



Prevent Action Plan & Risk Assessment – Cambridgeshire Schools

Mepal & Witcham CofE 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.

The **Prevent Duty** is part of schools' and colleges' wider safeguarding obligations. Designated Safeguarding Leads (DSLs), deputies, and senior leaders should familiarise themselves with the latest statutory guidance:

- [Prevent Duty Guidance for England and Wales](#) – read paragraphs 57–76 for schools and childcare settings.
- [Managing risk of radicalisation in your education setting](#) – practical advice on identifying and mitigating risks.
- [Keeping Children Safe in Education \(KCSiE\) 2026](#) – see paragraphs on Prevent and online safety (Part 2 and Annex B).

The guidance is structured around four key themes: **risk assessment, working in partnership, staff training, and IT policies.**

Schools should also:

- Complete the **DfE Prevent Self-Assessment Tool** annually.
- Ensure site security and visitor management comply with **Martyn's Law (Terrorism Protection of Premises Act 2025)** – see [ProtectUK – Martyn's Law Guidance](#) for detailed requirements and resources.

Duty	Evidence	Action	By whom
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 have read Keeping Children Safe in Education (KCSiE) 2025, Part One (or Annex A where appropriate) and Annex B for additional safeguarding information. - All staff are aware of the definition of “terrorism” as set out in KCSiE 2026, Annex B under <i>Preventing Radicalisation</i> (pages 149–150). - The Prevent Lead has informed staff of their duties as set out in the latest Prevent Duty Guidance for England and Wales (updated March 2024, in force from December 2023), with specific reference to paragraphs 57–76, which apply to schools and childcare settings. - Staff should also be familiar with Managing risk of radicalisation in your education setting for practical advice.	All staff Governing body Designated Safeguarding Lead/Deputies//Prevent Lead
	Staff can identify individual children who may be at risk of radicalisation and how to support them.	The Prevent Lead has informed staff about signs and indicators of radicalisation, including mechanisms for early identification of those susceptible to radicalisation. Guidance on spotting signs is available via ACT Early – Spot the Signs.	Designated Safeguarding Lead/Deputies//Prevent Lead
	There is a clear procedure in place for protecting children at risk of radicalisation.	- All staff have read the school’s Safeguarding & Child Protection Policy, which includes a clear statement regarding the school’s Prevent Duty. - All staff understand how to record and report concerns regarding the risk of radicalisation using the school’s safeguarding system (CPOMS) and escalate promptly to the Designated Safeguarding Lead (DSL) or Prevent Lead.	All staff Governing body All staff
	The school has identified a Prevent Lead.	- All staff know who the Prevent Lead is and understand that this person acts as a source of advice and support in relation to concerns about radicalisation. - All staff have completed Prevent Duty training, ensuring they can identify signs of radicalisation and know how to respond appropriately. - The Designated Safeguarding Lead (DSL) is the school’s Prevent Lead, responsible for coordinating Prevent-related actions, supporting staff, and making referrals where necessary.	All staff Governing body

Prohibit extremist speakers and events in the school.	The school exercises “due diligence” in relation to requests from external speakers and organisations using school premises.	• Request a detailed outline of the content and intended outcomes. • Conduct due diligence checks on the individual/organisation, including online research, to identify any links to extremist views or actions. • Complete a Visiting Speaker Risk Assessment to ensure alignment with school ethos and safeguarding requirements. • Ensure speakers are accompanied by a member of staff at all times and never left unsupervised with students. • Balance Prevent duty with freedom of speech obligations, ensuring decisions are proportionate and lawful. • Refuse permission for individuals or organisations with links to extremist groups or movements and apply the same standards to any premises hire. • Record and provide written justification for all decisions.. What should I consider when hosting external speakers or organisations in my school? - Educate Against Hate	Designated Safeguarding Lead/Deputies//Prevent Lead
Working in Partnership			
The school uses existing safeguarding arrangements in exercising its Prevent duty.	Staff record and report concerns in line with existing policies and procedures.	• All staff must record and report Prevent-related concerns using CPOMS, the school’s standard safeguarding reporting system. • Records should be factual, accurate, and completed promptly. • All Prevent referrals and related actions must be uploaded to the child’s safeguarding file within CPOMS. • Retain records in line with statutory safeguarding retention requirements (usually until the child is 25). • Information sharing must follow data protection principles but can occur without consent where there is a safeguarding risk. • The Designated Safeguarding Lead (DSL) ensures Prevent referrals are made via the local authority process and that all decisions and outcomes are documented.	All staff
Referrals are made to relevant agencies where a Prevent concern is identified.	The Prevent Lead makes appropriate referrals to other agencies including Children's Social Care and Channel Panel.	• Advice may be sought regarding Prevent concerns by contacting the Cambridgeshire Prevent Team via email at Prevent@cambs.pnn.police.uk or by telephone on 01480 422596. • Referrals should be made via online referral form found on the Cambridgeshire and Peterborough Safeguarding Children Partnership Board website. There is a box titled ‘Prevent’ please tick this https://www.safeguardingcambspeterborough.org.uk/concerned/	Designated Safeguarding Lead/Deputies//Prevent Lead

