



HUNDON AND THURLOW PRIMARY FEDERATION

Laying the foundations for a bright future



PREVENT DUTY RISK ASSESSMENT

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 schools 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.

LEADERSHIP

Potential Hazard	Who is at risk?	Actions in Place	Owner	Risk level without controls	Risk level with controls	Self Audit level	Additional notes/next steps
The values and ethos of the school are unsuitable for promoting resilience against extremist ideologies and promoting British values	Pupils, staff and governors	<p>The Federation ethos and aims embed and set out our commitment to British values, evident in our philosophy document on our website</p> <p>Our values include a commitment to tolerance, diversity and mutual respect</p> <p>Regular Collective Worship (assemblies) to promote British Values</p> <p>Embedded into the PSHEE curriculum, particularly linked themes including 'Rights and Responsibilities'</p> <p>Annual focus days through the year include online safety week, wellbeing week, SMSC days etc...</p>	HT/SLT			2	Continue to ensure British Values are promoted in all aspects of school life in our two settings

Leaders are unaware of their responsibilities under the Prevent duty, and of the context of the school relating to the risk of extremism	Pupils, staff and governors	School leaders are aware of their duty to prevent pupils being drawn into terrorism, and make sure all staff know the same. School leaders stay up to date with local developments and risks, for example we receive updates from community.safety@suffolk.gov.uk and we have links with our PCSO and School Liaison Officer.	HT/SLT			2	Regular briefings to include Prevent duty. All teaching and support staff to complete online Prevent training: https://www.elearninng.prevent.homeoffice.gov.uk/ Refresh the leadership team on the school's responsibilities under the Prevent duty
Arrangements and resources in place to provide pastoral care and support as required are not in place. Monitoring arrangements to ensure that this support is effective and supports the school's welfare and equality policies are not in place.	Pupils and Staff	Class teachers and support staff are trained to identify any concerns relating to extremist behaviour and undertake their pastoral support robustly. CPOMs system used to alert and monitor any concerns. Support provided by SLT and the Safeguarding Team. All relevant policies in place.	HT/SLT			2	Continue to update staff training Monitor concerns on CPOMs & ensure all actions are logged
TRAINING AND CAPABILITY							
School staff are unaware of their responsibilities under the Prevent duty, and the need to	Pupils and Staff	All staff have read our Child Protection and Safeguarding policy and at least part 1 of Keeping Children Safe in Education. Update our Child Protection and Safeguarding policy annually.	HT/SLT			2	All school staff, including support staff and admin staff to have regular safeguarding briefings, including the Prevent duty.

promote British values		<p>All staff have completed Prevent training through gov.uk</p> <p>Staff members are aware that they can go to SLT for advice, support, and to escalate concerns.</p> <p>Induction process in place and includes Prevent training & KCSIE CPD course through The Key</p> <p>The Federation and school communities actively embraces British values.</p> <p>Collective Worship (assemblies,) whole school events and medium-term plans, where appropriate (Wellbeing week, World Book day, World War 2, Nativities, class dojo points, PSHEE, BRAVE (RE) curriculum, buddies, School Council)</p>				<p>All staff to be able to report safeguarding concerns, including those of extremism and radicalisation through CPOMS.</p>
Governors cannot carry out their role to monitor the Federation's Prevent strategy effectively	Pupils and Staff	<p>All governors have read our Child Protection and Safeguarding policy, Anti-bullying policy and Keeping Children Safe in Education.</p>	HT/SLT			<p>2</p> <p>Board of Governors are provided with Prevent guidance from gov.uk and KCSIE</p> <p>Training ~ regular updates to be provided; Risk assessment and Prevent information shared in Governor's meeting & on website</p> <p>All governors to be provided with the link in order to complete online Prevent training: https://www.elearning.prevent.homeoffice.gov.uk/ </p>

Staff do not support the school's values and ethos, or they support and promote extremist ideas	Pupils and Staff	The staff recruitment process reflects the school's values and promotes good safeguarding practice. School values and commitment to safeguarding are included in job advertisements. Safer recruitment procedures are followed	HT/SLT			2	SLT and relevant governors to attend regular 'safer recruitment' training and updates. Follow relevant guidance for recruitment ~ Safer Recruitment Consortium, NSPCC, DfE
WORKING IN PARTNERSHIP							
Staff do not feel comfortable or capable working with external agencies and sharing concerns about extremism externally	Pupils and Staff	<p>We work and communicate with local safeguarding partners and other relevant agencies regarding concerns about extremism.</p> <p>The DSL/Prevent lead is aware of the process to contact other agencies and expedite concerns about extremism.</p> <p>Records of referrals are kept on CPOMS, and referrals are followed up appropriately</p>	All staff			2	Use of CPOMS to share concerns
SPEAKERS AND EVENTS							
Pupils are exposed to extremist ideologies by visiting speakers	Pupils and Staff	<p>Procedures for visiting speakers include:</p> <ul style="list-style-type: none"> School staff remaining with children for any input shared; Materials that visiting speakers deliver are discussed and approved prior to any visit Visitors are never left alone with pupils 	All staff			2	<p>Robust policies and checks in place to ensure visitors do not hold extremist views.</p> <p>Ensure staff aware of expectations for all visitors in school, including checking of content & evaluations from other schools where content has been delivered</p>

