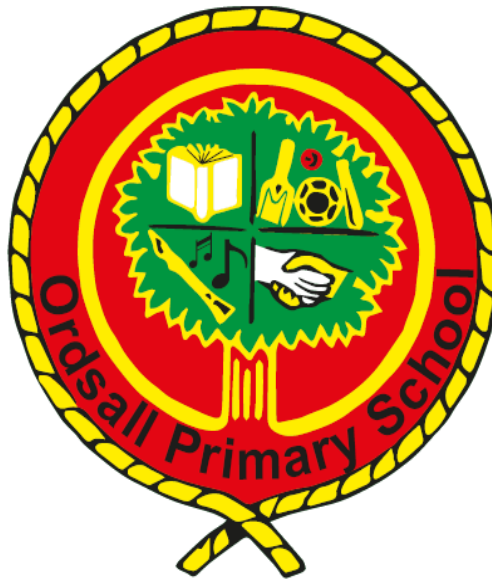




Play, Learn and Grow...Together!

Ordsall Primary School

Prevent Duty Risk Assessment and Action Plan

Date reviewed: September 2026

Reviewed by: Karl Hopkinson (Headteacher)

Approved by: Governing Body

Next review: September 2027

Hazard	Who may be harmed	Risk rating L/M/H	Existing controls	Further action required	Assigned to	Completed
Insufficient awareness of school procedures	Staff and pupils	M	- The school has a Prevent Duty Policy and Child Protection and Safeguarding Policy in place with clear procedures for protecting pupils at risk of radicalisation and which all staff understand. - School staff have regard for the following legislation and guidance: - Counter-Terrorism and Security Act 2015 - DfE (2023) 'The Prevent duty: safeguarding learners vulnerable to radicalisation' - Home Office (2023) 'Prevent duty guidance: for England and Wales' - DfE (2026) 'Keeping children safe in education (KCSIE)' - Equality Act 2010	Staff undertake Prevent Awareness/refresher training each year.	DSLs	Ongoing
Vulnerable pupils not being identified	Pupils	M	- All staff and governors undertake child protection and safeguarding training which covers the following: - How to identify pupils who may be vulnerable to radicalisation - How to challenge extremist ideas - When it is appropriate to make a referral to the Channel programme			

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			• The DSL undertakes specific Prevent awareness training and provides advice and support to other staff on protecting pupils from the risk of radicalisation. • The DSL directs staff as appropriate to undertake Home Office e-learning modules on Prevent and Channel awareness. • Staff remain alert to changes in a pupil's behaviour and indicators that they may be susceptible to extremism. • Staff use their professional judgement to identify pupils who may be at risk of radicalisation and act proportionately. • Pupils are encouraged to raise any concerns they may have about a peer's susceptibility to radicalisation with a teacher. • The DSL maintains a record of all incidents indicating a pupil's susceptibility to radicalisation and reviews this termly. • The school considers whether pupils are low risk, at risk, medium risk or high risk of being drawn into radicalisation. • Where a pupil is found to be susceptible to radicalisation, the school will speak to them as soon as possible and will make a Prevent referral if serious concerns are raised.			

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			Staff members are aware of the push and pull factors of radicalisation and extremist groups, e.g. feeling isolated and being offered a sense of community, and will remain vigilant to pupils who may be attracted to extremist ideologies and groups by these factors.			
Exposure to extremist content	Pupils	L	- The school has appropriate filtering and monitoring systems in place to limit pupils' exposure to online risks, including extremist content. - The DSL and ICT team work together to ensure that there is a clear reporting process in place where filtering systems raise safeguarding or Prevent-related concerns. - The governing body regularly reviews the effectiveness of the school's filtering and monitoring systems. - The headteacher ensures all teaching staff understand the risks posed by the online activity of extremist groups. - Online safety is integrated into the school's Computing and RSHE curriculum to equip pupils with the skills to stay safe online. - The school has a Visitors policy in place to ensure external speakers and agencies are scrutinised sufficiently and are appropriate to speak to pupils.	Periodic filtering system checks carried out by DSLs and safeguarding governor (at least once a year).	DSLs Safeguarding governor	Ongoing

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			• Checks are carried out on any materials being used by guest speakers, e.g. leaflets, to ensure they are appropriate. • Due diligence checks are carried out on those hiring and using the school premises. • Staff recognise that recommendation algorithms, AI-generated content, gaming platforms, livestreaming services and encrypted messaging apps may all be used to expose children to extremist material.			
Pupils lacking resilience to radicalisation	Pupils	M	• Teaching staff provide a safe environment for debating controversial issues and encourage open debate about different points of views and beliefs. • PSHE lessons are used to: - Explore sensitive or controversial issues. - Equip pupils to recognise and manage risks and make safer choices. - Support pupils to recognise when pressure from others threatens their personal safety and wellbeing. - Enable pupils to develop effective ways of resisting pressures, including how to get help. • The school promotes fundamental British values and community cohesion across the curriculum	• Continue to embed the RESPECT curriculum, including explicit teaching of protected characteristics, British values, respectful debate and critical thinking.	DEIB leads Headteacher	Ongoing

