The Three Saints Academy Trust GENERAL RISK ASSESSMENT	

ASSESSMENT DETAILS:

Area/task/activity: Prevent
Version: 7
Location of activity: St Ann's Church of England Primary School

School name:	St Ann's Church of England Primary School	**Name of Person(s) undertaking Assessment:**	Laura Rynn
Headteacher (Name):	Laura Rynn	**Date of Assessment:**	Autumn 2026
Signature:		**Planned Review Date:**	Autumn 2027
How communicated to staff:	Staff meeting Staff received copy of Risk Assessment via email. Risk Assessment available on MS Teams	**Date communicated to staff:**	04.11.26

Hazard/ Risk	Persons at risk	Risk rating before controls	Controls in place	Risk rating after controls in place	Additional controls required
Children or adults within the school community being drawn into terrorism or extremist ideologies	Pupils, staff, parents/carers and other members of the school community.	15	• The school recognises its statutory Prevent duty and its responsibility to protect children from being drawn into terrorism and extremist ideologies. • Prevent is embedded within the school's wider safeguarding arrangements and is addressed through the Safeguarding and Child Protection Policy. • The Headteacher (Mrs Laura Rynn) is the school's designated Prevent Lead and works alongside the wider Safeguarding Team.	4	• Ensure the DSL's advanced Prevent training is current and recorded. • Review staff training records to ensure all colleagues have received appropriate Prevent awareness training.

			• All staff receive safeguarding training which includes awareness of the Prevent duty, radicalisation and their responsibility to report concerns. • All staff have access to appropriate Prevent awareness training and understand how to report concerns. • The DSL/Prevent Lead undertakes appropriate advanced Prevent training, refreshed at least every two years, including understanding extremist ideologies, referral pathways and Channel processes. • Staff understand that there is no single profile of a child susceptible to radicalisation and that no individual indicator, in isolation, demonstrates radicalisation. • Staff are alert to changes in behaviour, relationships, language, interests, attitudes and online activity which, when considered alongside the wider context, may indicate susceptibility to radicalisation. • Staff understand that factors such as social isolation, bullying, discrimination, unmet emotional needs, family circumstances, exploitation and exposure to harmful online influences may increase vulnerability. These factors are considered in context and are not treated as evidence of radicalisation in themselves. • The school recognises that SEND and neurodiversity are not risk factors in themselves. Staff consider individual communication needs, social understanding, susceptibility to influence and whether behaviours may reflect unmet developmental, sensory or communication needs. • All staff have read Keeping Children Safe in Education and the school's Safeguarding and Child Protection Policy. • The policy clearly identifies the school's Prevent responsibilities and reporting procedures and is published on the school website.		• Continue to review emerging local and national risks and consider their relevance to the school's context. • Ensure that the annual safeguarding training explicitly reinforces that vulnerability factors must be considered holistically and not used to profile children.

			• Staff know who the DSL/Prevent Lead is and understand how to record and report concerns promptly through CPOMS. • The school's recruitment and safeguarding procedures include appropriate DBS checks and safer recruitment practices. • All visitors sign in, sign out and wear an identifiable visitor badge. • The school provides a clear process for reporting concerns about adults within the school community, including staff and parents/carers. • The school website provides access to the appropriate reporting route for terrorist and extremist online content. • SLT monitor safeguarding concerns recorded on CPOMS, including any Prevent-related concerns, emerging patterns and actions taken. • The Headteacher's report to the School Committee includes safeguarding oversight and relevant Prevent-related information, where appropriate. • The Safeguarding Committee Chair meets with the DSL to discuss safeguarding matters. • Prevent arrangements are reviewed through the School Context Audit and annual Trust safeguarding audit. • Parents are made aware of the school's Prevent responsibilities through appropriate communications, including the school newsletter.		
Extremist speakers, organisations or events using the school or its premises to promote extremist views or terrorism	Pupils, staff, parents/carers and visitors.	15	• The school undertakes appropriate due diligence when considering requests from external speakers, visitors, organisations or community groups wishing to use school premises. • The identity, background, affiliations and reputation of external speakers and organisations are checked where appropriate.	4	• Ensure due diligence checks and decisions relating to external speakers and organisations are documented.

