



Prevent Duty Risk Assessment 2026–27

Safeguarding pupils from radicalisation and being drawn into or supporting terrorism

School	Ashton Hayes Primary School	Assessment owner	Headteacher / DSL
Academic year	2026–27	Governor oversight	Safeguarding / Governing Body
Date completed	August 2026	Review	At least annually and sooner if risk/context changes

PURPOSE	This assessment considers how pupils or staff may be susceptible to radicalisation into terrorism, including through online influences, and records the proportionate controls used by the school. It is a safeguarding document and should be reviewed in the light of national, regional, local and school-specific information.
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1. Statutory context and approach

The Prevent duty arises from section 26 of the Counter-Terrorism and Security Act 2015. The current statutory Prevent duty guidance for England and Wales requires education settings to understand the threat and risk relevant to their local area, phase, size and type of setting; assess how learners or staff may be at risk of radicalisation, including online; and put proportionate mitigations and an action plan in place where specific risks are identified.

Prevent is treated as part of safeguarding. Concerns are considered through the school's established safeguarding arrangements, led by the DSL. Staff are not expected to diagnose ideology or investigate concerns themselves: they notice, record and report concerns so that the DSL can assess them in context and seek advice or make a referral where appropriate.

IMPORTANT	No school or area is risk-free. A low current level of identified concern does not remove the need for vigilance. Risk can change quickly, particularly through online exposure, emerging local issues or changes in an individual pupil's circumstances.
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2. School context and current risk picture

School context. Ashton Hayes is a small primary school serving children from EYFS to Year 6. The age of pupils means that susceptibility is most likely to present through exposure to harmful online content, influence from family/peers or trusted adults, use of discriminatory or extremist language/narratives, social isolation or vulnerability, rather than through organised political activity within school.

Local threat and risk. The school will not assume that its community profile equates to no risk. The DSL/Headteacher will maintain awareness of relevant local authority, police and Prevent partnership information, including any local or regional threat/risk information made available to schools, and will update this assessment when that picture changes.

Current school-specific assessment. At the date of this assessment, no specific school-based pattern or incident has been identified that would justify describing the setting as high risk. The overall institutional risk is therefore assessed as LOW, subject to the controls below and to

confirmation against current local Prevent information. Individual pupil concerns, should they arise, are assessed separately through safeguarding procedures.

3. Risk-rating methodology

Risk is considered using likelihood and impact, with professional judgement applied. The purpose is to identify sensible safeguarding action, not to create false precision.

Rating	Meaning	Expected response
Low	Controls are established and no significant current concern is identified.	Maintain controls; monitor and review.
Medium	A credible weakness, emerging concern or increased exposure exists.	Strengthen controls promptly; named action and review date.
High	Significant weakness or active concern creates material safeguarding risk.	Immediate safeguarding action; seek external advice/referral as appropriate; senior/governor oversight.

4. Prevent risk assessment

Risk / potential vulnerability	Who may be affected	Existing controls / evidence	Current risk	Further action / assurance
Staff do not recognise signs of susceptibility to radicalisation or do not know how to respond.	Pupils; staff	Prevent is embedded within safeguarding. DSL/leadership arrangements are clear; staff safeguarding induction and updates include radicalisation/Prevent, reporting routes and the expectation to act on concerns. Staff know concerns are reported to the DSL rather than investigated independently.	LOW	Maintain a record of Prevent training/refreshers. Check staff confidence through safeguarding audit/quiz or discussion. Refresh following material national/local changes.
Online radicalising influences, extremist material, conspiracy narratives or harmful content reach pupils through school or personal devices.	Pupils	Online safety is taught through the curriculum and safeguarding work. Filtering and monitoring arrangements are in place and overseen within safeguarding/IT processes. Pupils are taught to question online information, report worrying content and seek trusted adult help. Staff respond to concerning online behaviour through safeguarding procedures.	LOW-MEDIUM	Review filtering/monitoring reports and online-safety curriculum at least termly. Ensure Prevent-related online risks are considered in filtering/monitoring review and staff updates.
A pupil becomes susceptible because of vulnerability, isolation,	Individual pupils	Pastoral and safeguarding systems enable staff to identify changes in	LOW	Continue contextual safeguarding discussion through DSL processes.

