Prevent Action Plan & Risk Assessment – Cambridgeshire Schools

Milton C of E 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 seen as part of the schools and colleges wider safeguarding obligations. Designated Safeguarding Leads (and Deputies) and other senior leaders in schools should familiarise themselves with the revised Prevent Duty Guidance: for England and Wales especially paragraphs 57-76, which are specifically concerned with schools (and covers childcare). Designated Safeguarding Leads (and Deputies) and other senior leaders in colleges should familiarise themselves with the Managing risk of radicalisation in your education setting - GOV.UK (www.gov.uk) in addition to the Prevent Duty guidance: for further education institutions in England and Wales The Guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training and IT policies. *Keeping Children Safe in education 2026, pg 168-170*

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" (DfE, 2026) Part One and Annex B. • All staff are aware of the definition of "Terrorism" as set out in Keeping Children Safe in Education, 2026, Annex B pg 156 • The Prevent Lead has informed staff of their duties as set out in "Revised Prevent duty: for England and Wales" (Statutory Guidance, September 2023) with specific reference to paras 57 – 76. • www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales	**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 enabling early identification of those susceptible to radicalisation	**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 statement regarding the school's "Prevent" duty. • All staff understand how to record and report concerns regarding risk of radicalisation.	**All staff** **Governing body** **All staff**
	The school has identified a Prevent Lead.	• All staff know who the Prevent Lead is. Staff should understand that this person acts as a source of advice and support in relation to concerns around radicalisation	**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 an outline of what the speaker intends to cover. • Research the person/organisation to establish whether they have demonstrated extreme views/actions. • Deny permission for people/organisations to use school premises if they have links to extreme groups or movements. • Provide justification for their decisions in writing.	**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 record and report concern using the school’s usual recording system. • Records of referrals are uploaded to or kept in the individual child’s Safeguarding File.	**All staff**
Referrals are made to relevant agencies where a Prevent concern is identified.	The Prevent Lead makes appropriate referrals to other agencies including Childrens Social Care and Channel Panel.	• Advice may be sought regarding Prevent concerns by calling Cambridgeshire Police on 101 and selecting extension 2596 or 2595 or by email: Prevent@cambs.police.uk • Referrals should be made to the contact centre using the Cambridgeshire the online referral form found on the Cambridgeshire and Peterborough Safeguarding Children Partnership Board website. There is a box entitled ‘Prevent’ please tick this https://www.safeguardingcambspeterborough.org.uk/concerned/ • Further guidance regarding Making a Prevent referral is available https://www.gov.uk/guidance/making-a-referral-to-prevent#preparing-a-prevent-referral updated 7 September 2023 • The Prevent Lead supports the Channel process by sharing information and carrying out agreed actions as directed either by Channel Panel or local Prevent Officers.	**Designated Safeguarding Lead/Deputies//Prevent Lead**
Staff training			
Equip staff to identify children at risk of being drawn into	Assess the training needs of staff in the light of the school’s assessment of the	**As a minimum the school should:** • Ensure that the Designated Safeguarding Lead or nominated member of the Safeguarding Team undertakes Prevent Lead Training, available on request	**Designated Safeguarding Lead/Deputies//Prevent Lead/Governing Body**

terrorism and to challenge extremist ideas.	risk to pupils at the school of being drawn into terrorism.	via the Education Safeguarding Team. ECPS.General@cambridgeshire.gov.uk ● Ensure that the Designated Safeguarding Lead is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation. ● Staff are signposted to the Home Office on-line training. ● https://www.gov.uk/guidance/prevent-duty-training (latest update 25 July 2023) ● Further training is detailed within KCSiE 2026 pg. 158	
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 meet the duty placed on them the Department of Education have published a document; Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK (www.gov.uk)	**Designated Safeguarding Lead/Deputies/Prevent Lead/Governing Body**
	Children are taught about online safety with specific reference to the risk of radicalisation.	● The curriculum reflects this duty.	
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 able to explore political, religious and social issues. ● Pupils are taught about the diverse national, regional and ethnic identities in the UK and the need for mutual respect. ● Staff are aware of the Website "Educate Against the Hate" https://educateagainsthate.com/ ● Relevant staff are aware of the government guidance: https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools-published/	**Designated Safeguarding Lead/Prevent Lead/PSHE staff.** **Other relevant staff**

RISK ASSESSMENT

A risk assessment is a core part of the Prevent duty for education settings. All settings should read www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales. It is recommended that settings assess the risk of students being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. Settings may choose to have a written risk assessment to better communicate, and document actions taken to mitigate any risks. The purpose of the risk assessment is to have an awareness and understanding of the risk of radicalisation in your area and your school. The type and scale of activity that will address the risk will vary but all schools will need to give due consideration to it.

