

**The Three Saints Academy Trust  
GENERAL RISK ASSESSMENT**



**ASSESSMENT DETAILS:**

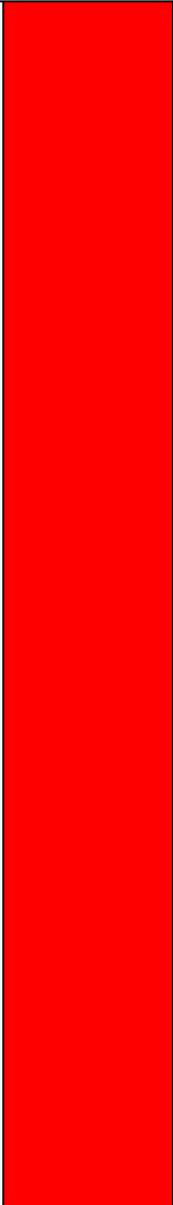
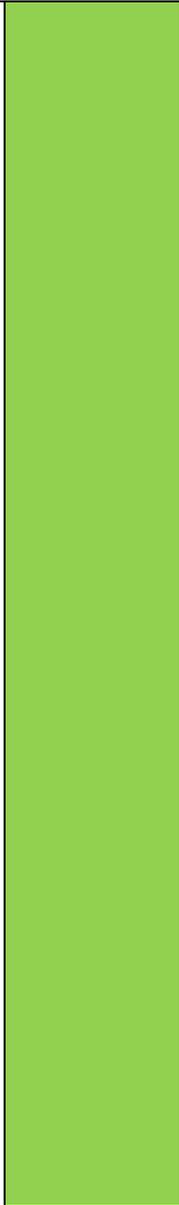
**Area/task/activity:** Prevent

**Version:** 5

**Location of activity:** St Ann's Church of England Primary School

<b>School name:</b>	St Ann's Church of England Primary School	<b>Name of Person(s) undertaking Assessment:</b>	Laura Rynn
<b>Headteacher (Name):</b>	Laura Rynn	<b>Date of Assessment:</b>	1.9.25
<b>Signature:</b>		<b>Planned Review Date:</b>	1.9.26
<b>How communicated to staff:</b>	Staff meeting Staff received copy of Risk Assessment via email. Risk Assessment available on MS Teams	<b>Date communicated to staff:</b>	1.9.25

Hazard/ Risk	Persons at risk	Risk rating before controls	Controls in place	Risk rating after controls in place	Additional controls required
Assess the risk of children being drawn into terrorism and/or extremist views which could bring themselves or others to harm.  Adults in the school community (including but not limited to	All children, specifically those who find it difficult to make friends. May have a SEN that means it is difficult to	15	<ul style="list-style-type: none"> <li>• Staff can demonstrate a general understanding of the risks affecting children and young people</li> <li>• All staff access PREVENT online training every 2 years</li> <li>• Annual safeguarding training refers to the PREVENT duty and the risks of radicalisation.</li> <li>• All staff have read KCSiE 2025</li> <li>• The school has a PREVENT lead (Mrs Laura Rynn)</li> <li>• All staff know who the PREVENT lead is and that this person acts as a source of advice and support.</li> </ul>	4	

<p>parents and staff) being drawn into terrorism</p>	<p>interact with other people</p> <p>May be vulnerable to family circumstances</p> <p>Staff</p>		<ul style="list-style-type: none"> <li>• The PREVENT lead has informed staff of their duties set out in The Prevent Duty (DfE June 2015)</li> <li>• Staff can identify individual children who may be at risk of radicalisation and how to support them.</li> <li>• The Prevent Lead has informed staff about signs and indicators or radicalisation.</li> <li>• There is a clear procedure in place for protecting children at risk of radicalisation</li> <li>• All staff have read the Safeguarding &amp; Child Protection Policy which includes a statement regarding the school's PREVENT duty.</li> <li>• The Safeguarding &amp; Child Protection Policy is published on the school website.</li> <li>• All staff understand how to record and report concerns regarding the risk of radicalisation.</li> <li>• School website has the STOP Terrorists and Extremist Online Presence reporting button visible on the home page.</li> <li>• DBS and Safer Recruitment procedures are followed.</li> <li>• Visitors to school sign in and sign and wear a visitor badge for clear recognition by children.</li> <li>• SLT monitor number of concerns on CPOMS</li> <li>• Headteacher report to School Committee discusses number of concerns and referrals.</li> <li>• Safeguarding Committee Chair meets with DSL to discuss safeguarding issues</li> <li>• School Context Audit and Annual Trust Audit monitors concerns</li> <li>• School informs parents on an annual basis, usually via the newsletter, about the Prevent duty</li> </ul>		
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Prohibit extremist speakers and events in the school	Pupils Staff	15	<ul style="list-style-type: none"> <li>• The school exercises “due diligence” in relation to requests from external speakers and organisations using school premises.</li> <li>• Research the person/ organisation to establish whether they have demonstrated extreme views/actions.</li> <li>• Deny permission for people/organisation to use school premises if they have links to extremist groups.</li> <li>• Request an outline of what the speaker intends to cover.</li> </ul>	4	
The school is using existing local partnership arrangements in exercising its PREVENT duty	Pupils Staff	15	<ul style="list-style-type: none"> <li>• Staff report and record concerns in line with existing policies and procedures.</li> <li>• The PREVENT lead makes appropriate referrals to other agencies including multi agency safeguarding hub and Channel Panel.</li> <li>• PREVENT lead and safeguarding team attend briefings by the LA PREVENT Lead and LA</li> <li>• All referrals are logged on CPOMS.</li> <li>• As appropriate, SLT make use of local intelligence information to identify and manage any possible risks, if relevant.</li> <li>• The PREVENT lead is aware who the LA PREVENT Lead is and this is listed in the Safeguarding &amp; Child Protection Policy.</li> </ul>	4	
Equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas	Pupils Staff	15	<ul style="list-style-type: none"> <li>• Assess the training needs of staff in light of the school’s assessment of the risk to pupils at the school of being drawn into terrorism.</li> <li>• The Safeguarding Team including the PREVENT lead undertakes additional LA training to be able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.</li> <li>• All staff complete online PREVENT Training every 2 years.</li> <li>• Annual safeguarding refresher training addresses PREVENT duty.</li> </ul>	4	

