



Rodings Primary School

PREVENT Risk Assessment – September 2024



School Prevent Lead:	Risk assessment completed by:	Date:	Review Date:
Colin Raraty	Colin Raraty - SLT	18.09.24	September 2025

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, 2023) 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).



Rodings Primary School

PREVENT Risk Assessment – September 2024



This template can be adapted to reflect the specific context of your school. Included are some examples of possible risks and prompts for actions you may already be taking, although this is not exhaustive or specific.

NATIONAL AND REGIONAL INFORMATION – AS AT JUNE 2024 (information adapted from the Counter Terrorism Local Profile)

UK current threat level:	National information:	Eastern regional information/emerging vulnerabilities:
<p>SUBSTANTIAL – meaning an attack is considered likely</p>	<p>The primary threat nationally is from Islamist Extremist Groups, whilst an attack from individuals with an Extreme Far Right mindset/ideology remains a realistic possibility.</p>	<p>Eastern regional information reflects national information: the primary threat regionally is also from Islamist Extremist Groups, and an attack from individuals with an Extreme Far Right mindset/ideology remains a realistic possibility.</p> <p>Regional data:</p> <ul style="list-style-type: none"> ▪ slight increase in Islamist extremist referrals ▪ slight decrease in Extreme Right Wing and Mixed, Unclear and Unstable referrals ▪ 84% of referrals were closed before case management as ‘vulnerability present, but no Counter Terrorism ideology or risk identified’ ▪ 54% of Channel Panel cases are for under 18-year-olds / 18% for 18–24-year-olds ▪ 28 Prevent referrals across the region in the last reported quarter ▪ majority of referrals continue to be from education (15) ▪ for the majority of referrals, vulnerability was deemed to be present, but no Counter Terrorism ideology or risk



Rodings Primary School

PREVENT Risk Assessment – September 2024



Training/Updates	Who and When	Next steps
Level 2 Training	All Staff – delivered by Colin Raraty – September 2024	Any additional updates that occur from safeguarding briefing or DfE updates.
Prevent Online Training	All staff – January 2025	

Requirements	Rating High/medium/low	Current Risk/concerns	Current risk mitigation	Next steps by whom/when
Senior Leaders (or an identified senior member of staff) are trained and aware of their responsibilities under the Prevent Duty.	L	For example: <ul style="list-style-type: none"> ❖ Staff new to role ❖ Staff new to school ❖ New SLT / MLT structure ❖ Training is out of date 	For example: <ul style="list-style-type: none"> ▪ Training is up to date (Prevent/Safeguarding) ▪ Local threats are considered ▪ Prevent updates have been acted upon 	Colin Raraty to deliver training in September 2024 and January 2025
A Designated Safeguarding Lead is appointed for the setting & either leads on implementation of Prevent activities or works closely with a nominated Prevent Lead who in turn has sufficient authority to enable them to undertake the required actions.	L	For example: <ul style="list-style-type: none"> ❖ New staff in post ❖ DSL / Prevent Lead is / are not part of the SLT ❖ DSL/prevent lead communication is poor 	For example: <ul style="list-style-type: none"> ▪ Effective induction processes both to role and to school ▪ DSL / Prevent Lead have sufficient authority and are member of the SLT ▪ Communication systems are effective and clear 	Induction programme for staff to continue throughout the year. Induction policy, including PREVENT, to be reviewed annual in July 2024. Any new staff to complete DfE PREVENT online training.



Rodings Primary School

PREVENT Risk Assessment – September 2024



Requirements	Rating High/medium/low	Current Risk/concerns	Current risk mitigation	Next steps by whom/when
The Designated Safeguarding Lead (DSL) / Prevent Lead has access to up-to-date risk information about extremism and terrorism (and other important local community risk issues) that may affect pupils (or the school).	L	For example: <ul style="list-style-type: none"> ❖ Updates are not available ❖ DSL is unaware of/does not act on information 	For example: <ul style="list-style-type: none"> ▪ Updates are attended and a record kept ▪ Information is used to update risk assessments and inform decision making 	Updates provided by Safeguarding Briefings and EPHA - Colin Raraty to attend and then share information with all staff.
Governors, Trustees, Directors, Board Members are fully aware of and regularly updated of responsibilities and progress	L	For example: <ul style="list-style-type: none"> ❖ No link governor ❖ Governors are unaware of the Prevent Duty ❖ Training is out of date/not attended 	For example: <ul style="list-style-type: none"> ▪ Link Governor is in place ▪ Link Governor accesses training and updates ▪ Link Governor carries out effective and robust monitoring ▪ Updates are given at FGM/Board meetings 	Link Governor - Lauren Dearsley - ½ termly meeting with Colin Raraty Forest Governor Services provide training along with Essex County Council. Training governor and Colin Raraty highlight these sessions.
Staff are given access to regularly updated Prevent awareness training that gives them the knowledge and confidence to identify those who may be vulnerable to radicalisation and know what to do when such concerns are identified.	L	For example: <ul style="list-style-type: none"> ❖ Training is incomplete and out of date. ❖ New staff to the school 	For example: <ul style="list-style-type: none"> ▪ Training is up to date including the DfE online training, current updates / trends and staff have an understanding of current risks. ▪ DSL / Prevent Lead has highlighted to staff signs and indicators of radicalisation. 	PREVENT is planned as part of a bigger/whole school safeguarding schedule of training.