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			as part of pupils' spiritual, moral, social and cultural development. - The school creates an environment in which radicalising ideologies are challenged. - The school has procedures in place to disrupt those who voice extremist ideologies and seek to radicalise others into carrying out or supporting terrorism-related activity. - Pupils are encouraged to respect other people, with particular regard given to the protected characteristics set out in the Equality Act 2010. - The school takes a proportionate approach to building pupils' resilience to radicalisation by accounting for age and the type of education being provided.			
Local concerns	Pupils and their families	M	- Staff raise concerns with the DSL if they witness behaviour or become aware of views from a pupil's family member that suggest a risk of radicalisation. - Staff remain alert to the possibility a pupil may be at risk of extra-familial harm. - The DSL maintains an awareness of the risks relating to extremism affecting young people in the local area. - The school engages effectively with parents to enable them to spot signs of radicalisation and	Continue to embed the RESPECT curriculum, including explicit teaching of protected characteristics, British values, respectful debate and critical thinking.	DEIB leads Headteacher	Ongoing

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			advises where appropriate on referrals and support mechanisms. - The school develops effective partnerships with local Prevent leads, the police and the LA through multi-agency forums (DSL focus groups). - The school maintains an up-to-date awareness of the risk and threat posed in the local area and the latest developments in best practice through local partnerships.			
Failing to respond to concerns	Staff, pupils and the public	L	- Staff understand the need to follow the school's safeguarding procedures and speak to the DSL if they have a concern about a pupil. - Staff follow the school's emergency procedures where a pupil is at immediate risk of harm or there is a security incident. - The DSL understands local procedures for making a Prevent referral. - Relevant services are accessed where appropriate to raise radicalisation concerns, including local children's social care, the LA's Prevent lead, and the local police. - The SLT has a clear understanding of reporting and referral mechanisms. - The school has a clear process for raising radicalisation concerns and making a Prevent referral.	Review and practise lockdown procedures annually in line with the school's Emergency and Lockdown Procedures.	DSLs Headteacher	Ongoing

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			- Staff are able to recognise extremist ideologies and radicalisation and report concerns as appropriate. - The Prevent national referral form is used when making referrals. - When sharing information that a person is at risk of radicalisation, they are given appropriate support and the information is shared in compliance with data protection legislation. - The police are notified immediately if someone is about to put themselves or others in immediate danger, or if they appear to be involved in planning to carry out a criminal offence.			
Inappropriate staff conduct	Staff and pupils	M	- Staff members voicing opinions that may be extremist or risk the radicalisation of pupils will be managed in line with the school's Disciplinary Policy and Procedure and Staff Code of Conduct. - Referrals to relevant agencies, e.g. the local police, will be made where appropriate in response to a staff member's conduct concerning extremism.	Staff Code of Conduct revisited with staff annually (and in response to incidents where applicable.)	Headteacher DSLs	Ongoing
Insufficient training provided	Staff and pupils	L	All staff attend safeguarding training including that which concerns preventing people from being drawn into terrorism.			

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			• Prevent training is provided annually and refreshers are given. • All staff are required to attend Prevent training with a focus on Notice, Check Share. • Staff are provided with regular updates, notices and emails as required. • The SLT and DSL receive additional support from local partnerships and training on local processes for Prevent. • Records are maintained of training provided. • Training is quality assured and its effectiveness reviewed regularly. • Staff are trained to understand the risk of radicalisation that results in support for or involvement in terrorism. • Staff are trained to identify concerning behaviour changes that may indicate a pupil is susceptible to radicalisation, e.g. voicing intolerant narratives. • Training provided is proportionate to the risk of terrorism and extremism in the local area and phase of education. • When identifying training needs, the level of knowledge needed for different roles is considered.			

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			- Consideration is given to the appropriateness and reliability of training resources and materials used are carefully scrutinised to ensure they are suitable. - The school seeks further advice on training from the LA safeguarding team as appropriate and makes use of government quality assured resources.			

Assessment conducted by: Karl Hopkinson and Rebecca Frost	Job title: Headteacher, Designated Safeguarding Lead
Date of assessment: September 2026	Date of next review: September 2027

Risk rating		Likelihood of occurrence		
		Probable	Possible	Remote
Likely impact	Major: Causes major physical injury, harm or ill health.	High (H)	H	Medium (M)
	Severe: Causes physical injury or illness requiring first aid.	H	M	Low (L)
	Minor: Causes physical or emotional discomfort.	M	L	L