



PREVENT RISK ASSESSMENT – EXTREMISM AND RADICALISATION

School:	Sacred Heart Catholic Primary School	Date of Assessment:	May 2026	Assessors:	Gabrielle Somes Jo Overton
Headteacher:	Gabrielle Somes	Review Date:	May 2028	Prevent SPOC:	Jo Overton

The aim of Prevent is to stop people from becoming terrorists or supporting terrorism. The Prevent duty requires schools to help Prevent the risk of people becoming terrorists or supporting terrorism. The duty helps to ensure that people who are susceptible to radicalisation are supported as they would be under safeguarding processes.

This risk assessment is a core part of the Prevent Duty. It is a statutory requirement our schools assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. The purpose of this risk assessment is to have an awareness and understanding of the risk of radicalisation in our school.

Key Definitions:

Radicalisation is the process of a person legitimising support for, or use of, terrorist violence.

Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:

- negate or destroy the fundamental rights and freedoms¹ of others; or
- undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights, or
- intentionally create a permissive environment for others to achieve the results above (HM Government 2024).

Terrorism is 'The use or threat of serious violence against a person or serious damage to property where that action is:

- designed to influence the government or an international governmental organisation or to intimidate the public or a section of the public; and
- for the purpose of advancing a political, religious, racial or ideological cause.' (Prevent Duty 2023)

Since the publication of the **Prevent Duty**, there has been an awareness of the specific need to safeguard children, pupils and families from violent extremism. There have been attempts to radicalise vulnerable children and pupils to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Risk Area	Specific Concerns	Who is at risk	Risk description Low Medium High	Control Measures in place	Additional notes/ comments
Leadership and Partnership	The school does not place sufficient priority to Prevent and risk assessment (or does not have one) and therefore actions to mitigate risks and meet the requirements of the Duty are not effective. Leaders (including governors and trustees) within the Trust do not understand the requirements of the Prevent Statutory Duty or the risks faced by schools. The Duty is not managed or enabled at a sufficiently senior level. Leaders do not 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. Leaders do not drive an effective safeguarding culture across the school. 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,	Pupils and staff	Low	• Senior Leadership Team are aware of the Prevent Strategy and its objectives as it relates to both the national and local context and take steps to ensure that the overall values and ethos of the school reflect strategies to support the Prevent duty • Clear awareness of roles and responsibilities regarding Prevent exist across the school including Prevent SPOC (Joanna Heritage) • All staff complete Prevent training, including Senior Leadership, and governors are informed through annual safeguarding updates. • The Safeguarding Governor has sufficient understanding to ensure that the school implements the duty effectively. • Leadership have clear understanding of reporting and referral mechanisms. • Leadership ensure the sharing of STCAT Safeguarding and Child Protection Policy, and staff sign to confirm the reading of this policy. • Promotion of a safeguarding culture through regular training, discussions, and case studies with senior staff visibly involved. • Clear induction for new members of staff and trainee teachers • S175 Safeguarding Audit completed annually for Local Authority and every three years by the STCAT Director of Inclusion. • The school has strong partnerships with: • Local Safeguarding Children's Partnership • DSL / headteacher forums • LADO • Community Safety Partnerships • Police Prevent Team • Channel panel • Social Services team	Prevent training completed every two years – TES Develop Prevent duty guidance: 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 Sign-up for Educate Against Hate newsletter: https://signup.es-mail.co.uk/Signup/d4a659377ec9fa9e8d40363308d4a84ac School leaders booklet

	guidance or supportive peer networks. The organisation does not establish effective partnerships with organisations such as the Local Authority and Police Prevent Team			• DSL receives Educate Against Hate Newsletter and updates from the LA Safeguarding Team • Leaders use self-evaluation to identify key priorities for continuous improvement • All staff are aware that concerns are reported to the DSL • We have an appropriate internal referral process in place for all child protection matters including extremism and the DSL is aware of how to expedite concerns to other agencies	
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 understand what radicalisation means and why people may be vulnerable to being drawn into terrorism Staff including governors, do not 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. Staff do not access Prevent training or refresher training.	Staff	Low	• All staff complete a rolling programme of safeguarding training, as set out by the Trust, and are familiar with key Trust safeguarding and statutory policies • All staff complete Prevent training every two years, with a focus on Notice, Check, Share as per the National guidelines • Governors attend Prevent training / receive updates via their own annual safeguarding training • The DSL receives additional support from local partnerships and training on local processes for Prevent • Records are kept of all staff and governor training • Training is quality assured and evaluated for effectiveness on a regular basis by the STCAT Director of Inclusion • Further training is available for staff on Prevent and local aspects of extremism and radicalisation • All staff are aware that concerns are reported to the DSL • We have an appropriate internal referral process in place for all child protection matters including extremism and the DSL is aware of how to expedite concerns to other agencies • We have appropriate whistleblowing procedures and a range of safeguarding policies which are known and understood by staff, volunteers, visitors and regular contracted staff • Staff and other adults working with pupils are challenged if opinions or language expressed are contrary to community cohesion or 'British Values'	All new staff to receive information on PREVENT during induction process. Teachers booklet Educate Against Hate classroom poster Advice and training Archives - Educate Against Hate
Information Sharing	Staff do not share information with relevant partners in a timely manner.	Staff	Low	• 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	

