Prevent Risk Assessment

Introduction

Everyone who comes into contact with children and their families has a role to play in safeguarding students. Schools have a duty of care to their students and staff which includes safeguarding them from the risk of being drawn into terrorism - this includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Schools should be safe spaces in which students can understand and discuss sensitive topics, including terrorism and extremist ideas that are part of the terrorist ideology and learn how to challenge these ideas.

School staff are very important as they are able in a position to pick up on and address concerns early and provide help for students, to prevent concerns from escalating. Schools and their staff form part of the wider safeguarding system for students. This system is described in statutory guidance Working Together to Safeguard Children (2018) and Keeping Children Safe in Education (2025). Schools should work with social care, the police, health services and other to promote the welfare of students and protect them from harm.

Radicalisation is listed as a specific safeguarding issue within this statutory guidance and is addressed within the Government Prevent Strategy. The Counter-Terrorism and Security Act 2015 places a duty on Schools to 'have "due regard to the need to prevent people from being drawn into terrorism".

The Prevent Strategy has three main objectives:

• Respond to the ideological challenge of terrorism & the threat we face from those who promote it;

• Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support;

• Work with sectors and institutions where there are risks of radicalisation which we need to address.

Policy Date: September 2025

Review Date: September 2026

Prevent Risk Assessment

Eagle Park School recognises that it has a duty under Section 26 of the Counter-Terrorism and Security Act, 2015, in the exercise of its functions, to have due regard to the need to prevent people from being drawn into terrorism.

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 promote British values

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• Values include a commitment to tolerance, diversity and mutual respect

• The school Prevent Lead is Margaret Carey and all staff know who the Prevent Lead is and that this

person acts as a source of advice and support.

Role of the Proprietor and Directors

The proprietor and directors carry out their role to monitor the school's Prevent strategy effectively. All have a good understanding of their duty. All have read our Safeguarding policy and Keeping Children Safe in Education (2025).

• Our proprietor and Director of Education oversee our compliance with the Prevent duty.

The Role of Staff

• Staff assess the risk of students being drawn into terrorism

• Staff can demonstrate a general understanding of the risks affecting children and young people

• All staff attend regular Safeguarding Training

• All staff have read "Keeping Children Safe in Education" Sep 2025

• The Prevent Lead has informed staff of their duties as set out in "The Prevent Duty Guidance" (DfE, December 2023)

• Staff can identify individual students who may be at risk of radicalisation and know how to support them.

• The Prevent Lead has informed staff about signs and indicators of radicalisation.

• There is a clear procedure in place for protecting children at risk of radicalisation.

• All staff understand how to record and report concerns regarding risk of radicalisation.

Speakers and Events

We:

• Prohibit extremist speakers and events in the school

• The school exercises "due diligence" in relation to requests from external speakers

• Request an outline of what the speaker intends to cover/meet prior to event

• Research the person/organisa@on to establish whether they have demonstrated extreme views

• Visitors are never left` alone with students.

External Agencies and Sharing Concerns Externally

• All staff are capable of working with external agencies and sharing concerns about extremism externally

• The Prevent Lead makes appropriate referrals to other agencies including the Multi- Agency Safeguarding Hub (MASH) and Channel Panel.

• Records of referrals are kept on CPOMS

• Referrals are followed up appropriately (and challenged if necessary).

• DSL knows the process to contact other agencies and expedite concerns about extremism.

• All concerns regarding extremism are reported to the Head of Safeguarding.

• Records of referrals are kept, and referrals are followed up appropriately.

Staff training

We:

• Equip staff to identify students at risk of being drawn into terrorism and to challenge extremist ideas.

• Assess the training needs of staff in the light of the school's assessment of the risk to students of them being drawn into terrorism.

• The designated safeguarding leads and Prevent Lead undertakes Prevent Awareness Training. Ensure that the designated safeguarding lead is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

• All staff complete online Prevent Training

• Relevant staff have complete the "General AwarenessTraining on Channel". (Referred to in the DfE guidance cited below).

IT Policies

We:

• Ensure that students are safe from terrorist and extremist material when accessing the internet in school

• The school has policies in place which make reference to the "Prevent" duty.

• Online safety policy

• Acceptable use policy

• PBS Policy

• Students are encouraged to report any material they come across online which makes them worried or uncomfortable.

• The school IT network has appropriate filters to block sites deemed inappropriate or unsafe

• Lightspeed filtering and monitoring system is in place with summary fed back to headteacher

• School email accounts are monitored

• Students are taught about on-line safety with specific reference to the risk of radicalisation

• The curriculum reflects this duty.

Building resilience to radicalisation

We ensure that:

• Students have a "safe environment" in which to discuss "controversial issues".

• Students develop "the knowledge, skills and understanding to prepare them to play a full and

active part in society".

•Through PSHE/RSE and other curriculum activities students are able to explore political, religious and social issues.

• Students are taught about the diverse national, regional and ethnic identities in the UK and the need for mutual respect.

• Relevant staff are aware of the government guidance:

www.gov.uk/government/news/guidance- on promoting-British-values-in-schools

• The curriculum promotes British Values and a culture of equality

• There are clearly identified opportunities to promote British Values and challenge extremist ideologies

• There are opportunities to promote British values are clearly identified within all curriculum areas and through the full safeguarding curriculum

• The use of PSHE and RSE lessons for sensitive and supportive discussions on radical issues and extreme ideologies

• Our behaviour policy clearly sets out that hateful behaviour is not tolerated.

• Staff know how to respond to witnessing harassment and abusive behaviour.

• Students are encouraged to challenge harassment or abusive behaviour among their peers