Prevent risk assessment for Bearwood Primary & Nursery School

Person completing: Cheryl Smith Date Implemented: January 2026 Date for review: January 2027

Category	Risk	Hazard	Existing Measures	Risk Owner (Staff initial)	Self assessed Rating (RAG)	Further action needed	Date for completion
	What is the risk here?	*What are the hazards?*	*What has your institution put in place to ensure sufficient understanding and buy-in from Leadership?*			*What does your institution need to further action to address the identified risk(s)?*	
Leadership	The setting does not place sufficient priority to Prevent and therefore actions to mitigate risks and meet the requirements of the Duty are not effective.	Leaders (including governors and trustees) within the organisation do not: 1) 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). 2) 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. 3) Drive an effective safeguarding culture across the institution. 4) Communicate and promote the importance of the duty 5) Provide a safe environment in which children can learn. 6)Monitor the curriculum to ensure it promotes fundamental British values.	- The DSL is the Prevent lead in the school: they understand the expectations and key priorities to deliver Prevent and that this must be embedded within Safeguarding procedures. - Prevent training/briefing for all staff and governors. - Use of My Concern to record any concerns or referrals made - Lead governor for safeguarding/Prevent - Sufficient leadership ownership – risk assessments, safeguarding policies, etc. being signed off by SLT. - Leadership have clear understanding of reporting and referral mechanisms. - Periodic sharing of safeguarding policies and staff sign (at least annually) to confirm the reading of key policies. - Promotion of a safeguarding culture through regular training, discussions, etc with senior staff visibly involved. - Clear induction for new members of staff and trainee teachers. - Leaders use self-evaluation to identify key priorities for continuous improvement - The school has a Code of Conduct for all staff	CS		*Continue to monitor the curriculum to ensure that it promotes fundamental British values.*	Ongoing
Working in Partnership	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: • Local Safeguarding Children's Partnership - PDSCP • LADO • Community Safety Partnerships • Police Prevent Team • Channel panel • Children and their families Effective partnerships work includes: - Regular attendance at meetings - In receipt of newsletters e.g. Educate Against Hate - Being able to demonstrate effective partnerships by use of the referral process or involvement in Channel - Referrals are followed up appropriately (and challenged if necessary)	CS		*Ensure that all staff have access to newsletters such as 'Educate against hate'*	Ongoing

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Staff training	Staff do not recognise signs of abuse or vulnerabilities and the risk of harm is not reported properly and promptly by staff.	Staff including governors, do not 1) Understand what radicalisation means and why people may be vulnerable to being drawn into terrorism 2) 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. 3) Access Prevent training or refresher training. 4) Know how and when to report and escalate concerns.	- All staff complete annual, online Prevent training - Training is being undertaken through a provider listed under national Prevent guidance - All staff attend annual safeguarding training and are familiar with key school safeguarding and statutory policies - All staff understand how to record and report concerns regarding the risk of radicalisation - All staff understand who their DSL is and understand they act as a source of advice and support - All staff annually read (and sign) to confirm understanding of KCSIE - SLT and DSL receive additional support from local partnerships and training on local processes for Prevent - Governors attend Prevent training - Training records are checked and maintained for all staff and governor training - Training is quality assured and evaluated for effectiveness	CS			
Information Sharing	Staff do not share information with relevant partners in a timely manner.	1) Staff do not feel confident sharing information with partners regarding radicalisation concerns. 2) Staff are not aware of the Prevent referral process.	The school has a culture of safeguarding that supports effective arrangements to: - Identify children who may need early help or who are at risk of neglect, abuse, grooming or exploitation - Help children reduce their risk of harm by securing the support they need, or referring in a timely way to those who have the expertise to help - Raise radicalisation concerns and make a Prevent referral.	CS			
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 school does not 1) 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. 2) Teach a broad and balanced curriculum which promotes spiritual, moral, cultural mental and physical development of students and fundamental British values and community cohesion.	- The curriculum provides opportunities to discuss and explore political, religious and social issues - Discussions of controversial issues are carried out in a safe environment - The school embeds fundamental British values into the curriculum - Pupils are taught about the diverse national, regional and ethnic identities in the UK and the need for mutual respect and community cohesion - The school deliver training that helps develop critical thinking skills around the power of influence, particularly online and through social media - Pupils are aware of the benefits of community cohesion and the damaging effects of extremism on community relations - Staff are able to provide appropriate challenge to pupils and parents if opinions are expressed that are contrary to our values and our promotion of community cohesion - Children are taught how to access and evaluate online material	CS			
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.	1) Students can access terrorist and extremist material when accessing the internet at the institution. 2) Students may distribute extremist material using the institution IT system. 3) Unclear linkages between IT policy and the Prevent duty. No consideration of filtering as a means of restricting access to harmful content.	- The DSL takes lead responsibility for safeguarding and child protection (including online safety). - Children and young people are taught the skills to stay safe online, both in school and outside. - Appropriate internet filtering is in place. - Clear reporting process in place should filtering systems flag any safeguarding or Prevent related concerns. - The school has policies in place which support our prevent duty (Online safety, Acceptable Use of IT, Social Media)	CS		*Online Safety Champion to ensure that all staff have a current, up to date understanding of online threats for children at Primary age.*	Ongoing

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Visitors	External speakers or visitors being given a platform to radicalise children and young people or spread hateful or divisive narratives.	1) Leaders do not provide a safe space for children to learn. 2) Settings do not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised. 3) The setting does not conduct any due diligence checks on visitors or the materials they may use.	- A process is in place to manage site visitors, including sub-contractors. - The school requests an outline of what any speaker intends to cover. Alongside that, the school carries out due diligence checks on visitors, speakers, the organisations they represent and the materials they promote or share. Research is undertaken about the person/organisation to establish whether they have demonstrated extreme views and/or actions. - The school seeks advice and support from partners where necessary to make an assessment of suitability. - Staff understand the need to review any material being delivered within the school and to intervene immediately if they have concerns about any content. - The private/commercial use of school spaces is effectively managed & due diligence checks are carried out on those using/booking and organisations that they represent. - The school will deny permission for people/organisations to use the school premises if they have any links to extreme groups.	CS		*Team to keep a log of the checks that are made for the content being shared by visitors if applicable.*	Ongoing