

King Athelstan Primary School PREVENT Risk Assessment – Autumn 2026

The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people being drawn into terrorism. We are required to take a risk-based approach to the Prevent duty, under paragraph 14 of the Home Office's statutory guidance. This document demonstrates our awareness of the specific risks of extremism and radicalisation in our school and our area.

Extremism is the vocal or active opposition to our fundamental British values. Radicalisation is the process of a person legitimizing support for, or use of, terrorist violence.

National Risks

The threat level to the UK from all forms of terrorism at the time of writing is Severe – an attack is highly likely. To the end of March 2025 there were 8778 referrals made to Prevent – an increase of 27% on the previous year. The education sector made the highest number of referrals. Most referrals were for males and the largest proportion were aged 11-15. The 2 main types of concerns were “no ideology identified” and “other susceptibility to radicalisation identified.”

Local Risks

Key threats in the local profile include: self-initiated terrorism, Extreme right-wing terrorism, Daesh and Al--Qaeda – inspired extremism and the online space – including online enablers. Considerations within the local area include minors and those with vulnerabilities such as mental health conditions and Special educational needs.

Leadership and Partnership

Risk	Hazard	Risk Management	RAG	Further Action	Lead	Date for completion
The setting 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) 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.	Prevent briefing for all staff and governors each year and through biannual Level 2 Child Protection Training. Promotion of a safeguarding culture through regular training, discussions, with senior staff. Clear induction for new members of staff and trainee teachers. Safeguarding summary posters in staff areas of the school.		Add to induction procedures for new staff to complete Prevent e-learning via the Key online training as well as general safeguarding L1 and 2.	EN/SK	From Sept 2026

	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.	Lead governor for safeguarding/Prevent lead is Headteacher			EN	ongoing
	Leaders do not communicate and promote the importance of the duty.	Safeguarding and child protection policy. Regular briefing around safeguarding.			EN	ongoing
	Leaders do not drive an	Leadership have clear			EN	ongoing

	effective safeguarding culture across the institution.	understanding of reporting and referral mechanisms. Leaders use self-evaluation to identify key priorities for improvement. Annual briefings on recording and reporting including use of CPOMs				
	Leaders do not provide a safe environment in which children can learn.	All relevant policies in place. All staff read KCSIE annually and sign to say they have done so.			EN	Annually September and on revision of policies

The setting 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 advice, guidance or supportive peer networks.	The organisation does not establish effective partnerships with organisations such as the Local Authority and Police Prevent Team.	The school has strong partnerships with: • Kingston Children's Services • Local Safeguarding Children's Partnership • DSL / headteacher forums • LADO • Community Safety Partnerships • Police • Children and families DSLs ensure: • Regular attendance at meetings and forums			EN/DR	Ongoing
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Capabilities

Risk	Hazard	Risk Management	RAG	Further Action	Lead	Date for completion
Staff Training: Staff do not recognise signs of abuse or vulnerabilities and the risk of harm is	Frontline staff including governors, do not understand what radicalisation means and why people may be vulnerable	Staff access face to face training including scenario planning/case studies. L2 Safeguarding training every 2 years and annual reminders. Additional online training available. Training is quality assured and evaluated			EN	Oct 2026
not reported properly and promptly by staff.	to being drawn into terrorism	Regular updates in staff briefing/by email. Open dialogue with staff and DSLs. Training in response to staff need. Additional available if needed. Next L2 training with external			EN	

		provider Oct 2026				
	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 do not access Prevent training or refresher training.	Ensure all staff are familiar with safeguarding and statutory policies Ensure SLT and DSL receive additional support from local partnerships and training on local processes for Prevent		DSL training is regularly refreshed. Online training available through the Key and KRSCP.	EN/DR/NA	ongoing
	Staff do not access Prevent training or refresher training.	Ensure all staff (including Governors) access Prevent training within Safeguarding training with a focus on Notice, Check, Share		Add to induction package for new staff to complete Prevent e-learning Covering: - Prevent awareness - Prevent referrals - understanding Channel		From Autumn 2026
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. Staff are not aware of the Prevent referral process.	The school has a strong culture of safeguarding, with effective arrangements in place to: identify children who may require early help or who are at risk of neglect, abuse, grooming			EN	ongoing

		or exploitation; support children to reduce their risk of harm by ensuring they receive the appropriate support, or by making timely referrals to professionals with the relevant expertise; - respond effectively to concerns about radicalisation, with clear processes for raising concerns and making Prevent referrals through the police - - Regular briefings and reminders.				
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Reducing Permissive Environments

<u>Risk</u>	<u>Hazard</u>	<u>Risk Management</u>	<u>RAG</u>	<u>Further Action</u>	<u>Lead</u>	<u>Date for completion</u>

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.	The setting 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.	Pupil safeguarding lead on JLT. Safer recruitment processes adhered to. I need to talk posters in all classrooms encourages the culture of speaking out. Behaviour policy is clear about behaviour that is not tolerated. Staff know how to respond to witnessing harassment and abusive behaviour. Pupils are encouraged to challenge harassment or abusive behaviour among their			SP	ongoing
		peers.				

	The setting 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.	Teaching is monitored by senior leaders through observations, book checks and is quality assured. The school provides opportunities within the curriculum to discuss controversial issues in an age appropriate way and in safe space and for students to develop critical thinking and digital literacy skills The School embeds fundamental British values into the curriculum, while also ensuring specific discussions can take place in a safe environment (see policy).			EN	Ongoing
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 the institution. Students may distribute extremist material using the institution IT system. Unclear linkages between IT policy and the Prevent duty. No consideration of filtering as a means of restricting access to harmful content.	Appropriate internet filtering is in place. There is a clear reporting process in place should filtering systems flag any safeguarding or Prevent-related concerns (see IT acceptable use policy). Robust reporting system in place for wider concerns recorded and monitored by DSL on Edaware, including action taken or reasons for no action at this time. The designated safeguarding lead takes lead responsibility for			EN, ES and SK	Ongoing

		safeguarding and child protection (including online safety). The school equips children and with the skills to stay safe online, both in school and outside (see curriculum map safety).				
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.	The private/commercial use of the school's spaces is effectively managed & due diligence checks are carried out on those using/booking and organisations that they represent.			EN/SK	Ongoing
	Settings do not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised. The setting does not conduct any due diligence checks on visitors or the materials they may use.	The school risk assesses visitors to the school and carries out due diligence checks on speakers, the organisations they represent and the materials they promote or share. The school seeks advice and support from partners where necessary to assess suitability.			EN/SK	Ongoing

EN updated Prevent training Summer 2025. DR and NA to update training Autumn 2026.