	Staff do not feel confident sharing information with partners regarding radicalisation concerns. Staff are not aware of the Prevent referral process.			• 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 • The school has clear processes for raising radicalisation concerns via CPOMS and making a Prevent referral. • Records are held of any referrals with an audit trail being maintained - CPOMS	
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 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. The school does not teach a broad and balanced curriculum which promotes spiritual, moral, cultural mental and physical development of students and fundamental British values and community cohesion. Pupils are radicalised by factors internal or external to the school. Pupils are exposed by school staff or contracted providers to messages supportive of extremism, terrorism or which contradicts 'British values'	Pupils	Low	• The Trust has codes of conduct for all staff (teaching and non-teaching staff) • The school carries out safer recruitment checks on all staff • 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 for students to develop critical thinking and digital literacy skills • The school ensures that discussions of controversial issues are carried out in a safe space. • The school embeds fundamental British values into the curriculum, while also ensuring specific discussions can take place in a safe environment. • Schools have a range of activities to promote the spiritual, moral, social and emotional needs of pupils aimed at protecting them from radical and extremist influences • The PSHE/ Citizenship Curriculum, which includes British Values, directly addresses this risk to educate students • We have appropriate whistleblowing procedures and a range of safeguarding policies which are known and understood by staff, volunteers, visitors and regular contracted staff • Staff and other adults working with pupils are challenged if opinions or language expressed are contrary to community cohesion or 'British Values' • Opportunities to promote 'British Values' are clearly identified within the curriculum areas and are outlined in our British Values statement • Catholic Social Teaching and teaching of the Gospel Values also set out our commitment to British Values	EAH Poster A3 CM YK AW.indd

	Behaviours which harm the ability of different groups and individuals to learn and work together are left unchallenged			• Areas of the curriculum e.g. PSHE are used for controlled and safe debate and discussion on radical or extreme issues and ideologies • The Trust Equality Policy and School Action Plan is in place and understood by staff and others who regularly work in the setting • Pupils are explicitly taught about respect for other cultures and gain an understanding of community cohesion • Assemblies across all key stages address inclusion, cohesion and diversity. • Displays and other literature available in school reflects and encourages diversity and community cohesion • Whole school Behaviour for Learning Policy includes information on anti-bullying strategies and Preventative measures for dealing with bullying • Inappropriate behaviour, language and attitudes are challenged by staff and, where staff or other adults are involved, by the senior leadership team	
Use of IT	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. Students can access terrorist and extremist material when accessing the internet at the school. Students may distribute extremist material using the institution IT system. Unclear linkages between IT policy and the Prevent duty. No consideration of filtering as a	Staff and pupils	Medium	• Schools ensure appropriate internet filtering and monitoring is in place. • Schools ensure that there is a clear reporting process in place should filtering systems flag any safeguarding or Prevent-related concerns. • The designated safeguarding lead takes lead responsibility for safeguarding and child protection (including online safety). • Schools equip children and young people with the skills to stay safe online, both in school and outside through IT and PSHE lessons, assemblies and, where appropriate, external speakers. • The school has appropriate monitoring and filtering procedures in place which reduce the risk of pupils being able to access inappropriate information via the school ICT system. • School has robust acceptable use procedures for both pupils and staff which include advice on inappropriate attempts to subvert the network • Pupils are encouraged to report to an adult any material which leaves them feeling worried or uncomfortable • Breaches in GDPR are referred to the data controller for review and recommendations	SurfProtect Alertor https://www.stedwards.bucks.sch.uk/learning/curriculum/computing-and-e-safety/ Parents booklet

	means of restricting access to harmful content. Pupils access extremist or terrorist materials out of the school setting			• PSHE, computing curriculum and online safety curricula specifically teach students about online safety and how to report concerns • Parents are regularly provided with advice on where they can access information and support in relation to on-line safety including extremism and radicalisation • Information sharing sessions are provided to pupils, staff and parents on staying safe online • School provides training for parents/guardians on how to add parental / safety controls onto electronic devices to Prevent pupils from accessing inappropriate materials.	
Visitors and External Speakers	External speakers or visitors being given a platform to radicalise children and young people or spread hateful or divisive narratives. Leaders do not provide a safe space for children to learn. Schools do not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised. The school does not conduct any due diligence checks on visitors or the materials they may use. Extremist or terrorist related material is displayed within the setting School premises are used to host events supportive of extremism or which popularise hatred or intolerance of those with particular protected characteristics	Staff and pupils	Low	• All visitors must follow our school visitor procedures • All visitors must be signed in at Reception and wear ID badges • A process is in place to manage site visitors, including sub-contractors. • Different coloured lanyards are used to identify visitors to the school who are DBS checked, as opposed to those who must be supervised at all times • The setting has a robust risk assessment and carries out due diligence checks on visitors, speakers, the organisations they represent and the materials they promote or share. • The private/commercial use of the institution's spaces is effectively managed & due diligence checks are carried out on those using/booking and organisations that they represent. • The setting seeks advice and support from partners where necessary to make an assessment of suitability for private lettings or speakers to the school • Materials to be delivered by external speakers are discussed with the speaker prior to delivery • Visiting speakers are not left alone with pupils • We have appropriate whistleblowing procedures and a range of safeguarding policies which are known and understood by staff, volunteers, visitors and regular contracted staff • Staff and other adults working with pupils are challenged if opinions or language expressed are contrary to community cohesion or 'British Values' • The appropriateness and relevance of all materials or literature are considered prior to display	