Rodings Primary School

PREVENT Risk Assessment – September 2024



Requirements	Rating High/medium/low	Current Risk/concerns	Current risk mitigation	Next steps by whom/when
			<ul style="list-style-type: none"> ▪ Training is broad, not just face to face/ online eg through bulletins, notices, briefings etc. ▪ Training is quality assured and reviewed ▪ School staff have access to relevant newsletters eg Educate Against Hate 	
The school has clear and robust policies and procedures in place for protecting children at risk of radicalisation.	L	For example: <ul style="list-style-type: none"> ❖ There is no safeguarding or other relevant policies ❖ School has no processes in place for escalation of concerns 	For Example: <ul style="list-style-type: none"> ▪ Staff have read and signed all relevant policies ▪ Policies have clear systems for reporting and escalating concerns. ▪ Staff are aware of these and act on them. 	Safeguarding policies reviewed at least annual and updated in between with any changes to regulations or guidance. There is an active policy review document.
The school's DSL (and any deputies) have access to relevant Prevent advice and are aware of local procedures for making a Prevent referral. This is reflected in the school's Safeguarding Policy.	L	For example: <ul style="list-style-type: none"> ❖ Staff unaware of channels for referrals 	For example: <ul style="list-style-type: none"> ▪ Referral procedures clear in relevant policies and followed appropriately 	
Where risks are identified by Leaders an action plan has been developed that sets out steps taken to mitigate risk.	L	For example: <ul style="list-style-type: none"> ❖ Risks have not been identified or have been missed through lack of knowledge and training 	For example: <ul style="list-style-type: none"> ▪ Risks are identified and action plans are in place to mitigate. 	



Rodings Primary School

PREVENT Risk Assessment – September 2024



Requirements	Rating High/medium/low	Current Risk/concerns	Current risk mitigation	Next steps by whom/when
		❖ No action plan is in place		
The school is alert to local, national, and international incidents which may affect the local community. Where appropriate these are discussed with pupils.	L	For example: ❖ Updates are not available ❖ DSL is unaware of/does not act on information	For example: ▪ Staff attend relevant updates ▪ Staff are aware of current trends and risks within the local area.	Safeguarding briefings attended and information shared.
The school has a good working relationship with safeguarding partnerships in the area, including the Local Safeguarding Children's Partnerships and Police. Partnership working should include as a minimum access to Prevent training, risk assessment and awareness and implementation of developing good practice.	L	For example: ❖ Staff unaware of channels for information	For example: ▪ Staff aware of and use all relevant professional bodies in order to remain up to date and with relation to referrals.	
The school has clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.	L	For example: ❖ Visitors deliver potentially damaging information	For example: ▪ The materials that visiting speakers deliver are discussed and approved prior to their visit	School Visitors policy in place.
There is an effective due diligence process on the use of school premises and facilities by outside agencies and groups.	L	For example: ❖ School unaware of the practises and policies of groups using their facilities	For example: ▪ Thorough and effective lettings and hiring agreements are in place.	Face to face meetings take place when school facilities are hired out. Make sure that school ethos, values and expectations are clear in lettings policies and other relevant documents e.g. hire form.



Rodings Primary School

PREVENT Risk Assessment – September 2024



Requirements	Rating High/medium/low	Current Risk/concerns	Current risk mitigation	Next steps by whom/when
The school has effective emergency response strategies in place such as evacuation/lockdown/invacuation. Staff and pupils are familiar with these.	L	For example: <ul style="list-style-type: none"> ❖ School has no lockdown/evacuation/invacuation procedures. 	For example: <ul style="list-style-type: none"> ▪ Policies and procedures are in place, staff and children are aware and they have been practised. 	Need to make Lockdown procedure rehearsal an annual event.
Leaders, staff, and pupils reflect a positive and respectful environment; pupils are safe, they feel safe and understand how to share any concerns. Leaders, those responsible for governance and all staff exemplify British Values in their attitudes and behaviours.	L	For example: <ul style="list-style-type: none"> ❖ Members of the school community do not feel supported to report concerns ❖ Members of the school community are not able to articulate and live out British values. 	For example: <ul style="list-style-type: none"> ▪ Pupil voice demonstrates children feel safe ▪ British Values are taught and upheld through the school curriculum / values ▪ Values are displayed around the school and can be articulated by all members of the community. ▪ Website reflects British Values and the school's ethos ▪ British Values of tolerance and respect are embedded within the curriculum and the expectations of behaviour from children and staff. 	
All staff receive appropriate online safety training (including cyber awareness) at induction as well as regular updates to equip them with relevant skills and knowledge of trends and developments.	L	For example: <ul style="list-style-type: none"> ❖ Induction training and updates are irregular or do not occur 	For example: <ul style="list-style-type: none"> ▪ Relevant training is delivered regularly. ▪ 2 Johns video shared with staff termly. 	Share 2 Johns online safety video as part of termly safeguarding update to staff. - Colin Raraty