			• The school requests information about the proposed content, purpose and intended audience of any external presentation or event. • Consideration is given to whether the speaker or organisation has links to extremist groups, promotes extremist narratives or supports or encourages terrorism. • The school reserves the right to refuse or withdraw permission for individuals or organisations where there are concerns that the premises, facilities or resources could be used to promote extremist views or facilitate terrorism. • Staff remain alert to inappropriate messages, materials or narratives being introduced into school activities. • Visitors are supervised in accordance with the school's visitor and safeguarding procedures. • School events, resources and facilities are not knowingly used to promote extremist ideologies or support terrorism.		• Review the arrangements for external lettings and community use of school premises to ensure Prevent considerations are explicitly included. • Ensure staff organising external events understand when to seek advice from the DSL/Prevent Lead.
Failure to work effectively with local safeguarding and Prevent partnerships	Pupils, staff and the wider school community.	15	• The school uses established local safeguarding partnership arrangements to identify, assess and respond to concerns about radicalisation. • All staff report concerns to the DSL/Prevent Lead in accordance with the school's safeguarding procedures. • Concerns are recorded on CPOMS, including relevant information, actions taken and the rationale for decisions. • The DSL/Prevent Lead understands local Prevent referral pathways and maintains appropriate links with the Local Authority Prevent Lead and relevant safeguarding partners. • Where appropriate, the DSL seeks advice from the Local Authority Prevent Team, safeguarding partners, children's services and other relevant professionals. • Where a concern indicates that an individual may be susceptible to radicalisation or at risk of being drawn into	4	• Confirm and document the current Local Authority Prevent referral pathway and contact details. • Ensure the DSL has access to current local Prevent briefings and intelligence. • Ensure all relevant safeguarding records include the rationale for decisions, advice sought, actions taken and the

			terrorism, the DSL considers and makes an appropriate Prevent referral through the local referral arrangements. • The DSL understands the distinction between a safeguarding referral, a Prevent referral and a referral for consideration by a Channel Panel. • The school understands that Channel is a voluntary, multi-agency programme which provides support to individuals identified as vulnerable to being drawn into terrorism. • The school works collaboratively with other agencies to ensure that appropriate support and interventions are identified. • Where necessary, the school takes immediate action through safeguarding and police procedures to protect children and others from harm. • Prevent-related concerns, referrals and outcomes are monitored by the DSL and reviewed as part of the school's safeguarding oversight.		reasons for decisions not to make a Prevent referral. • Continue to review the effectiveness of partnership working through the Trust safeguarding audit.
Staff failing to identify children who may be susceptible to radicalisation or failing to respond appropriately to extremist narratives	Pupils, staff and the wider school community.	15	• The school assesses staff training needs in relation to the Prevent duty and the school's identified risks. • All staff receive appropriate Prevent awareness training and safeguarding updates. • Annual safeguarding refresher training includes the Prevent duty, signs of possible susceptibility to radicalisation and the procedures for reporting concerns. • The DSL/Prevent Lead undertakes advanced Prevent training, refreshed at least every two years, including training relating to extremist ideologies, Prevent referrals and Channel processes. • Members of the Safeguarding Team access additional training and professional briefings to strengthen their ability to support colleagues. • The Safeguarding Team shares relevant updates and guidance with staff.	4	• Maintain a central record of Prevent training undertaken by staff and the DSL. • Ensure staff receive updates when national guidance, local risks or referral arrangements change. • Include Prevent scenarios within safeguarding briefings to reinforce staff confidence in recognising,

			• Staff understand that there is no single indicator or profile of a child who may be susceptible to radicalisation. • Staff are aware of potential indicators, including: ◦ Significant or unexplained changes in behaviour, presentation or attitudes. ◦ Increasing social withdrawal or isolation. ◦ Changes in friendship groups or relationships. ◦ Increasing use of divisive, intolerant or dehumanising language. ◦ Expressions of grievance directed towards particular groups or communities. ◦ Growing interest in extremist ideologies, groups or individuals. ◦ Repeated justification or glorification of violence for political, religious, racial or ideological purposes. ◦ Concerning online activity, including accessing, sharing or promoting extremist material. • Staff understand that concerns must be considered in the context of the child's circumstances, behaviour, relationships, online influences, vulnerabilities and protective factors. • Staff understand how to respond to concerns sensitively, using professional judgement and avoiding assumptions based on faith, ethnicity, identity, background or protected characteristics. • Staff know to record concerns promptly and accurately, using the child's own words wherever possible. • The school follows its established safeguarding procedures to ensure concerns are escalated and acted upon.		recording and escalating concerns. • Ensure the DSL/Prevent Lead has completed the relevant advanced training and understands the national referral and Channel processes.
Pupils accessing terrorist or extremist material through school IT systems or being	Pupils Staff	15	• The school's safeguarding, online safety and acceptable use arrangements address the risks associated with extremist and terrorist material online.	4	• Ensure filtering and monitoring arrangements are reviewed in line with

