Prevent Risk Assessment

Policy date: September 2026

Review date: September 2027

Introduction

Everyone who comes into contact with children and their families has a role to play in safeguarding children. Schools have a duty of care to their pupils and staff which includes safeguarding them from the risk of being drawn into terrorism - this includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of the terrorist ideology and learn how to challenge these ideas.

School staff are particularly important as they 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 (2026) and Keeping Children Safe in Education (2026). Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children 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 Counter-Terrorism and Security Act 2015 places a duty on Schools to 'have "due regard to the need to prevent people from being drawn into terrorism".

The Prevent Strategy has three main objectives:

- Respond to the ideological challenge of terrorism & the threat we face from those who promote it;
- Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support;
- Work with sectors and institutions where there are risks of radicalisation which we need to address.

Risk Assessment

Paisley Primary School recognises that it has a duty under Section 26 of the Counter-Terrorism and Security Act, 2015, in the exercise of its functions, to have due regard to the need to prevent people from being drawn into terrorism.

Duty	What this means	Action(s)
The values and ethos of the school	The school values clearly set out our	• Strong focus on our values and our attributes.

promote resilience against extremist ideologies and promoting British values.	commitment to British values and character education.	• Values include a commitment to tolerance, diversity and mutual respect. • Golden Rules and Strengths curriculum make clear the following: polite language, listening, honesty, respect for others and care for property – British Values underpin our Golden Rules • School vision: ***We value every child in our community: we want them to aspire to the greatest things!*** This places inclusion and aspiration at the core.
The MAT and LAB carry out their role to monitor the school's Prevent strategy effectively.	Governors have a good understanding of their duty.	• All governors have read our child protection policy and Keeping Children Safe in Education (2026). • We have a dedicated safeguarding link governor that oversees our compliance with the Prevent duty. • The LAB undertakes training for governors on roles and expectations.
Staff assess the risk of children being drawn into terrorism.	Staff can demonstrate a general understanding of the risks affecting children and young people	• All staff attended safeguarding training in September 2026. There is monthly online training and termly face-to-face training. • All staff have read "Keeping Children Safe in Education 2026". • The DSL has informed staff of their duties as set out in "The Prevent Duty Guidance" (DfE, December 2024). • All staff have completed the online Prevent Training (Home Office) and receive regular updates.
	Staff can identify individual children who may be at risk of radicalisation and how to support them.	• The safeguarding leadership team has informed staff about signs and indicators of radicalisation. • The safeguarding team engage in effective multi-agency working to identify individual children who may be at risk of radicalisation and how to support them.
	There is a clear procedure in place for protecting children at risk of radicalisation.	• All staff have read the safeguarding policy which includes a statement regarding the school's "Prevent" duty. • All staff understand how to recognise, record and report concerns regarding risk of radicalisation.
Speakers and Events		
Prohibit extremist speakers and events in the school.	The school exercises "due diligence" in	• Request an outline of what the speaker intends to cover/meet prior to event.

	relation to requests from external speakers and organisations using school premises.	• Research the person/organisation to establish whether they have demonstrated extreme views/actions. • Visitors are never left alone with children. Deny permission for people/organisations to use school premises if they have links to extreme groups.
Working in Partnership		
The school is using existing local partnership arrangement in exercising its Prevent duty.	Staff record and report concerns in line with policies.	• All staff record and report concerns to the Prevent Lead or safeguarding leadership team. • School leaders stay up to date with local developments and risks. • The school is in regular communication with local police (PCSO) and Safer Schools Coordinator • Member of the safeguarding team attends the LA DSL meetings where updates on extremism and other topics are often given. • Advice and training is sought from the academy trust.
Staff are confident and capable of working with external agencies and sharing concerns about extremism externally.	The Prevent Lead makes appropriate referrals to agencies.	• Records of referrals are kept on CPOMS. • Referrals are followed up appropriately (and challenged if necessary). • DSL knows the process to contact other agencies and expedite concerns about extremism. • All concerns regarding extremism are reported to the Head of Safeguarding (Hull City Council). • Records of referrals are kept, and referrals are followed up appropriately.
Staff Training		
Equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas.	Assess the training needs of staff in the light of the school's assessment of the risk to pupils at the school of being drawn into terrorism.	• The safeguarding leadership team and Prevent Lead undertakes Prevent Awareness Training. • Ensure that the DSL is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation. • All staff completed online Prevent Training. • Updates given in safeguarding briefings (weekly) and termly face-to-face training.
IT Policies		
Ensure that children are safe from terrorist and extremist material when accessing the internet in schools.	The school has policies in place which make reference to the "Prevent" duty.	• Online safety policy. • Acceptable use policy. • Anti-bullying policy. • Pupils are encouraged to report any material they come across online which makes them worried or uncomfortable. • IT safety and monitoring systems, for example:

		➢ The school IT network has appropriate filters to block sites deemed inappropriate or unsafe. ➢ Smoothwall filtering and monitoring system is in place – this is checked/tested on a monthly basis ➢ School email accounts are monitored by IT staff/Smoothwall. ➢ Curriculum (computing and PSHE) reflects this duty.
Building Children's Resilience to Radicalisation		
Ensure that pupils have a "safe environment" in which to discuss "controversial issues".	Pupils develop "the knowledge, skills and understanding to prepare them to play a full and active part in society".	• Through PSHE/RSE and other curriculum activities, pupils are able to explore political, religious and social issues. • Pupils are taught about the diverse national, regional and ethnic identities in the UK and the need for mutual respect. • Relevant staff are aware of the government guidance : ***https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools- published/***
The curriculum promotes British Values and a culture of equality.	Clearly identified opportunities to promote British Values and challenge extremist ideologies,	• Opportunities to promote British values are clearly identified within all curriculum areas and through the full safeguarding curriculum (incl. Jigsaw curriculum). Specific areas of the Jigsaw curriculum, such as community relations, promote British Values and a culture of equality. • A weekly British values assembly is in place for all year groups. • Use of PSHE or RSE lessons for sensitive and supportive discussions on radical issues and extreme ideologies. • Special curriculum weeks (annual) place safeguarding at the core of our curriculum offer, including LGBT History, Black History, Water Safety, Community Cohesion, Hull Fair Community Safety Weeks etc. • Our behaviour policy clearly sets out that hateful behaviour is not tolerated. • Our Thrive curriculum supports SEND pupils to be fully included in the life of the school and to 'catch up' in their social, emotional and mental health knowledge and understanding. • Staff know how to respond to witnessing harassment and abusive behaviour. • Pupils are encouraged to challenge harassment or abusive behaviour among their peers.

Useful links:

Prevent duty guidance: England and Wales (2023) - GOV.UK (www.gov.uk)

Keeping children safe in education - GOV.UK (www.gov.uk)

Prevent – Hull Collaborative Partnership