Grand Avenue Primary and Nursery School PREVENT Risk Assessment – Autumn 2025

The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people being drawn into terrorism. We are required to take a risk-based approach to the Prevent duty, under paragraph 14 of the Home Office's statutory guidance. This document demonstrates our awareness of the specific risks of extremism and radicalisation in our school and our area.

Extremism is the vocal or active opposition to our fundamental British values. Radicalisation is the process of a person legitimising support for, or use of, terrorist violence.

Leadership and Partnership

Risk	Hazard	Risk Management	RAG	Further Action	Lead	Date for completion
The setting does not place sufficient priority to Prevent and risk assessment/action plans (or does not have one) and therefore actions to mitigate risks and meet the requirements of the Duty are not effective.	Leaders (including governors) within the organisation do not understand the requirements of the Prevent Statutory Duty or the risks faced by the organisation. The Duty is not managed or enabled at a sufficiently senior level.	Prevent training/briefing for all staff and governors as part of induction and Child Protection Training. Promotion of a safeguarding culture through regular training, discussions, etc with senior staff visibly involved. Clear induction for new members of staff and trainee teachers	🟧	Add to initial training package for new staff to complete Prevent e-learning Covering: - Prevent awareness - Prevent referrals - understanding Channel https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/	SP/MM	July 2026
	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.	Lead governor for safeguarding/Prevent lead is at appropriate seniority.	🟩		SP	ongoing
	Leaders do not communicate and promote the importance of the duty.	Sufficient leadership ownership – risk assessments, safeguarding policies, etc. being signed off by SLT.	🟩		SP	ongoing
	Leaders do not drive an	Leadership have clear	🟩		SP	ongoing

	effective safeguarding culture across the institution.	understanding of reporting and referral mechanisms. Leaders use self-evaluation to identify key priorities for continuous improvement					
	Leaders do not provide a safe environment in which children can learn.	Ensuring the sharing of safeguarding policies – staff sign to confirm the reading of such policies. All relevant policies in place.				SP	Annually September
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, guidance or supportive peer networks.	The organisation does not establish effective partnerships with organisations such as the Local Authority and Police Prevent Team.	The school has strong partnerships with: • Local Safeguarding Children's Partnership • DSL / headteacher forums • LADO • Community Safety Partnerships • Police • Children and families Effective partnerships include: • Regular attendance at meetings and forums • In receipt of newsletters e.g. Educate Against Hate				SP	Ongoing

Capabilities

Risk	Hazard	Risk Management	RAG	Further Action	Lead	Date for completion
Staff Training: Staff do not recognise signs of abuse or vulnerabilities and the risk of harm is	Frontline staff including governors, do not understand what radicalisation means and why people may be vulnerable	Staff access online and face to face training. Refresher training to take place regularly. Training is quality assured and evaluated for			SP	July 2026

not reported properly and promptly by staff.	to being drawn into terrorism	effectiveness on a regular basis Further communications/information sent to staff e.g. via staff updates and emails	🟩			
	Frontline 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.	Ensure all staff attend safeguarding training and are familiar with key school safeguarding and statutory policies Ensure SLT and DSL receive additional support from local partnerships and training on local processes for Prevent	🟩		SP	ongoing
	Staff do not access Prevent training or refresher training.	Ensure all staff (including Governors) access Prevent training with a focus on Notice, Check, Share Maintain records of all staff and governor training	🟧	Add to initial training package for new staff to complete Prevent e-learning Covering: - Prevent awareness - Prevent referrals - understanding Channel https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/	SP/MM	July 2025
Information Sharing: Staff do not share information with relevant partners in a timely manner.	Staff do not feel confident sharing information with partners regarding radicalisation concerns. Staff are not aware of the Prevent referral process.	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	🟩		SP	ongoing

		exploitation • 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 and making a Prevent referral through the police.	■■■			

Reducing Permissive Environments

Risk	Hazard	Risk Management	RAG	Further Action	Lead	Date for completion
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 setting 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 institution has codes of conduct for all staff and governors. Safeguarding in SDP and embedded across curriculum and practices. The school carries out safer recruitment checks on all staff. Our Behaviour policy clearly sets out that hateful behaviour is not tolerated. Staff know how to respond to witnessing harassment and abusive behaviour. Pupils are encouraged to challenge harassment or abusive behaviour among their	■■■		SP	ongoing

		peers.	<td style="background-color:#22b14c"></td>			
	The setting 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.	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 in an age appropriate way and in safe space and for students to develop critical thinking and digital literacy skills The School embeds fundamental British values into the curriculum, while also ensuring specific discussions can take place in a safe environment (see policy).	<td style="background-color:#22b14c"></td>		SP	Ongoing
IT policies: 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 institution. 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 means of restricting access to harmful content.	Appropriate internet filtering is in place. There is a clear reporting process in place should filtering systems flag any safeguarding or Prevent-related concerns (see IT acceptable use policy). Robust reporting system in place for wider concerns recorded and monitored by DSL on Edaware, including action taken or reasons for no action at this time. The designated safeguarding lead takes lead responsibility for	<td style="background-color:#22b14c"></td>		SP	Ongoing

		safeguarding and child protection (including online safety). The school equips children and with the skills to stay safe online, both in school and outside (see curriculum map safety).				
Visitors: 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.	The private/commercial use of the school's spaces is effectively managed & due diligence checks are carried out on those using/booking and organisations that they represent.			SP	Ongoing
	Settings do not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised. The setting does not conduct any due diligence checks on visitors or the materials they may use.	The school 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 school seeks advice and support from partners where necessary to make an assessment of suitability.			SP	Ongoing