Risk / potential vulnerability	Who may be affected	Existing controls / evidence	Current risk	Further action / assurance
grievance, bullying, identity concerns, unmet additional needs or influence from others.		behaviour, language, relationships or wellbeing. SEND and vulnerable pupils are known to staff and supported. Concerns are considered holistically; Prevent is not treated as a label or inferred from protected characteristics, religion or ethnicity.		Where indicators emerge, record evidence and seek appropriate advice rather than relying on a checklist.
Discriminatory, hateful or extremist language/ideas are normalised, repeated or left unchallenged.	Pupils; wider community	School values, behaviour expectations, PSHE/RSHE, RE, assemblies and wider curriculum promote respect, inclusion and responsible citizenship. Prejudice-related incidents are challenged and recorded. Pupils are taught that disagreement can be expressed safely and respectfully.	LOW	Monitor patterns in behaviour/safeguarding records. Ensure curriculum provides age-appropriate opportunities to explore difference, respectful disagreement, misinformation and democratic values.
Curriculum does not sufficiently build resilience to extremist narratives or prepare pupils to evaluate information critically.	Pupils	Curriculum and personal development promote critical thinking, reading, discussion, online safety, respect for different beliefs and cultures, and age-appropriate understanding of democracy, law, individual liberty and mutual respect/tolerance.	LOW	Map Prevent-relevant protective learning across PSHE/RSHE, computing/online safety, RE, English and wider personal development; identify any gaps by phase.
Visiting speakers, external organisations, contractors or materials introduce inappropriate or extremist content.	Pupils; staff	Visitors are subject to safeguarding procedures, purpose and suitability checks, appropriate supervision and staff oversight. External materials are selected in line with curriculum and safeguarding expectations.	LOW	Ensure visitor/speaker procedure explicitly references Prevent and suitability of content/organisation. Record checks proportionately for higherrisk or unfamiliar speakers.
Staff or volunteers express or promote views that create safeguarding concerns or a permissive environment for radicalisation.	Pupils; staff	Safer recruitment, staff code of conduct, safeguarding culture, whistleblowing arrangements and leadership oversight apply. Concerns about adults are managed through the appropriate safeguarding/allegations procedures.	LOW	Ensure induction for staff/volunteers includes expected conduct, reporting/whistleblowing and Prevent as part of safeguarding.

School premises, IT systems or communication channels are used to promote extremist or	Pupils; staff; community	Access to premises and IT is controlled. Lettings/visitors are subject to school	LOW	Review lettings/acceptable-use wording to ensure activity inconsistent with
Risk / potential vulnerability	Who may be affected	Existing controls / evidence	Current risk	Further action / assurance
terrorist-supporting material.		procedures. Filtering, monitoring and acceptable-use expectations reduce misuse of school systems.		safeguarding or Prevent obligations can be refused/stopped.
A Prevent concern is identified but escalation/referral routes are unclear or delayed.	Individual pupils or staff	DSL leads safeguarding decision-making. Concerns are recorded and assessed in context. The school can seek advice from local safeguarding/Prevent partners and uses the national Prevent referral process where appropriate. Immediate danger is managed through emergency safeguarding/police routes.	LOW	Keep current local Prevent advice/referral contact details with safeguarding procedures. Ensure DSL/deputies know the national referral route and Channel process.
Local, national or international events increase tension, harmful rhetoric, misinformation or radicalising influence.	Pupils; staff; community	Leadership and DSL monitor safeguarding implications of significant events and respond through age-appropriate communication, curriculum, pastoral support and staff briefing. Behaviour and safeguarding concerns are monitored.	LOW–MEDIUM	Use dynamic review: update this risk assessment when relevant events or local intelligence materially change exposure or risk.
Governance does not provide sufficient oversight or challenge of Prevent compliance.	Whole school	Prevent sits within safeguarding governance. Governors receive safeguarding information and assurance and understand that the duty requires a proportionate, setting-specific risk assessment.	LOW	Review this assessment at governingbody/safeguarding level annually and after significant change. Record challenge, assurance and any actions.

5. Protective curriculum and school culture

The school's Prevent response is broader than referral procedures. The strongest protection for primary-aged pupils is a safe, inclusive culture in which children develop knowledge, belonging, critical thinking and confidence to seek help.

- Safeguarding and trusted-adult culture: pupils know adults will listen and concerns will be taken seriously.
- Online safety and media literacy: pupils learn that online material can be manipulative, false, hateful or unsafe and are taught how to respond.
- Respectful relationships and inclusion: prejudice, discrimination and dehumanising language are challenged; difference is explored without stereotyping.

