

SGF17 - Prevent Duty Risk Assessment – 2026 /2027 – Bishop’s Itchington Primary School

Prevent Duty	On 1 July 2015 the Prevent Duty (section 26) of The Counterterrorism & Security Act 2015 came into force. This duty places the responsibility on local authorities & 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 and 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. Schools have a duty of care to their pupils and staff which includes safeguarding them from 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 children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of the terrorist ideology and learn how to challenge these ideas. All staff are expected to uphold & promote the fundamental principles of British Values, including democracy, the rule of law, individual liberty & mutual respect, and tolerance of those with different faiths & beliefs. We believe that children should be given the opportunity to explore diversity & understand Britain as a multi-cultural society; everyone should be treated with respect whatever their race, gender, sexuality, religious belief, special need or disability.
National Risks	Nationally, the Government has stated that there is a SUBSTANTIAL risk of a terror attack. This means that an attack is considered likely. It has remained at this level since February 2022. The most significant source of terrorism threat nationally, has been identified by Government as being presented by internationally inspired, Islamist extremist influences – in particular Al Qa’ida and Islamic State (IS). The Government has also confirmed that the fastest growing risk over the last 4 years has emerged from extreme right wing terror groups. The most recent publication of Channel referrals has indicated an increase of 30% in Prevent referrals, with the largest source of Channel cases comprised of extreme right wing. The international conflicts around the Ukraine and particularly Gaza have also raised concerns

	around possible implications for heightening grievance narratives, extremist activity, and conditions for radicalisation. The substantial national increase in both anti semitism and islamophobia highlight such concerns.
Local Risks	In Warwickshire and Northamptonshire, the Local Prevent Steering Group has identified that Extreme Right-Wing risks are the highest priority for the partnership. This is based on reviewing local prevent referrals, terrorism arrests, information regarding aggravated activism by extremist groups across the County and the experience of individual local partners. In addition, Islamist extremism have also been identified as a concern for Warwickshire, reflecting the national assessment regarding risk, which clearly have direct implications for the County.
School Context	Pupils at our school are more likely to be exposed to radicalisation through family members. We have a number of teenage young people who show challenging behaviour around our village who may unduly influence some pupils at our school when they are permitted to 'play-out' unsupervised. County Lines operates in Bishop's Itchington village and older siblings of our pupils may be exposed to this.

Risk Assessment

Duty	Measure	Risk Management	Evidence	Who / Date /Further Actions
To access the risk of students being racialised, becoming terrorists or supporting terrorism.	Staff can demonstrate a general understanding of the risks affecting children & young people.	All staff have received, read, understood & agreed to comply with KCSIE Sept 2025 The Prevent Lead has informed staff of their duties as set out in The Prevent Duty (DfE June 2015) Governors complete Safeguarding & Prevent Training Staff are informed of updates to D of E prevent duty.	All staff complete Govt. Prevent Duty training on-line every September.	Completed September 2026
	Staff can identify individual children who may be at risk of radicalisation and how to support them.	The Prevent Lead has informed staff about signs and indicators of radicalisation and how to make a referral of these concerns on Inset September 2025 training day Staff to alert Prevent Lead of any concerns, log on CPOMs & Prevent Lead seek advice.	At safeguarding training in September and through Prevent training on-line.	Completed September 2026
	There is a clear procedure in place for protecting children at risk of radicalisation.	All staff have read the Safeguarding & Child Protection Policy which includes a statement regarding the school's "Prevent" duty. All staff understand how to record, and report concerns regarding risk of radicalisation (CPOMS). All policies are stated on the school website and are accessible for parents and carers, & Staff	Staff training 1 st September 2025 and have signed to confirm they have read relevant documents.	Completed September 2026
	The school has identified a Prevent Lead	All staff know who the Prevent Lead is and that this person acts as a source of advice and support	Identified at Staff Training.	Jacky Sykes September 2026

Prohibit extreme speakers and events in the school	The school exercises “due diligence” in relation to requests from external speakers and organisations using school premises.	Request an outline of what the speaker intends to cover. Visitors presenting to children are always accompanied by school staff. Research the person/organisation to establish whether they have demonstrated extreme views/actions. Deny permission for people/organisations to use school premises if they have links to extreme groups or movements. Provide justification for their decisions in writing. Always have staff present when visitors are delivering.	We only invite speakers that are relevant to primary-aged children. All power points are seen by the Head Teacher before hand.	
Working in Partnership				
The school is using existing local partnership arrangements in exercising its Prevent duty.	Staff record and report concerns in line with existing policies and procedures.	All staff record and report concerns on CPOMs. All staff discuss with Prevent Lead if any concerns are raised (regardless how small)	Staff training 1 st September.	
	The Prevent Lead makes appropriate referrals to other agencies including the Multi Agency Safeguarding Hub (MASH / Family Connect) and Channel Panel + Consults with County Prevent Officer.	Records of referrals are recorded on CPOMs & copies filed securely. Referrals are followed up appropriately.	DSL reviews all CPOMS entries. Audited by the Director of Safeguarding.	

