

Prevent Risk Assessment – The Lanes Primary School – November 2025

Introduction - What is Prevent?

Prevent is a government safeguarding programme that aims to stop people being drawn into extremist ideas or behaviours. It is not about monitoring opinions but ensuring children are safe. If concerns arise, the school works with parents and safeguarding agencies.

The Prevent Strategy has three main objectives:

- Respond to the ideological challenge of terrorism and the threat we face from those who promote it;
- Prevent people from being drawn into terrorism and ensure they are given appropriate advice and support;
- Work with sectors and institutions where there are risks of radicalisation which we need to address.

Definitions

Radicalisation - When a person is encouraged to adopt harmful or extreme ideas that could put them or others at risk.

Extremism - Supporting ideas or actions that encourage hate, discrimination or violence.

The Lanes Risk Assessment Action Plan – Radicalisation and Extremism - November 2025

National Risks	
-risk of radicalisation generally	<p>Online extremism and radicalising content Self-initiated terrorists & Mixed, Unclear and Unstable ideologies Israel-Hamas conflict “Islamist” ideologies including AQ inspired, DAESH, Al- Muhajiroun etc. XFR, including National Action, white supremacists, identitarian groups and cultural nationalists Returners from extremist travel Extremism in Prison Animal Rights</p>
Local Risks	
-risk of radicalisation in our area/institution	<p>Online platforms including YouTube, Tik Tok, FB, Discord, Monkey, Telegram, Gaming etc. XFR including Patriotic Alternative Local football grounds INCELS and online influencers such as Andrew Tate, and conspiracy theorists, although not in the Prevent space, also present some related risks in terms of the potential to be gateways to other platforms/content which is radicalising/harmful in nature. In Nottinghamshire, there have been some arrests for terror-related activity which includes those under the age of 18.</p>

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 Regional Prevent DfE Advisor: sam.slack@education.gov.uk

Theme	Consideration	Risk Management/ mitigation	Required Action	Who?	When?	Update/ Comments	Progress R A G rating
Leadership and Partnership	<p>Do you have a Senior Leader & Nominated Governor/Trustee with named responsibility for Prevent?</p> <p>Does the school link with key partners who can keep them informed about the local/regional/national/international context for this work?</p> <p>Does the school stay alert to any developing tensions within the local community or groups which are active online/offline in relation to extremism?</p> <p>Is your DSL suitably trained?</p> <p>Do your school values make clear that diversity is respected and openness and freedom of expression is encouraged?</p> <p>Do all staff receive regular safeguarding updates in relation to Prevent?</p>	<p>Yes, and they are trained to the same level as staff</p> <p>Yes – ESHAW; SBAP; LADO; police prevent team; PCSO; Trust safeguarding lead</p> <p>Yes – links with PCSO; follow local social media sites</p> <p>Yes – all DSLs are prevent trained and aware of ACTearly - https://actearly.uk</p> <p>Yes – links to British values in curriculum and assemblies; values including respect; opportunities for showing diverse role models and challenging stereotypes across the curriculum.</p> <p>Yes – staff complete prevent annually and have updates through staff briefing bulletins</p>					
Capabilities Staff Training Information Sharing	<p>Do staff receive information about Prevent as part of their Induction?</p> <p>Have staff & governors received appropriate levels of training and are they able to identify risks and</p>	<p>As part of their safeguarding induction</p> <p>Yes, all staff have prevent training</p>					

	<p>harms?</p> <p>Are staff familiar with how to share concerns and make referrals to the DSL/ Police Prevent Team?</p> <p>Are appropriate records kept relating to concerns and referrals?</p> <p>Does the DSL have an understanding of the Channel process?</p>	<p>Yes, all staff make referrals to DSLs; school has a strong safeguarding culture</p> <p>Records kept on CPOMs</p> <p>DSLs understand Channel Process and completed the training.</p>					
<p>Reducing permissive environments</p> <p>Do your Safeguarding Policy & Code of Conduct make explicit reference to Prevent?</p> <p>Are recruitment & selection processes robust enough to</p>	<p>Do your Safeguarding Policy & Code of Conduct make explicit reference to Prevent?</p> <p>Are recruitment & selection processes robust enough to identify anyone who may present a risk in relation to extremism?</p> <p>Are prejudice-based/hate incidents addressed in a way that will not engender a sense of grievance?</p> <p>Are your ICT filters set appropriately to detect inappropriate searches, whilst still allowing legitimate research etc.?</p> <p>Is your ICT security sufficiently robust?</p> <p>Does your premises hire contract contain a clear statement about Prevent?</p>	<p>Included in safeguarding policy.</p> <p>All interviews include at least one person with safer recruitment training; pre and post interview checks are carried out, references sought.</p> <p>Prejudice based incidents dealt with fairly and without shame; full records kept and analyse</p> <p>Yes Fortinet and managed externally with reporting of incidents</p> <p>CIPA Compliant</p> <p>Yes</p>					