	Non-approved visitors access the school site to spread extremist ideology			• Staff feel confident to raise concerns with the DSL if they feel materials used or to be used are inappropriate • Requests for externally provided materials to be displayed are considered and, where appropriate, authorised by the Head teacher. • Hire and lettings agreements include the fact that the premises will not be hired out to extremist groups or those who popularise hatred or intolerance of those with protected characteristics.	
School Culture	Staff, volunteers or visitors are not aware or do not subscribe to the ethos and values of the school Staff or visitors are not aware of the school procedures for reporting Prevent related concerns about pupils. Staff or visitors do not feel comfortable sharing Prevent related concerns about pupils internally with Safeguarding leaders.	Pupils and Staff	Low	• Senior Leadership Team are aware of the Prevent Strategy and its objectives as it relates to both the national and local context and take steps to ensure that the overall values and ethos of the school reflect strategies to support the Prevent duty • Recruitment, selection and induction programmes exist which include a commitment to the ethos and values of the school-safer recruitment procedures are followed • All visitors and external speakers are provided with a safeguarding leaflet upon arrival to the school • Contracted staff/ visitors are made aware of the person to whom concerns are to be reported • Records are held of any referrals with an audit trail being maintained – CPOMs • Staff and other adults working with pupils are challenged if opinions or language expressed are contrary to community cohesion or 'British values' • Staff are able to challenge pupils, parents or governors if opinions expressed are contrary to community cohesion or 'British values' • We have appropriate whistleblowing procedures and a range of safeguarding policies which are known and understood by staff, volunteers, visitors and regular contracted staff	
Local Risks	High profile court case of a local resident / articles in local press. Vulnerable places (hotspots for crime / exploitation / gang activity)	Pupils	Medium	• Key pastoral staff attend additional training and are aware of local factors i.e. political views etc. which might have an influence on pupils • Safeguarding leaders to liaise regularly with Local Police to enhance knowledge about areas of the community that are of concern for exploitation and gang related activity	Liaise with PCSO Aylesbury Police Station, Wendover Road, Aylesbury, HP21 7LA

	If staff are not aware of these locations they may miss out on opportunities for early intervention to stop grooming. Current events, affairs and anniversaries or notable days that have the potential to be exploited by extremists to further ideology and agenda – e.g. George Floyd and BLM protests, anniversary of Lee Rigby by organising events in the local area. Risk of harm due to a pupil attending a march/event. Risk of harm due to inappropriate relationship/communications between child and adults at event			• Safeguarding leaders ensure staff understand hotspots or areas of concern in the community where children may be vulnerable • Staff are confident to share concerns with Safeguarding leaders when they feel pupils are at risk of being exploited due to going to places deemed vulnerable • Safeguarding leaders proactively engage with the local community and parents to understand events that may be taking place by specific groups • Safeguarding leaders to liaise regularly with Local Police to enhance knowledge about events or people causing concern within the Local Community • Staff are confident to share concerns about events taking place in the community • Parents are confident in speaking to school leaders about concerns around events or meetings that may be taking place in the community Through strong local partnerships schools endeavour to have an awareness of: • the local risk and threat picture (sometimes referred to as a counter terrorism local profile) which can be provided by your local authority or local policing • previous safeguarding incidents or issues relevant to Prevent • community reporting of extremist activity, such as marches, events, stickering, graffiti, which you might be aware of through local news, insights from staff who live locally or from attending DSL or head teacher forums and community safety partnerships • terrorist attacks within the UK or globally that could impact your area, setting, or learners • community tensions that could create an environment conducive to extremism	
National Risks	Current events, affairs and anniversaries or notable days that have the potential to be exploited by extremists to further ideology and agenda – e.g. George Floyd and	Pupils	Medium	• Safeguarding leaders proactively engage with the local community and parents to understand events that may be taking place by specific groups which pupils may be interested in on a national scale	For the UK's current threat and risk picture see the guidance on understanding and

	BLM protests, anniversary of Lee Rigby. Risk of harm due to a pupil attending a march/event. Risk of harm due to inappropriate relationship/communications between child and adults at event			Safeguarding leaders to liaise regularly with Local Police to enhance knowledge about events occurring on a national scale which local organisations may have links to.	identifying radicalisation risk in your education setting: Understanding and identifying radicalisation risk in your education setting - GOV.UK Counter-terrorism strategy (CONTEST) 2023 - GOV.UK
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