		• https://www.gov.uk/guidance/making-a-referral-to-prevent (last updated September 2023). • The Prevent Lead supports the Channel process by sharing information and carrying out agreed actions as directed by the Channel Panel or local Prevent Officers.	
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.	As a minimum the school should: • Ensure that the Designated Safeguarding Lead (DSL) or a nominated member of the Safeguarding Team undertakes Prevent Lead Training, available on request via the Education Safeguarding Team (email: ECPS.General@cambridgeshire.gov.uk) . • Ensure that the DSL is able to provide advice and support to other staff on protecting children from the risk of radicalisation, as required by KCSiE 2026 Annex C. • Staff are signposted to the Home Office Prevent Duty online training: https://www.gov.uk/guidance/prevent-duty-training (latest update July 2023). • Further training requirements and expectations for DSLs are detailed in Keeping Children Safe in Education 2025, Annex C (Training, knowledge and skills).	Designated Safeguarding Lead/Deputies//Prevent Lead/Governing Body
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.	Relevant policies in place and embedded: • Online Safety Policy • Acceptable Use Policy • Anti-Bullying Policy • To support schools in meeting their statutory duty under the Prevent Duty and KCSiE 2025, the Department for Education has published updated guidance: • Meeting digital and technology standards in schools and colleges – Filtering and Monitoring Standards • https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges (updated March 2025).	Designated Safeguarding Lead/Deputies/Prevent Lead/Governing Body

		Schools must ensure filtering and monitoring systems are effective, reviewed annually, and proportionate, safeguarding pupils from harmful and illegal content while supporting teaching and learning.	
	Children are taught about online safety with specific reference to the risk of radicalisation.	The curriculum reflects the Prevent duty by teaching pupils about online safety, critical thinking, and the risks of radicalisation. This is delivered through PSHE, Computing, and other relevant subjects. The Online Safety Lead, in collaboration with the DSL, will regularly review and monitor curriculum content to ensure compliance with KCSiE 2026 and Prevent Duty guidance.	
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, Citizenship, and other curriculum activities, pupils are taught to explore political, religious, and social issues in a safe and balanced way. - Pupils learn about diverse national, regional, and ethnic identities in the UK and the importance of mutual respect and tolerance. - Staff are aware of the official Prevent duty resource site: https://educateagainsthate.com/ - Relevant staff are familiar with government guidance on promoting British values: Guidance on promoting British values in schools, alongside statutory expectations in KCSiE 2026 and SMSC requirements.	Designated Safeguarding Lead/Prevent Lead/PSHE staff. Other relevant staff

RISK ASSESSMENT

A risk assessment is a statutory requirement under the Prevent duty for education settings. All schools must take a risk-based approach and review their risk assessment at least annually or following significant changes. The purpose is to identify and understand the risk of radicalisation in your area and setting, including support for extremist ideas that are part of terrorist ideology, and to document actions taken to mitigate these risks.

Schools should refer to the latest statutory guidance: [Prevent Duty Guidance for England and Wales](#) and may use the DfE's [Prevent Duty Risk Assessment Templates](#) to support compliance.

The type and scale of activity to address the risk will vary by setting, but all schools must give due consideration to local and national threat levels. The school's risk assessment includes terrorism preparedness in line with Martyn's Law (The Terrorism (Protection of Premises) Act 2025), covering evacuation, invacuation, lockdown, and communication protocols.

It is recommended that the below risk assessment on pages 5 -16 is completed and reviewed annually.

