



Prevent Risk Assessment 2026-2027

Introduction

Everyone who comes into contact with children and their families has a role to play in safeguarding children. At Yalding Primary School, we recognise our responsibility to protect pupils from harm, including the risk of being drawn into terrorism or extremist activity.

Schools have a duty of care to their pupils and staff, which includes safeguarding children from radicalisation. This includes awareness of both violent extremism and non-violent extremist ideologies that may promote intolerance, division or views associated with terrorism.

Schools should provide safe environments in which children can develop the knowledge, skills and confidence to understand the world around them, discuss sensitive and controversial issues appropriately, respect different viewpoints and challenge harmful or discriminatory ideas.

School staff are particularly important in identifying concerns at an early stage. Through their everyday relationships with pupils, staff are well placed to recognise changes in behaviour, attitudes or circumstances that may indicate a child is vulnerable and may need additional support.

The Prevent duty forms part of the school's wider safeguarding responsibilities. It should be considered alongside Keeping Children Safe in Education (2026), Working Together to Safeguard Children and the Government's Prevent duty guidance: England and Wales (2023), together with relevant subsequent updates.

Section 26 of the Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including schools within its scope, to have due regard to the need to prevent people from being drawn into terrorism.

The Prevent Strategy has three main objectives:

- To tackle the ideological causes of terrorism.
- To intervene early to support people who may be susceptible to radicalisation.
- To enable people who have become involved in terrorism to disengage and rehabilitate.

Yalding Primary School recognises that Prevent is an integral part of safeguarding and that protecting children from radicalisation requires a whole-school approach, effective staff training, appropriate curriculum provision and partnership working.

Prevent Risk Assessment

Yalding Primary School recognises its responsibility to assess and manage the risk of pupils being drawn into terrorism, including risks arising online. This assessment identifies the key areas of responsibility and the measures required to reduce potential risks within the school environment.

The actions below set out the expected arrangements for the school. School-specific details, named responsibilities and evidence of implementation should be confirmed by the leadership team as part of the school's review and approval process.

Duty	What this means	Actions and control measures
1. School values and ethos	The school's values and ethos promote resilience against extremist ideologies and support the fundamental British values.	• Yalding Primary School promotes a caring, inclusive environment in which all pupils are valued and respected. • The school promotes kindness, tolerance, equality, diversity and mutual respect. • The fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs are promoted through school life and the curriculum. • The school's behaviour, equality and safeguarding policies make clear that discrimination, hateful behaviour and the promotion of extremist views are not acceptable. • Pupils are encouraged to develop a sense of belonging, personal responsibility and respect for others.
2. Leadership and governance	School leaders and governors understand their responsibilities and provide effective oversight of the school's Prevent arrangements.	• The school identifies a designated Prevent Lead, normally the DSL or another appropriately appointed safeguarding leader. • The Prevent Lead is a source of advice and support for staff and oversees the response to Prevent-related concerns. • Governors or the appropriate governance body understand the school's responsibilities under the Prevent duty. • Safeguarding governance arrangements include oversight of Prevent, relevant training, risk assessment and policy implementation. • The risk assessment is reviewed periodically and when significant changes in local risks, national guidance or school circumstances occur.
3. Assessing the risk of radicalisation	Staff understand the risks affecting children and know how to recognise and respond to concerns about radicalisation.	• Staff receive safeguarding training that includes awareness of radicalisation and extremism. • Staff are familiar with the school's safeguarding and child protection procedures and know how to report concerns. • The Prevent Lead ensures staff have access to appropriate information about indicators of vulnerability and relevant local risks. • Staff remain alert to concerning changes in a pupil's behaviour, language, relationships, online activity or expressed views, considering these in context and alongside other safeguarding information.

		• Concerns are assessed individually and sensitively; no child is presumed to be at risk because of their religion, ethnicity, nationality, family background or political opinions.
4. Identifying and supporting vulnerable pupils	The school has clear arrangements for identifying children who may be susceptible to radicalisation and ensuring they receive appropriate support.	• Staff report concerns promptly to the DSL or Prevent Lead in accordance with the school's safeguarding procedures. • Concerns are recorded accurately, factually and confidentially using the school's approved safeguarding recording system. • The DSL considers the child's individual circumstances, vulnerability and wider safeguarding needs. • Appropriate support is provided through the school's safeguarding and early help arrangements, working with parents and carers where appropriate and safe to do so. • Where necessary, the DSL seeks advice from relevant safeguarding partners and makes referrals to the appropriate local authority or specialist services. • Where a concern meets the threshold for a Prevent referral, the school follows the current local referral process and considers whether a referral to the Channel programme is appropriate.
5. Visitors, speakers and external organisations	Appropriate checks are undertaken before external speakers, visitors or organisations are permitted to deliver activities or use school premises.	• The school exercises due diligence when considering requests from external speakers, visitors and organisations. • The purpose, content and suitability of proposed talks, events and activities are considered in advance. • Appropriate checks are made to identify whether a speaker or organisation may promote terrorism, support terrorist groups or undermine the school's safeguarding responsibilities and fundamental British values. • Permission is refused where the proposed activity presents an unacceptable safeguarding or Prevent risk. • Visitors are managed in accordance with the school's visitor and safeguarding procedures and are appropriately supervised when required. • Staff know how to raise concerns about visiting speakers or materials.
6. Working in partnership	The school works with appropriate local partners to safeguard pupils and respond effectively to concerns.	• The DSL or Prevent Lead maintains awareness of relevant local safeguarding arrangements and sources of Prevent advice. • Concerns are shared with the local authority children's services, police or other relevant agencies when appropriate and in accordance with safeguarding and information-sharing requirements. • The school seeks specialist advice where a concern is beyond its expertise. • Referrals are recorded, monitored and followed up appropriately.

