

* St Thomas of Canterbury Church of England Primary School *

PREVENT Risk assessment – January 2026

School Prevent Lead:	Risk assessment completed by:	Date:	Review Date:
Mr Dean Moran (DSL)	Mr Dean Moran (Headteacher)	12 th January 2026	January 2027

All schools and colleges are subject to a duty under section 26 of the Counter Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

The aim of Prevent is to reduce the threat to the UK from terrorism by stopping people being drawn into terrorism.

Settings are required to take a risk-based approach to the Prevent duty, under paragraph 14 of the [Prevent duty guidance](#) (Home Office, 2023). This document demonstrates our awareness of the specific risks of extremism and radicalisation in our school and our area.

Terrorism is action that endangers / causes serious violence to a person/people; causes serious damage to property; or seriously interferes with / disrupts an electronic system.

Extremism is defined as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Extremism isn't exclusive to any section of society and can take many forms.

Radicalisation is defined as the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

School staff are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance [Working together to safeguard children](#) (DfE, 2023) and [Keeping children safe in education](#) (DfE, 2025).

Designated Safeguarding Leads and other senior leaders in schools should familiarise themselves with the [Prevent duty guidance](#) (Home Office, 2023), especially page 33, which is specifically concerned with schools.

Schools should also consider the government's [Filtering and monitoring standards for schools and colleges guidance](#). The appropriateness of any filtering and monitoring systems are a matter for individual schools and colleges and will be informed in part, by the risk assessment required by the Prevent duty [Keeping children safe in education](#) (DfE, 2025).

This template has been adapted to reflect the specific context of our school.

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NATIONAL AND REGIONAL INFORMATION – AS AT JULY 2025 (information adapted from the Counter Terrorism Local Profile)

UK current threat level:	National information:	Eastern regional information/emerging vulnerabilities:
<p>SUBSTANTIAL – meaning an attack is considered likely</p>	<p>The primary threat nationally is from Islamist Extremist Groups, whilst an attack from individuals with an Extreme Far Right mindset/ideology remains a realistic possibility.</p>	<ul style="list-style-type: none"> ▪ Islamist extremism / terrorism continues to pose the main threat to the Eastern region. ▪ Highly likely that grievance narratives related to Israel / Hamas conflict will continue to feature. ▪ Poor mental health and neurodiversity continue to be seen in Prevent referrals – expression of self-harm and suicidal ideations also a recurring theme. ▪ 80% increase in referrals regionally during reporting period (October 2024 to March 2025), compared to previous year. <p>Referrals from Education</p> <p>Regional data:</p> <ul style="list-style-type: none"> ▪ Education is highest referring agency to Prevent (44%) ▪ No ideology is highest referral category, then ERW, then Fascination with extreme violence or Mass Casualty Attacks ▪ ERW is most prevalent theme in Channel Panel ▪ 70% cases (at various stages in the process) for under 18-year-olds / 20% for 18–24-year-olds / 10% for 25 years + <p>Essex data:</p> <ul style="list-style-type: none"> ▪ Highest number of referrals from Education (33) ▪ Majority of referrals were for MUU ideology

