

<b>Colne Primet Academy</b>	The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people being drawn into terrorism.
<b>Prevent Duty Risk Assessment</b>	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 defined as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Extremism isn't exclusive to any section of society and can take many forms.  Radicalisation is defined as the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

**Prevent Risk Assessment for Schools**

Person completing:	Date Implemented:	Date for review:
Carl Thomas (Designated Safeguarding Lead)	Jan-26	Jan-27

**National Risks – Risk of radicalisation generally**

<b>Risk 1: Terrorism</b>	<b>Risk 2: Extremist Ideologies</b>	<b>Risk 3: Social Isolation and Vulnerability</b>
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**Local Risks – Risk of radicalisation in your area and institution**

<b>Social and emotional vulnerability of children within local area</b>	<b>County Lines - coercion and minipulation of vulnerable children</b>	<b>Children who are witness and/or subject to domestic abuse</b>
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**Leadership and Partnership**

Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Date for completion
	What is the risk here?	What are the hazards?	What has your institution put in place to ensure sufficient understanding and buy-in from Leadership?		What does your institution need to further action to address the identified risk(s)?		
<b>Leadership</b>	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 and trustees) within the organisation do not understand the requirements of the Prevent Statutory Duty or the risks faced by the organisation. The <del>Duty is not managed or enabled at a</del> 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	All school leaders undertake Prevent training as part of the annual INSET to remind them of their duty to prevent pupils being drawn into terrorism. A significant proportion of the leadership team are DSL trained, including most of SLT and pastoral leaders, as well as members of the Inclusion Team. Lead governor for safeguarding/Prevent lead is at appropriate seniority. As part of the PET Code of Conduct, staff must understand the statutory frameworks they must act within, which includes the Prevent Duty. School leaders stay up to date with local developments and risks. For example, through feedback via the DSL and LCC School Safeguarding Officer. The school is in communication with local PCSOs, and the Police where appropriate.		According to the Gov.uk website, the current UK threat level remains 'substantial'; that is, an attack is likely (January 2026). In terms of locally, the Lancashire Constabulary website still states 'there is no specific intelligence of a threat relating directly to Lancashire' (January 2026); 'prevention and early intervention are being used to reduce the risk'.	DSL Principal	
		Leaders do not communicate and promote the importance of the duty.					
		Leaders do not drive an effective safeguarding culture across the institution					
	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.	<p>We work and communicate with local safeguarding partners and other relevant agencies regarding concerns about extremism, including;</p> <ul style="list-style-type: none"> <li>Local Safeguarding Children's Partnership</li> <li>DSL / headteacher forums</li> <li>LADO</li> <li>Community Safety Partnerships</li> <li>Police Prevent Team</li> <li>Channel Panel</li> <li>Child and Famil Wellbeing Services</li> </ul> <p>The DSL/Prevent lead is aware of the process to contact other agencies and expedite concerns about extremism. Our Pastoral Team is supported by the DSL when liaising with external agencies regarding concerns regarding potential radicalisation or extremist views/behaviour. CPOMs is used to log information – disclosures, referrals and follow up actions, including school support, external agency liaison and parental contact. Where there are concerning signs regarding potential extremist views, a staged approach is adopted to provide support for the student, including parental involvement. Records of referrals are followed up appropriately.</p>			DSL Principal Director of Multi-Agency	
<b>Capabilities</b>		All staff are required to read our Child Protection Policy and Part 1 of Keeping Children Safe in Education at the start of each academic year as part of the INSET, or as part of their Induction Training if the member of staff joins our academy during the academic year. This is logged on a central spreadsheet. All staff have Prevent Training, included in the annual Safeguarding Training (January 2025), or upon induction, and are able to access a virtual course on the Government website at any time, and are required to repeat this training at least every 2 years; this is scheduled on the academy CPD Calendar.					