Rodings Primary School

PREVENT Risk Assessment – September 2024



Requirements	Rating High/medium/low	Current Risk/concerns	Current risk mitigation	Next steps by whom/when
		<ul style="list-style-type: none"> ❖ Senior Leaders are not aware of current trends and developments 		
The school's approach to online safety is reflected in the child protection and Safeguarding policy and other relevant policies including mobile, social media, smart technology, and remote learning.	L	<p>For example:</p> <ul style="list-style-type: none"> ❖ Policies are not fit for purpose ❖ Inappropriate use of personal technology in school ❖ Online safety is not considered with regards to in line learning providers and systems. 	<p>For example:</p> <ul style="list-style-type: none"> ▪ All policies are in place, cross referenced and reflect the current situation. ▪ The curriculum teaches digital resilience. 	Safeguarding policies reviewed at least annual and updated in between with any changes to regulations or guidance.
Online safety is reflected in curriculum planning in line with Teaching Online Safety in Schools and other current guidance including how to share concerns.	L	<p>For example:</p> <ul style="list-style-type: none"> ❖ Online curriculum is not relevant or supportive of teaching online resilience and respect. 	<p>For example:</p> <p>Online curriculum is reflective of British Values and teaches respect, resilience and tolerance online.</p>	Computing and online Safety taught through Kapow Computing
<p>The school has appropriate filtering and monitoring systems in place</p> <p>Ensure that children are safe from terrorist and extremist material when accessing</p>	L	<p>For example:</p> <ul style="list-style-type: none"> ❖ SLT are unaware of systems in school for Filtering and Monitoring ❖ Filtering and monitoring are not in place 	<p>For example:</p> <ul style="list-style-type: none"> ▪ Filtering and monitoring guidance and policies ▪ Annual review/records of checks ▪ Leaders aware of filtering and monitoring responsibilities ▪ Procurement procedures 	Surfprotect live alerts in place. Lasertech(IT service company) runs regular tests on the network to check filtering and staff's awareness of phishing etc.



Rodings Primary School

PREVENT Risk Assessment – September 2024



the internet in schools			<ul style="list-style-type: none"> ▪ Remote access ▪ ICT providers are members of the Internet Watch Foundation Counter-Terrorism Internet Referral Unit list (CTIRU) ▪ Link governor ▪ Filtering and monitoring are in place without hindering ability to teach the curriculum 	
The school proactively engages with parents and carers to help promote online safety principles and reporting at home, including messaging, guidance and safety settings on home systems and these messages are regularly updated.	L	<p>For example:</p> <ul style="list-style-type: none"> ❖ Parents are not challenged about mis- use of technology / social media ❖ Support and guidance are not provided 	<p>For example:</p> <ul style="list-style-type: none"> ▪ Signposting for parents on website / newsletters ▪ Parental awareness sessions including an understanding of triggers and risks with regards to radicalisation. 	Also work in conjunction with the DEEP partnership to provide training resources and workshops to children, staff and parents.
Requirements	Rating High/medium/low	Current Risk/concerns	Current risk mitigation	Next steps by whom/when
As part of a whole school approach to building resilience to radicalisation, the school provides a safe environment for dialogue about challenging and controversial issues, supporting pupils to understand how they can influence and participate in decision-making.	L	<p>For example:</p> <ul style="list-style-type: none"> ❖ Staff and children do not feel safe to speak out ❖ Children are exposed to hateful and intolerant narratives ❖ Children lack understanding of risks 	<p>For example:</p> <ul style="list-style-type: none"> ▪ British Values are embedded in the curriculum ▪ There is a culture of respect and tolerance of others' views both off-line and online. 	




Rodings Primary School

PREVENT Risk Assessment – September 2024



		and the ideologies underpinning them	<ul style="list-style-type: none"> Children feel safe to discuss sensitive subjects and have a safe space to do so. 	
The school delivers provision that helps pupils develop skills to critically assess information, supporting them to recognise risks and make safe choices online and offline.	L	<p>For example:</p> <ul style="list-style-type: none"> ❖ Skills are not taught, staff are not aware of the importance and children do not have the resilience/support/understanding to make safe choices 	<p>For example:</p> <ul style="list-style-type: none"> Curriculum is thorough, sequenced and teaches these skills in an age appropriate and effective way. 	

Role	Signature:	Date
Headteacher/PREVENT Lead		18.09.24
Chair of Governors		