Staff Training				
Equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas.	Assess the training needs of staff in line with the National and Local Risks.	The Lead DSL has completed Prevent Awareness Training.	DSL completes Prevent Training annually on DfE website and has certificate.	
	Staff are aware of the potential pressures that can be put on children to comply.	The Lead DSL can provide advice and support to other members of staff on protecting children from the risk of radicalisation.		
		Annual Safeguarding Training and Induction Training Includes the Prevent Duty.	All staff complete DfE prevent on-line training annually and have certificate.	
		All staff are up to date with Prevent training.		
		Staff have received the Prevent duty guidance updated 6 March 2024.		
IT Policies – Monitoring & Filtering				
Ensure that children are safe from terrorist and extremist material when accessing the internet in school.	The school has policies in place which refer to the “Prevent” duty.	The Anti-bullying policy is reviewed and up to date.	Our school has a Behaviour policy that is reviewed annually by Teachers and Governors.	
	School IT Systems	The school has robust Monitoring and Filtering systems.	In place by the MAT	
	Students are taught about on-line safety with specific reference to the risk of radicalisation.	The curriculum reflects this duty which is planned by the E Safety lead and disseminated to all year group teachers.	Our school has an Internet Safety Lead who is also Computing Lead. Jigsaw, assemblies.	

Building Children's Resilience to Radicalisation

To 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/Character & Culture, assemblies and other curriculum activities, students are able to explore political, religious and social issues. All curriculum texts are selected carefully to be representative of the world beyond the immediate & the diversity therein Pupils are taught about the diverse national, regional, and ethnic identities in the UK and the need for mutual respect. Staff are aware of the government guidance: Guidance on promoting British values in schools published - GOV.UK 27 November 2014.	Weekly assemblies are aligned to British Values. English Lead ensures this happens.	
To ensure that British Values are integrated into the curriculum and develop tolerance of others.	Curriculum & assembly themes promote tolerance (celebration) of others. R.E curriculum develops understanding of other faiths. PSHE programme encourages discussion	British Values/SMSC Lead in place & attends termly Trust networks. Assemblies focus on Values & SMSC/British Value theme. The curriculum develops understanding of other faiths. British Values /SMSC is planned into Curriculum Maps to ensure delivery. Consideration for Prevent lead to attend 'successful teaching of fundamental British Values in school' training. Further initiatives to promote and support tolerance, diversity, inclusion, ie. Multi – Faith Resources /Facilities	Head Teacher does this. RE curriculum covers culture and religions. See website for curriculum.	

Assessing the risk of children being drawn into terrorism. Low risk behaviours include:

- Holding strong opinions or values (non-violent or non-extremist)
- Criticizing government policies
- Adopting visible signs, for example wearing clothing (non-violent or non-extremist), to express identity or sense of belonging
- Taking a keen interest in national and international affairs. taking a stand and supporting causes, for example animal rights (non-violent)
- Showing new interest in a political ideology or religion
- Holding or expressing conservative values or practices, whether traditional, cultural or religious (unless they cause harm to a child or others, for example female genital mutilation)

Action to low-risk behaviour:

- Talking informally to the child about the changes in their behaviour
- Providing an opportunity to debate controversial issues in a safe space.
- Offering information about how to keep safe online.
- Staff to use the recourses available on Educate against hate site to support understanding/ participation.

At risk behaviours include:

- Being drawn to conspiracy theories
- Beginning to isolate themselves from family and friends.
- Viewing or engaging with inappropriate online content and having uncontrolled or unsupervised access to the internet
- Expressing concerns about being victimised, for example feeling under attack.
- Discriminating against other individuals or groups of people
- A sudden change in behaviour
- Showing interest in extremists or extreme groups.
- Expressing views that divide us, for example talking about 'us' and 'them'.