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Senior Leaders (or an identified senior member of staff) are trained and aware of their responsibilities under the Prevent Duty.	LOW	<ul style="list-style-type: none"> ❖ Staff new to role ❖ Staff new to school ❖ New SLT / MLT structure ❖ Training is out of date 	<ul style="list-style-type: none"> ▪ Training is up to date (Prevent/Safeguarding) ▪ Local threats are considered ▪ Prevent updates have been acted upon 	*To mitigate further, all staff to complete Prevent Duty e-module on Home Office Gov.uk by the end of this academic year 2025-2026
A Designated Safeguarding Lead is appointed for the setting and either leads on implementation of Prevent activities or works closely with a nominated Prevent Lead who in turn has sufficient authority to enable them to undertake the required actions.	LOW	<ul style="list-style-type: none"> ❖ New staff in post ❖ DSL / Prevent Lead is / are not part of the SLT ❖ DSL/prevent lead communication is poor 	<ul style="list-style-type: none"> ▪ Effective induction processes both to role and to school ▪ DSL / Prevent Lead have sufficient authority and are member of the SLT ▪ Communication systems are effective and clear 	*Headteacher/DSL attend regular 'Prevent in Education training' delivered by Home Office/DfE/Local Authority Safeguarding Team
The Designated Safeguarding Lead (DSL) / Prevent Lead has access to up-to-date risk information about extremism and terrorism (and other important local community risk issues) that may affect pupils (or the school).	LOW	<ul style="list-style-type: none"> ❖ Updates are not available ❖ DSL is unaware of/does not act on information 	<ul style="list-style-type: none"> ▪ Updates are attended and a record kept ▪ Information is used to update risk assessments and inform decision making 	* Headteacher/DSL attend regular 'Prevent in Education training' delivered by Local Authority Safeguarding Team *Weekly updates are also received via Andrew Hall newsletter/emails with information pertaining to Prevent.
Governors, Trustees, Directors, Board Members are fully aware of and regularly updated of responsibilities and progress.	LOW	<ul style="list-style-type: none"> ❖ No link governor ❖ Governors are unaware of the Prevent Duty ❖ Training is out of date/not attended 	<ul style="list-style-type: none"> ▪ Link Governor is in place ▪ Link Governor accesses training and updates ▪ Link Governor carries out effective and robust monitoring ▪ Updates are given at FGB/Board meetings 	*Safeguarding Governor has been appointed and attends termly Governor safeguarding update briefings with Local Authority *Termly monitoring visits completed and feedback given to FGB.

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Staff are given access to regularly updated Prevent awareness training that gives them the knowledge and confidence to identify those who may be vulnerable to radicalisation and know what to do when such concerns are identified.	LOW	<ul style="list-style-type: none"> ❖ Training is incomplete and out of date. ❖ New staff to the school 	<ul style="list-style-type: none"> ▪ Training is up to date including the DfE online training, current updates / trends and staff have an understanding of current risks. ▪ DSL / Prevent Lead has highlighted to staff signs and indicators of radicalisation. ▪ Training is broad, not just face to face/ online e.g., through bulletins, notices, briefings etc. ▪ Training is quality assured and reviewed ▪ School staff have access to relevant newsletters e.g. Educate Against Hate 	*To mitigate further, all staff to complete Prevent Duty e-module on Home Office Gov.uk by the end of this academic year 2025-2026
The school has clear and robust policies and procedures in place for protecting children at risk of radicalisation.	LOW	<ul style="list-style-type: none"> ❖ There are no safeguarding or other relevant policies ❖ School has no processes in place for escalation of concerns 	<ul style="list-style-type: none"> ▪ Staff have read and signed all relevant policies ▪ Policies have clear systems for reporting and escalating concerns. ▪ Staff are aware of these and act on them. 	<p>*Model Local Authority Child Protection Policy used</p> <p>*School website also hosts/displays Prevent Strategy Policy</p>
The school's DSL (and any deputies) have access to relevant Prevent advice and are aware of local procedures for making a Prevent referral. This is reflected in the school's Safeguarding Policy.	LOW	<ul style="list-style-type: none"> ❖ Staff unaware of channels for referrals 	<ul style="list-style-type: none"> ▪ Referral procedures clear in relevant policies and followed appropriately 	NONE