	<p>Are visitors & contractors made aware of your code of conduct, and safeguarding & reporting procedures in relation to Prevent?</p> <p>Is due diligence exercised when inviting visiting speakers to ensure they do not have extremist views?</p> <p>Are there opportunities to build protective factors- sense of identity; resilience; critical thinking skills; safe, healthy relationships; sense of belonging & connection (across all key stages)?</p> <p>Are resources age appropriate? Are pupils able to recognise potential risks and harms (e.g. grooming; fake news); do they know how to share concerns?</p> <p>Are there opportunities to explore feelings/concerns in the wake of terrorist attacks? Do resources reflect a modern and diverse Britain? Can staff and pupils see themselves represented through the curriculum/ in resource materials?</p> <p>Does the school embed fundamental British Values? How?</p>	<p>Yes – safeguarding docs given, and coloured lanyard system.</p> <p>Yes</p> <p>Yes – as part of PSHE curriculum, additional enhancements – eg GREAT project, ELSA, DARE.</p> <p>Yes, PSHE lessons, computing lessons. Some pupils need 1-1 work to help understand this</p> <p>Yes – through picture news and class assemblies</p> <p>Yes, staff are mindful of challenging stereotypes; staff have delivered anti-racist teaching to all year groups</p> <p>Yes, through PSHE, assemblies, in curriculum</p>					
Community	<p>Are parents/carers aware of how pupils will be taught about issues relating to radicalisation & extremism?</p>	<p>Curriculum overviews and parent leaflet.</p>	<p>Update required and information more specifically related to how it is taught</p>	PW	Spring 26		

	<p>Are parents/carers provided with information about how to keep pupils safe online and from grooming etc.?</p> <p>Are parents/carers signposted to how they can share concerns? Or where they can access help and support if they are worried about extremism?</p>	<p>Website links online and in newsletters when relevant.</p> <p>Parent leaflet on the school website and links</p>	<p>More information for parents to be provided</p>	<p>PW</p>	<p>Spring 26</p>		
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Support Available:

Home Office offer a free e-learning package on Prevent covering: Prevent awareness; Prevent referrals; Understanding Channel. Users who complete the training receive a certificate. <https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/>

Prevent Duty Guidance outlines the requirements of the duty, including working in partnership with others <https://www.gov.uk/government/publications/prevent-duty-guidance/revise-prevent-duty-guidance-for-england-and-wales#c-a-risk-based-approach-to-the-prevent-duty>

Understanding Channel-an overview of Channel support and the Prevent Multi-Agency Panels (PMAP) <https://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance>

Educate Against Hate website provides a range of training and guidance materials www.educateagainsthate.com

Guidance on making a Prevent referral <https://www.gov.uk/guidance/making-a-referral-to-prevent>

Web filtering and online safety The DfE have issued comprehensive guidance on how schools and colleges should be using filtering and monitoring standards, including specific measures to comply with the Prevent Duty <https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges>

Further guidance is available at <https://saferinternet.org.uk/guide-and-resource/teachers-and-school-staff/appropriate-filtering-and-monitoring>

You can test whether your internet service provider removes terrorist content at <http://testfiltering.com/>

Political Impartiality Guidance: when using external agencies, schools in England must be mindful of their existing duties regarding political impartiality and to ensure the balanced presentation of political issues. Guidance on this is available on GOV.UK <https://www.gov.uk/government/publications/political-impartiality-in-schools/political-impartiality-in-schools#thelaw>