		• The school works constructively with parents and carers, unless doing so would increase risk to a child or compromise safeguarding action. • Relevant staff access available local safeguarding and Prevent training, advice and partnership arrangements.
7. Staff training and awareness	Staff have the knowledge and confidence to recognise concerns and understand their responsibilities under the Prevent duty.	• All staff receive safeguarding induction and regular safeguarding updates, including relevant information about Prevent. • Staff are directed to the current version of Keeping Children Safe in Education and the school's safeguarding and child protection policy. • The DSL and Prevent Lead undertake appropriate role-specific training and maintain their knowledge of current guidance and referral arrangements. • Staff receive guidance on recognising possible indicators of radicalisation and responding proportionately to concerns. • Relevant staff undertake Prevent awareness training and additional Channel training where appropriate to their role and responsibilities. • Training completion is recorded and reviewed by school leaders.
8. Online safety and IT policies	Pupils are protected from inappropriate, harmful or extremist material when accessing the internet and digital technologies.	• The school's online safety, acceptable use, behaviour and safeguarding policies address risks associated with online content and contact. • Appropriate filtering and monitoring arrangements are in place, proportionate to the school's setting and in line with current statutory guidance. • Filtering and monitoring systems are reviewed regularly, with concerns escalated to the appropriate staff. • Pupils are taught to recognise unsafe or unreliable online content, understand the risks of online manipulation and report material that makes them feel worried or uncomfortable. • Staff know how to report and respond to online safety concerns, including material that may promote terrorism or extremist ideologies. • Parents and carers are provided with appropriate information to support children's online safety at home.
9. Building pupils' resilience	Pupils develop the knowledge, skills and understanding to participate positively in society and recognise and challenge harmful ideologies.	• Through the curriculum and everyday school life, pupils are encouraged to ask questions, think critically and express their views respectfully. • PSHE and Relationships Education provide opportunities to explore identity, relationships, respect, equality, diversity and belonging in an age-appropriate way. • Pupils learn about different communities, cultures, faiths and beliefs and the importance of mutual respect. • Teachers create safe, supportive opportunities for pupils to discuss sensitive issues and learn how to disagree respectfully.

		• Pupils are supported to recognise manipulation, misinformation, prejudice and discriminatory behaviour. • Staff respond appropriately to concerns raised by pupils and reinforce the importance of speaking to a trusted adult.
10. Promoting British values and challenging intolerance	The curriculum and wider school culture promote fundamental British values and challenge behaviour that could contribute to division or intolerance.	• Opportunities to promote democracy, the rule of law, individual liberty, and mutual respect and tolerance are identified across the curriculum and wider school life. • Pupils are encouraged to understand fairness, rights, responsibilities and the importance of respecting the views and beliefs of others. • The school promotes inclusive attitudes and challenges racism, bullying, discrimination and hateful behaviour. • Staff understand how to respond to incidents involving prejudice, harassment or extremist language and how to record and report concerns. • Pupils are supported to develop the confidence to challenge harmful behaviour safely and seek help from trusted adults. • Teaching and discussion remain balanced, age-appropriate and consistent with the school's safeguarding responsibilities.

Monitoring and review

The Prevent Risk Assessment will be reviewed by the Headteacher, DSL/Prevent Lead and appropriate governing body representative to ensure that arrangements remain effective and reflect the needs of the school.

The review will consider:

- Changes to national Prevent guidance and safeguarding requirements.
- Relevant local risks and information from safeguarding partners.
- Staff training and awareness.
- The effectiveness of safeguarding reporting and referral arrangements.
- Online safety, filtering and monitoring arrangements.
- Curriculum opportunities to promote resilience, respect and fundamental British values.
- Any incidents, concerns or lessons learned that indicate changes to practice may be needed.

Any identified gaps will be recorded with appropriate actions, named responsibility and timescales. Evidence of implementation will be retained in accordance with the school's policies and procedures.

Key guidance and legislation

This risk assessment should be read alongside the following documents and guidance:

- Counter-Terrorism and Security Act 2015.
- Prevent duty guidance: England and Wales (2023), including subsequent updates.
- Keeping Children Safe in Education (2026).
- Working Together to Safeguard Children.
- The school's safeguarding and child protection policy.
- The school's online safety, acceptable use, behaviour and equality policies