Risk Scoring

Likelihood		Severity	
Almost Certain	5	Catastrophic	5
Very Likely	4	Major	4
Likely	3	Moderate	3
Unlikely	2	Minor	2
Improbable	1	None or Trivial	1

	Risk Title	Summary	Likelihood	Severity	Existing Controls
1	Leadership	Leaders (including governors and trustees) within the organisation do not understand the requirements of the Prevent Duty or the risks faced by the organisation. The Duty is not managed or enabled at a sufficiently senior level. Leaders do not understand, nor have ultimate ownership of their safeguarding processes. Leaders do not ensure all staff have sufficient understanding and that staff implement the duty effectively. Leaders do not communicate and promote the importance of the duty. Leaders do not drive an effective safeguarding culture across the school. Leaders do not provide a safe environment for students. <u>What is the risk here?</u> The result is that the school does not attach sufficient priority to Prevent and risk assessment/action plans (or does not have one). Understanding and risk mitigation to meet the requirements of the Duty are not effective.	1	3	• This is acceptable and common practice, provided the HT has completed Prevent Lead training. • All staff (including SLT) must complete Home Office Prevent Duty training and receive regular updates. This is confirmed in KCSiE 2026 Annex C. • Risk assessments, safeguarding policies, and Prevent processes must be signed off by senior leadership. • Staff must confirm they have read and understood safeguarding policies (including Prevent). • Regular training, discussions, and knowledge checks remain best practice. • Senior leaders and governors ensure Martyn's Law compliance is integrated into safeguarding and security planning, with oversight recorded in governance minutes.

2	External speakers and events Ineffective or disproportionate policies and procedures for external speakers and events. External speakers and events policy does not exist, or does not encompass all staff, students, and visitors. No consideration of freedom of speech implications. Freedom of speech stifled by a disproportionate process or the use of Prevent to shut down legitimate debate. Allowing any sort of discussion to take place under the banner of freedom of speech which could leave open the potential of the hosting of proscribed organisations, which would be against the law. No risk assessment process attached to events. Ineffective or no thought on appropriate mitigations to risk, or event cancellation in place of effective risk mitigation which impacts freedom of speech. Focus is only on events taking place on site. Consideration needs to be made to include provider-affiliated events that could take place off site. Physical security staff lack understanding of the Prevent duty. Information sharing process with other partners not in place.	2	2	• Risk Assessment: Each event involving external speakers must have a written risk assessment (Prevent Duty guidance). • Due Diligence: Verification should include identity checks, safeguarding checks, and Prevent risk checks. • Letter of Assurance: Still valid, but should confirm compliance with KCSiE 2026 and Prevent Duty. • Supervision: External speakers must be accompanied at all times. • Freedom of Speech: Ensure decisions are proportionate and lawful. • Documentation: Keep records of checks and decisions.
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		<u>What is the risk here?</u> <i>Ineffective external speaker and events policies/processes increases the chances of extremist infiltration through events and speaking opportunities.</i>			
3	Partnership	The provider does not establish effective partnerships with other partners including police and Prevent Officers, LA Prevent Lead, Channel Panel members. Students not engaged on Prevent duty implementation. No Prevent Lead for Prevent-related activity. No safeguarding information sharing consideration or agreement (where appropriate) in place at the local level. Necessity, proportionality, consent, power to share and data protection not a consideration when sharing information with partners. <u>What is the risk here?</u> <i>The result is that the organisation is not fully appraised of national and local risks, does not have the best safeguarding contacts and links, and does not have access to developing good practice advice or supportive peer networks.</i>	1	2	• Cambs Safeguarding Partnership and training opportunities. • WASPS Schools Partnership (cluster) collaboration. • Grace Schools Safeguarding Network for policy and practice updates. • Home Office Prevent Duty online training and resources. • Local Constabulary updates on Prevent and safeguarding risks. • Participation in Prevent Lead Network meetings with the Education Safeguarding Team and local Prevent Officers. • Use of national resources such as Educate Against Hate and the DfE Prevent Duty Self-Assessment Tool.