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Where risks are identified by Leaders an action plan has been developed that sets out steps taken to mitigate risk.	LOW	<ul style="list-style-type: none"> ❖ Risks have not been identified or have been missed through lack of knowledge and training ❖ No action plan is in place 	<ul style="list-style-type: none"> ▪ Risks are identified and action plans are in place to mitigate. 	*Advice and guidance will be sought from LA Safeguarding Team on an individual basis, case by case.
The school is alert to local, national, and international incidents which may affect the local community. Where appropriate these are discussed with pupils.	LOW	<ul style="list-style-type: none"> ❖ Updates are not available ❖ DSL is unaware of/does not act on information 	<ul style="list-style-type: none"> ▪ Staff attend relevant updates ▪ Staff are aware of current trends and risks within the local area. 	* Headteacher/DSL attend regular 'Prevent in Education training' delivered by Home Office/ DfE/Local Authority Safeguarding Team *Weekly updates are also received via Andrew Hall newsletter/emails with information pertaining to Prevent.
The school has a good working relationship with safeguarding partnerships in the area, including the Local Safeguarding Children's Partnerships and Police. Partnership working should include as a minimum access to Prevent training, risk assessment and awareness and implementation of developing good practice.	LOW	<ul style="list-style-type: none"> ❖ Staff unaware of channels for information 	<ul style="list-style-type: none"> ▪ Staff aware of and use all relevant professional bodies in order to remain up to date and with relation to referrals. 	NONE
The school has clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.	LOW	<ul style="list-style-type: none"> ❖ Visitors deliver potentially damaging information 	<ul style="list-style-type: none"> ▪ The materials that visiting speakers deliver are discussed and approved prior to their visit 	*School has an agreed 'Visiting Speakers Policy' on school website, which is signposted to potential visitors. *Material/PowerPoints are scrutinised prior to delivery.

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There is an effective due diligence process on the use of school premises and facilities by outside agencies and groups.	LOW	❖ School unaware of the practises and policies of groups using their facilities	<ul style="list-style-type: none"> ▪ Thorough and effective lettings and hiring agreements are in place. 	*School has a no lettings policy so this does not apply.
The school has effective emergency response strategies in place such as lockdown / evacuation / invacuation. Staff and pupils are familiar with these.	MEDIUM	❖ School has no lockdown /evacuation / invacuation procedures.	<ul style="list-style-type: none"> ▪ Policies and procedures are in place, staff and children are aware and they have been practised. 	*School has recently (March 2025) updated and approved Lockdown Policy. This has not been rehearsed/practised to date.
Leaders, staff, and pupils reflect a positive and respectful environment; pupils are safe, they feel safe and understand how to share any concerns. Leaders, those responsible for governance and all staff exemplify British Values in their attitudes and behaviours.	LOW	<ul style="list-style-type: none"> ❖ Members of the school community do not feel supported to report concerns ❖ Members of the school community are not able to articulate and live out British values. 	<ul style="list-style-type: none"> ▪ Pupil voice demonstrates children feel safe ▪ British Values are taught and upheld through the school curriculum / values ▪ Values are displayed around the school and can be articulated by all members of the community. ▪ Website reflects British Values and the school's ethos ▪ British Values of tolerance and respect are embedded within the curriculum and the expectations of behaviour from children and staff. 	<p>*Recent Inclusion Review by Local Authority (October 2024) celebrates success in this area.</p> <p>*Encapsulated within Character Education policy (Behaviour)</p>

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All staff receive appropriate online safety training (including cyber awareness) at induction as well as regular updates to equip them with relevant skills and knowledge of trends and developments.	LOW	<ul style="list-style-type: none"> ❖ Induction training and updates are irregular or do not occur ❖ Senior Leaders are not aware of current trends and developments 	<ul style="list-style-type: none"> ▪ Relevant training is delivered regularly. ▪ 2 Johns video shared with staff termly. 	<p>*Staff are required to complete 'Cyber Security' module on TES Develop</p> <p>*Cyber e-safety training regularly booked with 'The 2 Johns' – including pupil, staff and parent/carer workshops</p>
The school's approach to online safety is reflected in the child protection and Safeguarding policy and other relevant policies including mobile, social media, smart technology, and remote learning.	LOW	<ul style="list-style-type: none"> ❖ Policies are not fit for purpose ❖ Inappropriate use of personal technology in school ❖ Online safety is not considered with regards to in line learning providers and systems. 	<ul style="list-style-type: none"> ▪ All policies are in place, cross referenced and reflect the current situation. ▪ The curriculum teaches digital resilience. 	<p>*Online/e-safety is an integral part of the ICT curriculum across the primary curriculum</p> <p>*Further advice/guidance is available from LGfL (broadband provider)</p>
Online safety is reflected in curriculum planning in line with Teaching Online Safety in Schools and other current guidance including how to share concerns.	LOW	<ul style="list-style-type: none"> ❖ Online curriculum is not relevant or supportive of teaching online resilience and respect. 	Online curriculum is reflective of British Values and teaches respect, resilience and tolerance online.	<p>*Online/e-safety is an integral part of the ICT curriculum across the primary curriculum</p> <p>*Further advice/guidance is available from LGfL (broadband provider)</p>
The school has appropriate filtering and monitoring systems in place	LOW	<ul style="list-style-type: none"> ❖ SLT are unaware of systems in school for Filtering and Monitoring 	<ul style="list-style-type: none"> ▪ Filtering and monitoring guidance and policies ▪ Annual review/records of checks ▪ Leaders aware of filtering and monitoring responsibilities 	<p>*LGfL provision ensures robust monitoring and filtering of school broadband and search history.</p> <p>*School has signed up to Senso through LGfL to provide an additional layer of security.</p>