exposed to harmful online influences			• Relevant policies include: ◦ Safeguarding and Child Protection Policy. ◦ Online Safety Policy. ◦ Acceptable Use Agreements/Protocols. ◦ Anti-Bullying Policy. ◦ Behaviour and Relationships Policy. • Filtering and monitoring systems, including Websense, Impero and Education Pro, are used to restrict access to inappropriate content and identify potentially concerning online activity. • Systems are used to identify attempts by pupils or staff to access inappropriate, harmful or extremist material. • Filtering and monitoring arrangements are reviewed regularly to ensure they remain effective and proportionate. • Relevant alerts are reviewed and escalated in accordance with safeguarding procedures. • Staff understand that radicalisation can occur online and offline and that harmful influences may be encountered through websites, social media, messaging services, forums and gaming platforms. • Staff report concerns about pupils accessing, sharing or promoting extremist material to the DSL/Prevent Lead. • Online safety is taught through the curriculum, including helping pupils to recognise inappropriate content, question information, understand online influences and know how to seek help. • Newsletters and the school website are used to reinforce messages about online safety with parents and carers.		the DfE filtering and monitoring standards. • Ensure there is clear oversight of monitoring alerts, including who reviews them, how they are escalated and how actions are recorded. • Ensure the DSL/Prevent Lead and relevant IT staff understand how filtering and monitoring systems support the identification of potential Prevent concerns. • Continue to educate pupils about harmful online influences, misinformation, extremist narratives and how to report inappropriate content.
Pupils not having a safe, inclusive environment in which to explore	Pupils Staff	15	• The school promotes an inclusive, respectful and nurturing environment in which pupils feel safe, valued and able to express their views.	4	• Continue to review curriculum provision to ensure pupils

controversial issues, develop critical thinking and challenge extremist narratives			• The school's Christian vision, values and ethos promote respect, compassion, dignity, justice and understanding of others. • British Values are promoted through the curriculum, collective worship and wider school life. • Pupils are taught to respect different faiths, beliefs, cultures and identities. • Through PSHE, RSE, RE, Citizenship and other curriculum opportunities, pupils explore age-appropriate political, religious and social issues. • Pupils are encouraged to ask questions, listen to different perspectives, think critically and express their views respectfully. • The curriculum provides opportunities for pupils to develop an understanding of democracy, individual liberty, mutual respect and tolerance, and the rule of law. • Pupils are taught about stereotypes, discrimination, prejudice, bullying and the importance of challenging unfair or harmful behaviour. • Staff create safe opportunities for pupils to discuss sensitive or controversial issues in an age-appropriate and balanced way. • Staff are expected to challenge discriminatory, intolerant or inappropriate language and behaviour in accordance with the school's policies. • Staff understand that discussions should encourage critical thinking and respectful exploration rather than assumptions, stereotyping or the promotion of particular political or religious viewpoints. • The school promotes a strong sense of belonging through positive relationships, pupil leadership opportunities, enrichment and participation in school life.		develop age-appropriate critical thinking, media literacy and the ability to recognise harmful narratives. • Ensure staff feel confident facilitating sensitive discussions and responding appropriately to controversial or challenging views. • Continue to monitor pupil voice, behaviour and safeguarding information to identify any emerging concerns about prejudice, intolerance or community tensions.

			• The school's Super Leaders and pupil voice opportunities promote responsibility, equality, service and respect for others. • Staff act as positive role models, demonstrating the school's Christian values and British Values in their interactions with pupils and the wider community.		
Tensions, prejudice or community conflict creating an environment in which extremist narratives may gain influence	Pupils Staff	15	• The school promotes an inclusive culture in which all members of the community are treated with dignity and respect. • The Christian vision and values of the school promote compassion, justice, friendship, peace and respect for others. • The school's Equality Objectives, Anti-Bullying Policy, Behaviour and Relationships Policy and Safeguarding and Child Protection Policy provide clear expectations for respectful behaviour and the response to discrimination and prejudice. • Staff challenge discriminatory language, bullying, harassment and behaviour which undermines the school's inclusive ethos. • The PSHE, RSE and RE curricula provide opportunities for pupils to develop an understanding of different communities, faiths, cultures and beliefs. • Staff remain alert to local, national and global events which may affect pupils, families or the wider school community. • Relevant safeguarding updates and information are shared with staff through DSL briefings and communications. • The school monitors safeguarding concerns and behaviour incidents to identify patterns, emerging tensions or issues requiring further support. • Where concerns suggest that an individual may be susceptible to radicalisation, the DSL considers the	4	• Continue to review Equality Objectives and school improvement priorities in response to identified local, national or global issues. • Ensure staff receive timely information about any relevant community tensions or emerging safeguarding concerns. • Monitor pupil voice, behaviour and safeguarding information to identify patterns which may require further intervention. • Ensure the school responds proportionately, distinguishing between incidents of

			appropriate Prevent pathway alongside any other safeguarding intervention. • The school works with parents, carers and relevant external agencies to address concerns and maintain positive relationships within the community. • The Trust's inclusion and safeguarding strategies support the school's work to promote equality, belonging and mutual respect.		prejudice or discrimination and concerns which may indicate susceptibility to radicalisation.

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