4	Risk Assessment and Action Plans	No risk assessment or ineffective risk assessment that does assess where and how students or staff may be at risk of being drawn into terrorism. Risk assessment has not considered school site and student welfare, safety of students and staff, physical management of the estate, relationships with external bodies. Risk Assessment not appropriately updated when changes take place e.g., change of school location, introduction of external speakers. Does not have a policy / procedure for managing whistleblowing and complaints. No action plan in place to address risk identified. <u>What is the risk here?</u> <i>The provider may not be responding to the correct and relevant, identified risk and as a result may be leaving them more vulnerable to students and staff being drawn into terrorism.</i>	2	2	• A comprehensive risk assessment is undertaken with due consideration to all safeguarding risks, including radicalisation, online safety, welfare, estate management, and external relationships. • Risk assessments are reviewed at least annually and whenever significant changes occur, and are signed off by senior leadership and governors. • Necessary actions to mitigate risks are clearly stated in an action plan with specified timeframes. • Risk assessments and action plans are shared with the Regional Governing Board for oversight. • Whistleblowing and complaints policies are in place and referenced within the risk management process. • Documentation of reviews, decisions, and actions is maintained for compliance with Prevent Duty and KCSiE 2026.
5	Staff Training	Appropriate staff/governors not trained. Staff do not understand what extremism is and radicalisation means and why people may be vulnerable to being drawn into terrorism. Appropriate staff do not know what measures are available to prevent	1	3	• A training plan details which staff require Prevent training, the type of training, and justification (e.g., The Key, Smartlog, Home Office, Cambridgeshire Education Safeguarding Team). • All staff complete Home Office Prevent Duty online training and receive annual refresher training. • Staff with safeguarding or welfare responsibilities receive more detailed and focused Prevent training.

		people from becoming drawn into terrorism and do not know how to obtain support for people who may be being exploited by radicalising influences. This includes what behaviours to look out for and how to make a referral, including Channel. Appropriate Staff and governors do not undertake the appropriate level of training and lack the knowledge to recognise vulnerabilities that may be exploited by extremist narratives. Volunteers and subcontractors missed out of training plan as not considered as staff. <u>What is the risk here?</u> <i>Staff do not recognise behavioural signs of radicalisation and vulnerabilities. The risk of harm is not reported properly and promptly by staff.</i>			• The Prevent Lead undertakes Prevent Lead training and attends Prevent Lead Network meetings facilitated by the Education Safeguarding Team and local Prevent Officers. • Training records for staff and governors are maintained, including dates, type of training, and evaluation outcomes. • Training effectiveness is reviewed regularly, and updates are provided in line with KCSiE 2026 Annex C.
6	Welfare and pastoral care/ chaplaincy support N.B. May only be relevant for those establishments with Faith-related areas.	Student susceptibilities are not addressed appropriately and lead to potential radicalisation or safeguarding issues. Insufficient appropriate pastoral and welfare support that is available to all students. Ineffective policies in place regarding the use and management of prayer rooms or faith facilities, including detailing the procedure for managing any issues that arise with the use of the area.	2	3	• The school has a robust system for managing cases where susceptibilities cannot be addressed internally, including escalation to external agencies. • Partnerships with the Local Authority through Early Help, Children's Social Care, and other external pathways are engaged to provide additional support where necessary. • Students and staff are aware of the welfare and pastoral support available within the school and how to access it. • Clear expectations for conduct within faith-related spaces are communicated, and policies for their use are documented and monitored. • Staff receive training on identifying susceptibilities, managing concerns, and using appropriate referral

		<u>What is the risk here?</u> <i>Student susceptibilities are not appropriately addressed resulting in potential for radicalisation.</i> <i>Prayer and faith facilities could be inappropriately utilised to propagate extremist narratives. Inappropriate management of the faith facilities could result in tensions and a lack of student cohesion.</i>			routes, including Prevent and Channel processes.
7	Safeguarding	Safeguarding leads are unaware of the links between student susceptibilities and radicalisation. Safeguarding leads are not aware of the Channel process, nor how to refer to it. Prevent is not embedded within the safeguarding policy and within the culture of safeguarding within the school leading to confusion and potential for the risk of radicalisation to not be recognised. Radicalisation and related susceptibilities are not referred to within safeguarding training which leaves staff with a knowledge gap and the risk to not be recognised. The internal safeguarding referral process does not mention Prevent. <u>What is the risk here?</u> <i>Student susceptibilities are not appropriately addressed resulting in potential for radicalisation.</i>	1	3	• Safeguarding leads are appropriately trained to recognise Prevent concerns and risks of radicalisation. • Safeguarding leads undertake Home Office Channel training and understand the referral process. • The Prevent Lead (DSL or nominated safeguarding team member) attends Prevent Lead training and participates in Prevent Lead Network meetings facilitated by the LA Education Safeguarding Team. • Safeguarding leads maintain awareness of Local Authority Prevent contacts: https://www.safeguardingcambspeterborough.org.uk/children-board/professionals/prevent/. • Safeguarding training for all staff includes Prevent, radicalisation indicators, and links between susceptibility and safeguarding. • Prevent is embedded within the safeguarding policy, and a clear referral route is set out in line with KCSiE 2026. • Training records are maintained and reviewed annually for effectiveness.