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

Risk Scoring

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	Likeli hood	Existing Controls	Severity	Further Action Needed	Lead officer	Date for completion	Progress
1	**Leadership**	Leaders (including 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*	**2**	Prevent training/briefing for staff (including SLT). Prevent lead is at appropriate seniority. Sufficient leadership ownership – risk assessments, safeguarding policies, etc. being signed off by SLT. Leadership has clear understanding of reporting and referral mechanisms. Ensuring the sharing of safeguarding policies – staff sign to confirm the reading of such policies. Promotion of a safeguarding culture through regular training, discussions, etc with senior staff visibly involved.	**3**	Ensure that Prevent training is part of CPD throughout the year and referred to during briefings at least termly	**NC**	**Ongoing throughout year**	

		requirements of the Duty are not effective.							
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.	2	External speaker and events policy, which includes reference to freedom of speech and would include off site events within the remit. Clear, proportional external speakers and events process, which would include due diligence, sign off and appropriate mitigations put in place. Risk assessment focus on external events and speakers process, where appropriate. Training on Prevent (to include threat and internal processes) to staff, including security/estates staff. The advertisement of any event is taken into consideration when risk assessing, e.g., will social media be used, will it be through official accounts, will leaflets be posted and where?	3	Ensure materials being used by external speakers is quality assured ahead of the event. Complete risk assessment for external speakers to make this action explicit. Share RA with all staff	**NC**	**Nov 24**	

		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. *<u>What is the risk here?</u>* *Ineffective external speaker and events policies/processes increases the chances of extremist infiltration through events and speaking opportunities.*							
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,	2	Contact made with appropriate partners. Is linked into relevant Prevent networks (e.g., Prevent, local authority, police) In receipt of Prevent updates from LA/Prevent Teams. Attends Prevent Lead Network meetings facilitated by the Education Safeguarding Team in partnership with local Prevent Officers and/or Department of Education Prevent representative.	3	Ensure that Prevent lead / DSL attend local authority Prevent sessions in order to share local context etc	**NC and NH**	**Ongoing throughout the year**	

		proportionality, consent, power to share and data protection not a consideration when sharing information with partners. <u>*What is the risk here?*</u> *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.*		Student representation at relevant strategic board Prevent reports into. Information sharing agreement in place.					
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.	2	Risk assessment undertaken, which is regularly reviewed, updated, and signed off at an appropriate level. Necessary actions to mitigate risks (i.e., the action plan) are clearly stated and a plan put in place to address within a specified timeframe. Risk assessment covers welfare, safety, estate management, relationships. (Not an exhaustive list) Whistleblowing and complaints policy in place.	2	Ensure all risk assessments are current, reviewed and signed off by NH or NC	**NC and NH**	**Nov'24**	

		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>* *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.*		Risk assessment considers local risk, information accessible via local authority, Prevent Officers.					
5	**Staff Training**	Appropriate staff 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 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 do not undertake the appropriate level of training and lack the	3	Training plan that details what appropriate staff are trained, how and with justification. Ensures **all** staff attend a form of Prevent training with a focus on Notice, Check, Share. Those more involved in safeguarding/welfare (as a minimum) to have more detailed/focused training. Prevent Lead training and Prevent Lead Network meetings are facilitated by the Education Safeguarding Team in partnership with local Prevent Officers	2	Ensure lead person/s attend training through LA Include Prevent duty training / refresher as part of annual safeguarding training. Include Prevent safeguarding information on staff bulletins – at least every half term Create calendar of safeguarding training	**NC**	**Ongoing throughout year**	

		knowledge to recognise vulnerabilities that may be exploited by extremist narratives. Volunteers and subcontractors missed out of training plan as not considered as staff. *What is the risk here?* *Staff do not recognise behavioural signs of radicalisation and vulnerabilities. The risk of harm is not reported properly and promptly by staff.*		and/or Department of Education Prevent representative. Maintains records of all staff training Refresher training to take place regularly (every 2 years as a min, but also to update on any changes) Training is evaluated for effectiveness on a regular basis.					
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. *What is the risk here?*	3	The school has a vetted and robust signposting system where students who are susceptible but who cannot be dealt with in house can be referred to or supported. There is an effective policy with a clear process for the management of faith related spaces (where appropriate), including a process to resolve issues. Students and staff alike are aware of the welfare and pastoral support available within the school.	3	External pathways are known through LA Improve in house support through training of Nurture adults / family support worker	**NC and NH**	**Nurture TA in place Sept 26** **EIFA in place for 2026-27 academic year**	