			<ul style="list-style-type: none"> <li>• SLT familiar with DfE Protective Security &amp; Preparedness for Education Setting (April 2024)</li> <li>• All staff have undertaken Protect UK online security training (renew at least every 3 years).</li> <li>• Safeguarding Committee Chair undertakes PREVENT training.</li> </ul>		
Ensure that children are safe from terrorist and extremist materials when accessing the internet in schools.	Pupils Staff	15	<ul style="list-style-type: none"> <li>• The school has policies in place which make reference to the PREVENT duty: <ul style="list-style-type: none"> <li>○ Safeguarding &amp; Child Protection Policy</li> <li>○ Online (e-safety) policy</li> <li>○ Acceptable Use Protocols</li> <li>○ Anti-bullying Policy</li> <li>○ Behaviour and Relationships Policy</li> </ul> </li> <li>• Filtering and monitoring systems Websense, Impero and Education Pro and used to block access and identify pupil and staff trying to access material online.</li> <li>• Newsletters and the school website are used to highlight the importance of online safety.</li> </ul>	4	
Ensure that pupils have a safe environment in which to discuss “controversial issues”	Pupils Staff	15	<ul style="list-style-type: none"> <li>• Pupils develop the knowledge, skills and understanding to prepare them to play a full and active part in society.</li> <li>• Through PSHE/ Citizenship, RSE and other curriculum activities pupils are able to explore political, religious and social issues.</li> <li>• Overview of the teaching of Safeguarding reviewed annually following update of KCSiE.</li> <li>• Pupils are taught about diverse national, regional and ethnic identifies in the UK and the need for mutual respect.</li> <li>• Curriculum teaches children how to assess risk.</li> <li>• Staff are aware of the government guidance</li> <li>• The school has a culture and ethos where British values are celebrate, which leads to a culture of respect and tolerance.</li> </ul>	4	

			<ul style="list-style-type: none"> <li>• Staff and pupils understand British values and feel confidence in discussing them. All inappropriate language, discussions and narrative are challenged.</li> </ul>		
Potential friction in the wider school community	Pupils Staff	15	<ul style="list-style-type: none"> <li>• Inclusive school environment</li> <li>• Anti-Bullying Policy, Behaviour &amp; Relationships Policy, Safeguarding &amp; Child Protection Policy</li> <li>• PSHE and RSE curriculum preparing children for life in modern Britain.</li> <li>• British values highlighted throughout school and through Christian ethos and school values</li> <li>• Staff awareness training of current events through DSL briefing or email alerts to any issues in the community.</li> <li>• Staff acting as role models for pupils in promoting Christian values and British values.</li> <li>• Members of the community demonstrating extremist views/ behaviour are challenged, dealt with robustly and policy and procedures are followed.</li> <li>• School adhere to Trust strategy</li> <li>• Associated objectives included in School Improvement Plan as necessary e.g. increasing education/ raising profile</li> <li>• Equality Objectives reviewed and identified in light of wider local, national or global context.</li> </ul>	4	

Severity (Consequence)	Likelihood
1. Negligible (delay only)	1. Improbable / very unlikely
2. Slight (minor injury / damage / interruption)	2. Unlikely
3. Moderate (lost time injury, illness, damage, lost business)	3. Even chance / may happen
4. High (major injury / damage, lost time business interruption, disablement)	4. Likely
5. Very High (fatality / business closure)	5. Almost certain / imminent

Risk Rating Priority Indicator Matrix						
Likelihood	5	5	10	15	20	25
	4	4	8	12	16	20
	3	3	6	9	12	15
	2	2	4	6	8	10
	1	1	2	3	4	5
	1	2	3	4	5	
		Severity				

Summary		Suggested timeframe
12-25	High	As soon as possible
6-10	Medium	Within next 3-6 months
1-5	Low	Whenever viable to do so