The school site is used to host events which support extremist ideologies or promote hatred	Pupils and Staff	All hiring and lettings agreements state that the school sites will not be hired to groups who support extremist ideologies or promote hatred (currently we do not have any lettings at either school site)	HT/SLT			2	Ensure this is considered if any lettings are undertaken in the future
CURRICULUM AND CULTURE							
The curriculum teaches damaging material or fails to challenge extremist ideologies and promote British values	Pupils	<p>Opportunities to promote British values are sought and used within all curriculum areas as appropriate.</p> <p>Use of PSHEE and RSE lessons for sensitive and supportive discussions on radical issues and extreme ideologies.</p> <p>Collective Worship (assemblies) link with and highlight British values alongside our Federation values in whole school and class-based sessions led by all staff</p>	HT/SLT			2	Review our current practices for promoting British values and consider where we could do more to embed these values into our curriculum. Consider additional resources in addition to Picture News, Newsround, consider The Linking Network
A culture of inequality or abuse is allowed to grow, enabling extremist ideology and hate to develop	Pupils and Staff	<p>Our Restorative and Positive Behaviour policy clearly sets out that hateful behaviour is not tolerated.</p> <p>Staff know how to respond to witnessing harassment and abusive behaviour.</p> <p>Pupils are encouraged to challenge harassment or abusive behaviour among their peers.</p> <p>Through PSHEE/BRAVE (RE) and other curriculum activities, pupils are able to explore political, religious and social issues</p>	All staff			2	Regular discussions with children re: expectations, how to report & strategies to resolve conflict. Ensure all new staff understand our restorative approach.

British values are not promoted outside of the classroom	Pupils and Staff	<p>Steps taken to promote British values around the school include:</p> <ul style="list-style-type: none"> ▪ Pupils participate in democracy through School Council elections ▪ Collective Worship (assemblies) promoting diversity, human rights, and respect are undertaken ▪ Celebrations from multiple religions and cultures are celebrated around both schools ▪ Through PSHEE / BRAVE (RE) and other curriculum activities, pupils are able to explore political, religious and social issues 	All staff			2	Build in more opportunities for pupils to be taught about the diverse national, regional and ethnic identities in the UK and the need for mutual respect.
IT AND INTERNET SAFETY							
Pupils use the school's networks or school's hardware to access extremist material	Pupils	<p>Our Online Safety and Child Protection and Safeguarding policies makes reference to the risks of online extremist material. Pupils are encouraged to report any material they come across online which makes them worried or uncomfortable.</p> <p>In addition to the LA filtering, Computing safety and monitoring systems are in place (Smoothwall and Senso) to filter to block sites deemed inappropriate or unsafe.</p> <p>School email accounts are hardware are monitored by SLT and our IT Technician</p>	HT/SLT			2	<p>Review relevant policies annually.</p> <p>Ensure all systems are in place to monitor and prevent access any inappropriate sites and that all staff are aware of these.</p>
Pupils access extremist material on their own devices or on social media, or are specifically	Pupils	<p>The Computing and PSHEE curriculum both include teaching pupils how to stay safe online.</p> <p>The curriculum for computing and PSHEE reflects this duty.</p>	HT/SLT			2	<p>Ensure all IT policies are updated regularly</p> <p>Online safety policy</p> <p>Acceptable use policy</p>

targeted for online radicalisation		Parents are provided with support on how to help their children access the internet safely and spot the signs of online radicalisation. We share online safety factsheets with parents to help them support their children					Preventing bullying policy
SCHOOL SECURITY							
Non-approved visitors access the school site to spread extremist ideology	Pupils and Staff	Visitor procedure includes: All visitors to the school must be signed in at reception and wear ID badges Visitors are accompanied around the school site by a member of staff at all times	HT/SLT			2	Review policies & procedures regularly (See visitor safeguarding protocols on The Key).
HEADTEACHER / DSL / PREVENT LEAD				Mrs S FitzGerald			
REVIEW				September 2025			

Assessment / Audit Levels grid		
RAG Rating	Self-Audit Level	Definition
Red – not met	4 - inadequate	There is no policy or practice in place and/or requirements of the Prevent duty and EIF are not being implemented effectively
Amber – in progress	3 - basic	There is policy or fundamental aspects of practice in place, but they are not detailed in scope or scale, or embedded in routine practice and are insufficient to address complex or challenging environments or incidents
Green - completed	2 - business as usual	Required policy and practice are effectively embedded and staff and students are included in their development; Policies are detailed, applied across the organisation in all relevant areas of business and are supported by robust and transparent management and governance processes
Blue – N/A	1 - advanced	There is sound and effective implementation and understanding of how policy and practice work together to implement all relevant requirements of the Prevent duty and EIF to safeguard students. There is ongoing reflection of best practice, testing of impact and effectiveness and knowledge is shared across the institution and with appropriate networks and partners