		Student susceptibilities are not appropriately addressed resulting in potential for radicalisation. *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.*		Students and staff alike are aware of the expected conduct within the faith related space.					
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.	2	Safeguarding leads are appropriately trained to recognise Prevent concerns or risks of radicalisation. Safeguarding leads undertake the Home Office training in relation to Channel and are aware of the referral path. Safeguarding Leads or nominated member of Safeguarding Team undertake role of Prevent Lead and attend training (provided by LA Education Safeguarding Team) Safeguarding leads ensure they are aware of their Local Authority	3	Ensure that all staff are aware of Prevent duty in schools Regular reference to Prevent to ensure it is an ongoing priority Continue to adopt a 'it could happen here' attitude towards extremism and terrorism within school	**DSL team**	**Ongoing**	

		The internal safeguarding referral process does not mention Prevent. *<u>What is the risk here?</u>* *Student susceptibilities are not appropriately addressed resulting in potential for radicalisation.* *Staff are unsure how to recognise or refer a Prevent concern and see no link to Safeguarding, leaving student susceptibilities unmitigated.*		contact and Local Prevent Officers Safeguarding training for staff includes Prevent and appropriate links between radicalisation, susceptibilities and Safeguarding. Prevent is embedded within the Safeguarding policy and a clear referral route is set out to all staff and students regarding concerns.					
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>* *Ineffective IT policies increases the likelihood of students and staff being drawn into extremist material and narratives online. Inappropriate internet use by*	3	Appropriate internet filtering is in place with a robust follow-up system for any instances of access to restricted sites. Clear IT policy in place with explicit mention of the Prevent duty. Guidance on appropriate filtering can be found at: UK Safer Internet Centre Appropriate Monitoring Guidance JISC also offer advice around cyber security and online filtering. Meeting digital and technology standards in schools and colleges - Filtering and monitoring	3	Continue to test internet filters to ensure websites are blocked to students and adults. Regular meetings of DSL / SLT to look at trends relating to internet searches and use in school and on school devices.	**NC and Computing leads**	**Fixed agenda point on all DSL meetings.** **Regular check of filtering setting. Use of reports to look at any breaches / trends**	

		students is not identified or followed up.		standards for schools and colleges - Guidance - GOV.UK (www.gov.uk). Further links to support the schools monitoring and filtering can be found in Keeping Children Safe in Education 2026 Settings should equip students with the skills to stay safe online, both on school site and outside. Policy in place for students and staff using IT equipment to research terrorism/ counterterrorism in course of their learning.					
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. British Values are not exemplified by staff and	2	The school has codes of conduct for all staff (teaching and non-teaching staff) The school carries out safer recruitment checks on all staff. Classroom 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 and	3	Continue to promote British values within school. Ensure safeguarding processes and training such as safer recruitment are adhered to and maintained	**NC, NH and office staff**	**Ongoing**	

		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> *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.* *A risk of students holding intolerant views and creating tensions both within the school and the community.*		for pupils to develop critical thinking and media literacy skills. The school embeds fundamental British Values into the curriculum, while also ensuring specific discussions can take place in a safe environment.					
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	2	Dangerous products and cleaning materials should be locked away and regularly inventoried with access only for those who absolutely need to access them. Access to the building is monitored for both students and visitors with a robust system in place for visitor management and events.	3	Continue to monitor hazardous material storage weekly. Ensure that safeguarding procedures around visitors – lanyards, checks, SCR are constantly applied. Refresher training to staff where needed. Discuss lanyards and visitors in assemblies so that children are	**DSL team and office staff**	**Ongoing**	

		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. <u>*What is the risk here?*</u> *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.* *Chemicals and dangerous substances could be used in an act of harm.*		Building access is monitored and recorded to ensure security and welfare in order that staff know who is on site and when. A policy and procedure should be in place around the hiring of rooms including a level of due diligence. The setting has a robust risk assessment and carries out open source checks on visitors, the organisations they represent and the materials they promote or share. The setting seeks advice and support from partners where necessary to make assessments of suitability.		aware of what to look out for.			

Review Schedule					
Date of completion:		By whom:		Signed:	
Date of review:		By whom:		Signed:	