		<i>Staff are unsure how to recognise or refer a Prevent concern and see no link to Safeguarding, leaving student susceptibilities unmitigated.</i>			
8	IT Policies	Students can access terrorist and extremist material when accessing the internet at the school. Students may distribute extremist material using the school IT system. Unclear linkages between IT policy and the Prevent duty. No consideration of filtering as a means of restricting access to harmful content. <u>What is the risk here?</u> <i>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.</i>	2	3	Appropriate internet filtering and monitoring systems are in place, reviewed annually, and documented in line with DfE standards. A robust follow-up system is implemented for any instances of access to restricted sites. Clear IT policies are embedded, including Online Safety, Acceptable Use, and Cyber Security standards. Guidance on filtering and monitoring: • DfE Filtering and Monitoring Standards • Safer Internet Guidance • Cyber Security Standards The school equips students with the skills to stay safe online through Computing lessons, PSHE curriculum, and awareness events (e.g., Mental Health Awareness Day, Online Safety Week). Daily monitoring reports are sent to the Headteacher for oversight.
9	Building students resilience to radicalisation / curriculum	The setting does not provide a safe space in which students 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. The setting does not teach a broad and balanced curriculum which promotes the development of students and fundamental British Values and community cohesion.	2	2	• The school has clear codes of conduct for all staff (teaching and non-teaching), which include expectations around promoting British values and compliance with Prevent Duty. • Safer recruitment checks are carried out on all staff, including enhanced DBS and online checks, in line with KCSiE 2026. • Classroom teaching is monitored by senior leaders through observations, book checks, and quality assurance processes, with records maintained. • The curriculum provides opportunities for pupils to discuss controversial issues safely and develop critical thinking, media literacy, and resilience to

		British Values are not exemplified by staff and students are unaware of both the values and how they and Prevent relate to their life and course. Students are exposed to intolerant views and become intolerant to others. <u>What is the risk here?</u> <i>The risk is students are exposed to intolerant or hateful narratives and lack understanding of the risks posed by terrorist organisations and extremist ideologies that underpin them.</i> <i>A risk of students holding intolerant views and creating tensions both within the school and the community.</i>			misinformation. • The Personal Development Curriculum embeds fundamental British values and supports pupils in understanding diversity and mutual respect. • As a church school, we adhere to expected values through Collective Worship, RE, and Spirituality policy (see SIAMS report 2024).
10	Management of Space	Access to the school by external parties is not monitored, and due diligence is not carried out. Access to the school by students is not monitored. The school does not provide a safe environment conducive to learning. Dangerous substances are not stored correctly, and students have unsupervised access to dangerous substances including chemicals, bacteria, viruses, and toxins. Rooms can be hired out at the school and could be used for meetings of an extremist nature due to a lack of due diligence.	1	3	• Dangerous products and cleaning materials are securely locked away, inventoried regularly, and accessible only to authorized staff. • Building access is monitored and recorded for both students and visitors using a robust visitor management system that includes ID checks and safeguarding compliance. • Access logs are reviewed regularly to ensure security and welfare. • The school does not currently hire out its premises; if this changes, Prevent duty clauses and due diligence checks will be included in all agreements, following Grace Schools guidance. • Martyn's Law requirements are embedded into visitor management, premises security, and emergency planning. • A Responsible Person is designated to oversee compliance and liaise with the Security Industry Authority (SIA).

		<u>What is the risk here?</u> <i>Access could be gained by an external party for the purpose of causing harm to students and staff. Students and staff could be exposed to extremist ideologies.</i> <i>Chemicals and dangerous substances could be used in an act of harm.</i>			• Emergency plans for evacuation, invacuation, and lockdown are documented and reviewed annually. • Site security and hazardous materials are included in the school's Prevent risk assessment and reviewed annually.
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Review Schedule

Date of completion: October 2026

Signed *L Woodhouse*

Mrs L Woodhouse