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Ensure that children are safe from terrorist and extremist material when accessing the internet in schools		❖ Filtering and monitoring are not in place	<ul style="list-style-type: none"> Procurement procedures Remote access ICT providers are members of the Internet Watch Foundation Counter-Terrorism Internet Referral Unit list (CTIRU) Link governor Filtering and monitoring are in place without hindering ability to teach the curriculum 	*Regular penetration testing in place.
The school proactively engages with parents and carers to help promote online safety principles and reporting at home, including messaging, guidance and safety settings on home systems and these messages are regularly updated.	LOW	<ul style="list-style-type: none"> ❖ Parents are not challenged about mis-use of technology / social media ❖ Support and guidance are not provided 	<ul style="list-style-type: none"> Signposting for parents on website / newsletters Parental awareness sessions including an understanding of triggers and risks with regards to radicalisation. 	<p>*Periodic reminders on school newsletters</p> <p>*Promotion of 'The 2 Johns' website/ThinkUKnow...etc.</p>

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As part of a whole school approach to building resilience to radicalisation, the school provides a safe environment for dialogue about challenging and controversial issues, supporting pupils to understand how they can influence and participate in decision-making.	LOW	<ul style="list-style-type: none"> ❖ Staff and children do not feel safe to speak out ❖ Children are exposed to hateful and intolerant narratives ❖ Children lack understanding of risks and the ideologies underpinning them 	<ul style="list-style-type: none"> ▪ British Values are embedded in the curriculum ▪ There is a culture of respect and tolerance of others' views both off-line and online ▪ Children feel safe to discuss sensitive subjects and have a safe space to do so 	*Holistic approach through Character Education policy and using Trauma Perceptive Practice (TPP) principles
The school addresses the need to reduce the potential for permissive environments to exist in the setting.	MEDIUM	<ul style="list-style-type: none"> ❖ Due diligence checks on individuals / organisations who want to hire space at the setting, or on any speakers invited to events, are not in place or are applied inconsistently ❖ Extremist ideas linked to terrorism or a terrorist ideology and / or more broadly harmful ideas, such as misogyny and antisemitism, are not challenged 	<ul style="list-style-type: none"> ▪ Robust IT policies and systems are in place ▪ External speakers are carefully considered and checked before they speak at setting events / risk assessments are completed ▪ Appropriate classroom resources are used (e.g., Educate Against Hate resources) 	<p>*IT monitoring systems are robust and weekly IT support visits (DL Solutions) pick up on any security breaches/access to inappropriate material</p> <p>*External speakers are carefully considered and are only invited to speak after due diligence checks and confirmation they are in line with our own school values/Christian ethos</p> <p>*Classroom resources are all from reliable sources and approved national bodies.</p>
The school delivers provision that helps pupils develop skills to critically assess information, supporting them to recognise risks and make safe choices online and offline.	LOW	<ul style="list-style-type: none"> ❖ Skills are not taught; staff are not aware of the importance and children do not have the resilience/support/understanding to make safe choices 	<ul style="list-style-type: none"> ▪ Curriculum is thorough, sequenced and teaches these skills in an age appropriate and effective way. 	NONE

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Role	Signature:	Date
Headteacher		12 th January 2026
Prevent Lead	As Above	As Above
Chair of Governors		12 th January 2026