Action for at risk behaviours include:

- If enough information is present consider making a comprehensive assessment
- Discuss what's happened in the past to trigger the incident.
- Establish if this is an isolated incident or a pattern of behaviour.
- What other information is evident?
- Make a holistic assessment of vulnerability, examining risk and protective factors- supportive personal relationships with peers and family, environmental factors such as school, or home life. contextual factors - for example, previous safeguarding concerns, behaviour, attendance, attainment, general wellbeing
- Talk to the child in a safe space.
- Speak to parents/carer.
- Keep Record of all concerns, discussions and decisions made, and the reasons for those decisions. (CPOMS)

- If in any doubt, make a Prevent referral.

Medium risk behaviour includes:

- Legitimizing the use of violence to defend ideology or cause
- accessing extremist or terrorist websites, forums and publications.
- Expressing dehumanizing views
- Expressing an interest to travel to a conflict zone.
- Being in contact with a group or individuals known to support a violent extremist ideology, either online or in real life
- Targeting a 'perceived other' of some kind (perhaps based on gender or another protected characteristic), but not otherwise identifying with one particular terrorist ideology or cause.
- Being obsessed with massacre, or extreme or mass violence, without targeting a particular group (for example, high school shootings)

Actions for medium behaviour include:

- If there's reasonable cause to suspect that the child is suffering or likely to suffer significant harm or is at risk of harm, a referral Prevent referral must be made immediately. This is a statutory requirement.
- Complete an assessment to identify whether any needs should be met by more than one agency.
- Obtain parental consent but only if it is safe to do so for children under the age of 18

High risk, criminal behaviour includes:

- Verbally or physically attacking someone due to their race, religion, sexuality and so on
- Committing violent acts guided by a violent extremist ideology or group.
- Taking part in any proscribed violent extremist group (financing, sharing material online, recruiting others and so on)
- Having a 'kill list' or detailed plan to carry out mass violence.
- Producing or sharing terrorist material offline or online
- Recruiting others to a proscribed terrorist group or organization

Actions to high risk, criminal behaviour include:

- Inform the police immediately if you suspect a child is about to put themselves or others in danger by travelling to join a proscribed organisation or appears to be involved in planning to carry out a criminal offence.
- If you suspect a child is likely to commit an attack on your setting, contact the police and local authority for immediate support.

When you make a Prevent referral you should describe:

- How or why your organisation came to be concerned.
- What happened if there was a specific event
- The indicators that something is wrong.
- Any sympathetic interest in hate crimes, extremism, or terrorism - including any extremist ideology, group or cause, support for 'school shooters' or public massacres, or murders of public figures.
- Any worrying use of mobile phone, internet, or social media
- Any contact with groups or individuals that cause you concern, including who and how often, and why you're concerned.
- Any expression of wanting to cause physical harm, or threats of violence, including who to, when and what was said or expressed.
- Any other safeguarding concerns about the family or peer group
- Any discussions you've had with the student, parent, or carer (if under 18)

Comments / Further Actions

Current risk status:	Low	
Person conducting assessment:	Jacqueline Sykes	
Date of assessment:	20.09.2026	

Statutory Guidance & Support

Home Office e - learning packages.	Prevent Awareness Prevent Referrals Understanding Channel www.support-people-susceptible-to-radicalisation.service.gov.uk/portal
Prevent Guidance – updated March 2024	www.gov.uk/government/publications/prevent-duty-guidance/prevent-duty-guidance-for-england-and-wales-accessible
Political Impartiality Guidance – updated March 2025	This guidance explains the existing legal requirements relating to political impartiality in schools. www.gov.uk/government/publications/political-impartiality-in-schools/political-impartiality-in-schools
Teach about Online Extremism	The “Going too Far?” Resources from Educate Against Hate and the London grid for learning - to help teach students about staying safe on line. Going Too Far?
Resources for having difficult Classroom Conversations	Educate Against Hate has a range of resources to help teachers conduct difficult conversations with students. The “Lets Discuss” teaching packs have been developed to help facilitate conversations about topics such as fundamental British Values, extreme right wing terrorism and Islamic extremism. https://www.educateagainsthate.com/teachers
Educate Against Hate	Sign up for Educate Against Hate Newsletter. Latest news,blogs and resources to help teachers, school leaders and DSL’s to protect students from radicalisation. Educate Against Hate - Prevent Radicalisation & Extremism