- Curriculum breadth: RE, PSHE/RSHE, computing, English, history and wider personal development contribute to understanding beliefs, communities, democracy, rights, responsibilities and respectful disagreement.
- Belonging and participation: enrichment, leadership opportunities, clubs, sport, arts and community activity help pupils develop positive identity, connection and agency.
- Early help and SEND/pastoral support: vulnerability is responded to through individualised safeguarding and pastoral support rather than assumptions about groups.

6. Response to a concern

Stage	School response
1. Notice and listen	Any member of staff who sees or hears something concerning responds calmly, does not promise confidentiality and does not conduct an investigation.
2. Record and report	The concern is recorded factually using the school's safeguarding system/process and passed promptly to the DSL/deputy.
3. Assess in context	The DSL considers the concern alongside other safeguarding information, the pupil's circumstances and the nature/urgency of the risk.
4. Seek advice / refer	Where appropriate, the DSL seeks advice from safeguarding/Prevent partners and submits a Prevent referral using the national referral process. Other safeguarding routes, including Children's Social Care, may be more appropriate or may run alongside it.
5. Immediate risk	Where there is an immediate threat to life or serious harm, emergency procedures and police are contacted without delay.
6. Support and review	The school continues appropriate pastoral/safeguarding support, information-sharing and review. A Prevent referral is a safeguarding step and does not itself imply criminality.

7. 2026–27 Prevent action and assurance plan

Action	What will happen	Lead	Timescale	Status
Confirm local risk picture	DSL/Headteacher obtains or checks current local authority/police/Prevent information relevant to schools and records any material local risks in this assessment.	Headteacher / DSL	Autumn 2026	Open
Staff knowledge	Ensure all staff receive Prevent/radicalisation safeguarding content through induction/annual update and know the internal reporting route.	DSL	Autumn 2026 and ongoing	Planned
Online risk	Review filtering and monitoring assurance and ensure online radicalising influences are explicitly considered.	DSL / IT lead	Termly	Ongoing

Curriculum resilience	Map age-appropriate protective learning across PSHE/RSHE, online safety, RE and wider curriculum; address any gaps.	Curriculum / PSHE lead	By Spring 2027	Planned
Visitors / speakers	Check visitor/speaker procedures explicitly address suitability, supervision and Prevent related risk.	DSL / Headteacher	Autumn 2026	Planned
Action	What will happen	Lead	Timescale	Status
Governor oversight	Present Prevent risk assessment and key assurance to governors; record challenge and actions.	Headteacher / safeguarding governor	Autumn 2026; annual review	Planned
Dynamic review	Reassess following a Prevent concern, relevant local intelligence, significant incident, material change to online risk, or statutory guidance change.	DSL / Headteacher	As required	Ongoing

8. Evidence and review

- Current Prevent duty risk assessment and action plan.
- Safeguarding/child protection policy and staff code of conduct.
- Staff induction and safeguarding/Prevent training records.
- DSL records of advice, concerns and referrals where applicable.
- Filtering and monitoring assurance/review evidence and acceptable-use arrangements.
- PSHE/RSHE, online-safety, RE and wider curriculum evidence.
- Visitor/speaker and lettings procedures.
- Governor safeguarding minutes, challenge and assurance.
- Local authority / police / Prevent updates relevant to the school's risk picture.

Review trigger: This is a live safeguarding assessment. It should be reviewed at least annually and sooner following a relevant safeguarding incident, Prevent referral, significant change in local or national threat/risk, material change to the school's circumstances, or updated statutory guidance.

9. Approval and review record

Headteacher / DSL	Martin Bell	Date	31.8.26
Safeguarding governor	Jess Deighton	Date	TBC
Governing body review		Date	
Next scheduled review	Autumn 2027 (or earlier if triggered)		

Overall current institutional risk	LOW – subject to current local risk confirmation and ongoing controls		
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GOVERNOR ASSURANCE QUESTION	Can leaders demonstrate not only that Prevent policies and training exist, but that the school understands its own changing risk, staff know what to do with a concern, online and curriculum controls are effective, and identified vulnerabilities lead to proportionate safeguarding action?
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Reference framework

- Counter-Terrorism and Security Act 2015, section 26.
- Home Office, Prevent duty guidance: England and Wales (2023), in force from 31 December 2023.
- Department for Education, Prevent duty risk assessment templates and guidance for education settings.
- Keeping Children Safe in Education 2026 (effective from 1 September 2026).
- School safeguarding, online safety, behaviour, visitor, staff conduct and related policies.