion across the curriculum as part of pupils' spiritual, moral, social and cultural development. • The school creates an environment in which radicalising ideologies are challenged. • Pupils are encouraged to recognise how radicalisers use extremist ideas and narratives to encourage people into participating in or supporting terrorism. • The school has procedures in place to disrupt those who voice extremist ideologies and seek to radicalise others into carrying out or supporting terrorism-related activity. • Pupils are encouraged to respect other people, with particular regard given to			

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			the protected characteristics set out in the Equality Act 2010. • The school takes a proportionate approach to building pupils' resilience to radicalisation by accounting for age and the type of education being provided.			
[Updated] Local concerns	Pupils and their families		• Staff raise concerns with the DSL if they witness behaviour or become aware of views from a pupil's family member that suggest a risk of radicalisation. • Staff remain alert to the possibility a pupil may be at risk of extra-familial harm. • **[Updated]** The DSL maintains an up-to-date understanding of local radicalisation risks and emerging threats, drawing on information from the local authority, Prevent partners, and other relevant sources. This information is used to inform the school's Prevent risk	• DSL reviews local safeguarding and Prevent updates regularly and shares relevant information with staff. • Staff remain vigilant to changes in pupils' behaviour, attendance or wellbeing and report concerns promptly. • Positive relationships with families are promoted to encourage early identification of concerns. • Prevent is considered alongside wider safeguarding concerns and vulnerabilities. • The school works with external agencies where appropriate to support pupils and families.		**F. Brassleay** **22.10.26**

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			assessment and safeguarding arrangements. • The school engages effectively with parents to enable them to spot signs of radicalisation and advises where appropriate on referrals and support mechanisms. • The school develops effective partnerships with local Prevent leads, the police and the LA through multi-agency forums. • The school maintains an up-to-date awareness of the risk and threat posed in the local area and the latest developments in best practice through local partnerships.	• The Prevent risk assessment is reviewed annually and updated in response to local or national concerns.		
[Updated] Failing to respond to concerns	Staff, pupils and the public		• Staff understand the need to follow the school's safeguarding procedures and speak to the DSL if they have a concern about a pupil.	• Prevent procedures are revisited during safeguarding updates throughout the year. • Staff know who the DSL and deputy DSLs are and how to report concerns immediately.		**F. Brassleay** **22.10.26**

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			• Staff follow the school's emergency procedures where a pupil is at immediate risk of harm or there is a security incident. • The DSL understands local procedures for making a Prevent referral. • **[New]** The DSL follows a proportionate process of noticing, checking, and sharing concerns, gathering relevant information, considering the pupil's wider circumstances, and seeking advice where appropriate. Decisions and their rationale are recorded, including where alternative safeguarding support is considered more appropriate than a Prevent referral. • Relevant services are accessed where appropriate to raise radicalisation concerns, including local children's social care, the LA's Prevent lead, and the local police.	• All safeguarding concerns, including Prevent concerns, are recorded and followed up promptly. • The DSL regularly checks that staff understand referral procedures. • AAC receive updates on safeguarding, including Prevent. • Lessons learned from safeguarding incidents and local authority updates are shared with staff where appropriate. • Prevent responsibilities form part of the school's annual safeguarding review.		

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			• Staff understand they can use the DfE's dedicated extremism helpline on 020 7340 7264 to raise concerns – this number is displayed in the **staff room**. • The SLT has a clear understanding of reporting and referral mechanisms. • The school has a clear process for raising radicalisation concerns and making a Prevent referral. • Staff are able to recognise extremist ideologies and radicalisation and report concerns as appropriate. • The Prevent national referral form is used when making referrals. • **[New]** Parents and carers are involved in discussions about concerns where appropriate and safe to do so. Parental consent is not required to make a Prevent referral, although informed consent is required before voluntary support can be provided through			

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			Channel. The DSL seeks advice before involving parents or carers where doing so could increase risk or compromise safeguarding arrangements. • **[New]** Where a pupil is considered for Channel support, the DSL or deputy DSL participates in relevant Channel meetings, shares appropriate safeguarding information, and contributes to agreed support arrangements. The school continues to monitor the pupil's welfare and promptly communicates significant changes in circumstances or risk to the relevant professionals. • When sharing information that a person is at risk of radicalisation, they are given appropriate support and the information is shared in compliance with data protection legislation. • The police are notified immediately if someone is about to put themselves or			

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			others in immediate danger, or if they appear to be involved in planning to carry out a criminal offence.			
Inappropriate staff conduct	Staff and pupils		• Staff members voicing opinions that may be extremist or risk the radicalisation of pupils will be managed in line with the school's **Disciplinary Policy and Procedure**. • Referrals to relevant agencies, e.g. the local police, will be made where appropriate in response to a staff member's conduct concerning extremism.	• Staff are reminded regularly of expected professional conduct and the Staff Code of Conduct. • Prevent forms part of safeguarding updates and annual staff training. • Any concerns about staff conduct are reported to the Headteacher or Chair of AAC and dealt with promptly. • Leaders monitor the school environment to ensure views shared with pupils are balanced, appropriate and in line with British Values. • Safer recruitment procedures are followed for all appointments. • Staff understand their duty to challenge inappropriate language, behaviour or views that could put pupils at risk.		**F. Brassleay** **22.10.26**

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[Updated] Insufficient training provided	Staff and pupils		• All staff attend safeguarding training including that which concerns preventing people from being drawn into terrorism. • Prevent training is provided **annually** and refreshers are given. • **[Updated]** All staff undertake Prevent training covering the 'Notice, Check, Share' approach. • Staff are provided with regular updates, notices and emails as required. • The SLT and DSL receive additional support from local partnerships and training on local processes for Prevent. • **[New]** The DSL receives advanced Prevent training, refreshed at least every two years, covering extremist ideologies, Prevent referrals, and Channel processes, in line with DfE recommended practice.	• Prevent training is included in the annual safeguarding training programme. • New staff receive Prevent training as part of their induction. • Regular safeguarding updates include Prevent and any emerging local or national risks. • Training records are monitored to ensure all staff and governors remain up to date. • The DSL shares key learning and updates from external Prevent training with staff. • Prevent training needs are reviewed annually as part of the school's safeguarding audit.		**F. Brassleay** **22.10.26**

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			• Records are maintained of training provided. • Training is quality assured and its effectiveness reviewed regularly. • Staff are trained to understand the risk of radicalisation that results in support for or involvement in terrorism. • Staff are trained to identify concerning behaviour changes that may indicate a pupil is susceptible to radicalisation, e.g. voicing intolerant narratives. • **[New]** Staff are trained to recognise potential indicators of susceptibility to radicalisation, including changes in behaviour, online influences, and extremist narratives. Training emphasises the importance of considering individual circumstances, avoiding assumptions based on protected characteristics or SEND, and			

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			following the school's safeguarding and Prevent referral procedures. • Training provided is proportionate to the risk of terrorism and extremism in the local area and phase of education. • When identifying training needs, the level of knowledge needed for different roles is considered. • Consideration is given to the appropriateness and reliability of training resources and materials used are carefully scrutinised to ensure they are suitable. • The school seeks further advice on training from the LA safeguarding team as appropriate and makes use of government quality assured resources.			