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<b>Staff training</b>	Staff do not recognise signs of abuse or vulnerabilities and the risk of harm is not reported properly and promptly by staff.	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.	Staff members are aware that they can go to the DSL/Deputy DSLs for advice, support, and to report concerns using CPOMs or report breaches of the Acceptable IT User Agreement. Awareness of British Values raised and reinforced through curriculum planning across all subjects, including Personal Development, and via Staff Briefings. All governors have read our Child Protection Policy and are required to read Keeping Children Safe in Education annually. Records of this being completed are kept. Governors ratify reviewed Safeguarding Policy annually (October 2025) following updated KCSiE (2025). We have a dedicated Safeguarding Link Governor (Tim Horsley) who oversees our compliance with the Prevent duty. A monitoring plan for 2025-2026 is now in place for the Safeguarding Link Governor to meet with the DSL termly discuss safeguarding, including Prevent. It also includes a tour of the school and meetings with key staff, for example, the IT Team. Trust Safeguarding and Online Safety Clusters both meet termly where there is an opportunity to discuss/raise concerns/share good practice regarding Prevent-related matters.	Green		DSL Principal Chair of Local Academy Council, and monitored by Trust Clerk	
		Staff do not access Prevent training or refresher training.	The staff recruitment process reflects the school's values and promotes good safeguarding practice. For example; School values and commitment to safeguarding are included in job advertisements Safeguarding questions included as part of the interview process Safer recruitment procedures are followed, for example. Enhanced DBS checks conducted, references obtained, and self-declaration of criminal activity. Single Central Record updated regularly; Principal, Executive Trust staff and Safeguarding Link Governor aware of compliance rate. Regular quality assurance and monitoring of lessons is carried out which allows for any concerns to be identified. Students raise concerns regularly used to not feedback and provide students with an opportunity to raise any concerns Colne Primet Academy has a culture of safeguarding that supports effective arrangements to:				
<b>Information Sharing</b>	Staff do not share information with relevant partners in a timely manner.	Staff do not feel confident sharing information with partners regarding radicalisation concerns.	<ul style="list-style-type: none"> <li>• identify children who may need early help or who are at risk of neglect, abuse, grooming or exploitation</li> <li>• 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</li> </ul>	Green		DSL Principal	
		Staff are not aware of the Prevent referral process.	Colne Primet Academy has clear processes for raising radicalisation concerns and making a Prevent referral, through policies and staff training. Lead Prevent Training and how to make an appropriate referral completed				
<b>Reducing Permissive Environments</b>							
<b>Building children's resilience to radicalisation</b>	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.	Colne Primet Academy has codes of conduct for all staff (teaching and non-teaching staff). Safer recruitment checks are carried out for all staff. Teaching is monitored by Middle and Senior leaders through observations, book checks and is quality assured. Opportunities are provided within the curriculum to discuss controversial issues and for students to develop critical thinking and digital literacy skills. Colne primet Academy ensures all discussions of controversial issues are carried out in a 'safe space.' Throughout the curriculum, fundamental British values are embedded, while also ensuring specific discussions can take place in a safe environment. Our behaviour policy clearly sets out that hateful behaviour is not tolerated – both in person and online. Staff know how to respond to witnessing harassment and abusive behaviour. Students are encouraged to report to staff harassment or abusive behaviour among their peers. Restorative "Repair and Rebuild (R+R)" Meetings are offered to staff and students to rebuild positive relationships and reinforce school values where an issue is raised/incident takes place. Our Personal Development curriculum, across all year groups, focuses on 'Health & Well-Being' (for example, looking at 'good' and 'toxic' relationships) and 'Living in the Wider World' (for example, community cohesion), which aim to promote positive relationships and mental health. Inclusivity and Respect are a core part of our school values and are continuously reinforced through assemblies and on a day-to-day basis by the Pastoral Team and celebrated using verbal feedback to students and by awarding Positives throughout reward system. Our Warm, Welcomg and Friendly' ethos is embedded throughout school to promote diversity and increase positive interactions in both the classroom and social spaces.	Green		DSL Principal Personal Development Lead	
		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.	Curriculum plans and delivery are reviewed and quality assured by SLT and curriculum leaders. Throughout all curriculum areas, there are key opportunities to promote British values which are clearly identified, including Personal Development. Use of PSHE/RSE/PD lessons for sensitive and supportive discussions on radical issues and extreme ideologies. CPD sessions during the academic year are dedicated to support staff with how to manage and respond to discussions with students. The education of students includes how to keep themselves safe and responsible online using school or personal devices – in both Personal Development Time, IT/Computing lessons, as well as out of school. Colne primet Academy also engages in National Initiatives, such as Safer Internet Day, to promote online safety.  British values are promotoeoed around the school which includes; student participation in democracy through Student Voice activities, PE extra-curricular activity choices and student leadership elections such as Student Leaders and our Student Council. Assemblies are used to promote British Values. Personal Development Time activities are age-related and build on previous learning. Topics covered range from British Values and tolerance in Year 7 to same-sex relationships in Year 11. Year 7 focus on aspects such as World Religious Day and Remembering the				
	Ineffective IT policies increases the likelihood of students and staff being drawn into extremist material	Students can access terrorist and extremist material when accessing the internet at the institution.	come across online which makes them worried or uncomfortable. DSL accesses 'CPA Filtering' email which contains filtering report daily, and raises awareness with Pastoral Team and logs on CPOMs to monitor concerns, particularly where there is an 'ICT Breach'. Colne Primet Academies Online Safety Policy is applied alongside our Behaviour Policy which includes following key processes when investigating incidents of inappropriate searches and/or Prevent-related concerns, and actions are taken in line with the policy, including contact with parents, sanctions and support through external agencies, if required.	Green		DSL	

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<b>IT policies</b>	extremist material and narratives online. Inappropriate internet use by students is not identified or followed up.	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.	line with the policies, including, contact with parents, sanctions and support through external agencies, if required. IT safety and monitoring systems are in place, for example; the school IT network has appropriate filters to block sites deemed inappropriate or unsafe; SENSO (laptops), Impero (IT lessons) and Netsweeper School email accounts are monitored by IT staff. Regular checks are completed on the online filtering system to block and log inappropriate searches, for example; terrorism content. Independent checks are also conducted by DSL using SWGfL filter system to confirm filter systems effective for blocking students accessing inappropriate websites. Our ICT and PSHE curriculum include teaching students how to stay safe online. Parents are provided with support on Processes is in place to manage site visitors, including sub-contractors. There is 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 materials that visiting speakers deliver are discussed and approved prior to their visit. Visitors are never left alone with students unless they are DBS checked and included on the SCR. Feedback from students is also gained to support on feedback of visitors to our school.			Principal IT Trust Lead	
<b>Visitors</b>	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. 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.	Visitors are allocated a red or green lanyard on signing into the school at Reception – green indicates DBS checked (may be confirmed through a Service Level Agreement or school DBS check); red lanyard due to no DBS check and so visitor is always with a member of staff school on site. The private/commercial use of our schools spaces is effectively managed & due diligence checks are carried out on those using/booking and organisations that they represent. Advice and support is requested from partners where necessary to make an assessment of suitability.			DSL Principal Office Manager Estates Manager	