

Prevent duty risk assessment

Important note: This risk assessment identifies typical examples and controls to illustrate how schools may manage certain risks. These can be used as a guide to think about hazards in your school and the steps needed to manage those risks. In order to be compliant with the law and protect your community, you must consider the specific hazards and controls your school needs and **must not** use this template without assessing your school's risks.

Lisburne School

Assessment conducted by: Lizzie Hopkins	Job title: Assistant Headteacher	Covered by this assessment:
Date of assessment: January 2026	Review interval: 12 months	Date of next review: January 2027

Risk rating		Likelihood of occurrence		
		Probable	Possible	Remote
Likely impact	Major: Causes major physical injury, harm or ill health.	High (H)	H	Medium (M)
	Severe: Causes physical injury or illness requiring first aid.	H	M	Low (L)
	Minor: Causes physical or emotional discomfort.	M	L	L

Hazard	Who may be harmed	Risk rating L/M/H	Existing controls	Further action required	Assigned to	Completed
Insufficient awareness of school procedures	Staff and pupils	M	- The school has a Prevent Duty Policy and Child Protection and Safeguarding Policy in place with clear procedures for protecting pupils at risk of radicalisation and which all staff understand. - School staff have regard for the following legislation and guidance: - Counter-Terrorism and Security Act 2015 - DfE (2023) 'The Prevent duty: safeguarding learners vulnerable to radicalisation' - Home Office (2023) 'Prevent duty guidance: for England and Wales' - DfE (2023) 'Keeping children safe in education 2023' - Equality Act 2010	Safeguarding and Child Protection Policy to be reviewed annually in line with national and local updates. Prevent Policy to be written and uploaded to website. Prevent Refresher training to be delivered annually.	Lizzie Hopkins (Safeguarding lead)	
	Pupils		All staff and governors undertake child protection and safeguarding training which covers the following:	All staff and governors complete safeguarding training as part of induction, this is refreshed at least annually.	DSL and Safeguarding Lead.	

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Vulnerable pupils not being identified			- How to identify pupils who may be vulnerable to radicalisation - How to challenge extremist ideas - When it is appropriate to make a referral to the Channel programme • The DSL undertakes specific Prevent awareness training and provides advice and support to other staff on protecting pupils from the risk of radicalisation. • The DSL directs staff as appropriate to undertake Home Office e-learning modules on Prevent and Channel awareness. • Staff remain alert to changes in a pupil's behaviour and indicators that they may be susceptible to extremism. • Staff use their professional judgement to identify pupils who may be at risk of radicalisation and act proportionately. • Pupils are encouraged to raise any concerns they may have about a peer's susceptibility to radicalisation with a teacher.	Updates are delivered throughout the school year as appropriate. DSL and safeguarding lead complete specific prevent awareness training provided by NCL. Prevent refresher training (gov.uk) is delivered annually. Staff follow school processes for identifying and reporting concerns. All concerns are recorded on CPOMs.		

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			- The DSL maintains a record of all incidents indicating a pupil's susceptibility to radicalisation and reviews this termly. - The school considers whether pupils are low risk, at risk, medium risk or high risk of being drawn into radicalisation. - Where a pupil is found to be susceptible to radicalisation, the school will speak to them as soon as possible and will make a Prevent referral if serious concerns are raised. - Staff members are aware of the push and pull factors of radicalisation and extremist groups, e.g. feeling isolated and being offered a sense of community, and will remain vigilant to pupils who may be attracted to extremist ideologies and groups by these factors.			

Hazard	Who may be harmed	Risk rating L/M/H	Existing controls	Further action required	Assigned to	Completed
Exposure to extremist content	Pupils		- The school has appropriate filtering and monitoring systems in place to limit pupils' exposure to online risks, including extremist content. - The DSL and ICT team work together to ensure that there is a clear reporting process in place where filtering systems raise safeguarding or Prevent-related concerns. - The governing board regularly reviews the effectiveness of the school's filtering and monitoring systems. - The headteacher ensures all teaching staff understand the risks posed by the online activity of extremist groups. - Online safety is integrated into the school's ICT and RSHE curriculum to equip pupils with the skills to stay safe online. - The school ensures external speakers and agencies are scrutinised sufficiently and are appropriate to speak to pupils. - Checks are carried out on any materials being used by guest speakers, e.g. leaflets, to ensure they are appropriate.	Filtering and Monitoring systems are in place. All staff are aware of how to identify and report concerns. All concerns are recorded on CPOMs. All staff complete Prevent refresher (gov.uk) annually. Internet safety is incorporated into the computing curriculum at a developmentally appropriate level. SBM and admin team carry out due diligence checks on those hiring and using school premises. Visitors and Guest speakers are checked prior to booking.	DSL Safeguarding Lead SBM	

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			Due diligence checks are carried out on those hiring and using the school premises.			
Pupils lacking resilience to radicalisation	Pupils		- Teaching staff provide a safe environment for debating controversial issues and encourage open debate about different points of views and beliefs. - PSHE lessons are used to: - Explore sensitive or controversial issues. - Equip pupils to recognise and manage risks and make safer choices. - Support pupils to recognise when pressure from others threatens their personal safety and wellbeing. - Enable pupils to develop effective ways of resisting pressures, including how to get help. - The school promotes fundamental British values and community cohesion across the curriculum as part of pupils' spiritual, moral, social and cultural development. - The school creates an environment in which radicalising ideologies are challenged.	PSHE and British values curriculum regularly reviewed with challenging topics delivered at a developmentally appropriate level. British values are promoted through all of the pathways, through assemblies, PSHE curriculum and buddy sessions. Staff are trained to recognise and challenge radicalising ideologies and are aware of how to identify and report concerns.	DSL. PSHE lead.	

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			- Pupils are encouraged to recognise how radicalisers use extremist ideas and narratives to encourage people into participating in or supporting terrorism. - The school has procedures in place to disrupt those who voice extremist ideologies and seek to radicalise others into carrying out or supporting terrorism-related activity. - Pupils are encouraged to respect other people, with particular regard given to the protected characteristics set out in the Equality Act 2010. - The school takes a proportionate approach to building pupils' resilience to radicalisation by accounting for age and the type of education being provided.			
Local concerns	Pupils and their families		- Staff raise concerns with the DSL if they witness behaviour or become aware of views from a pupil's family member that suggest a risk of radicalisation. - Staff remain alert to the possibility a pupil may be at risk of extra-familial harm.	All staff are aware of school procedures to identify and report concerns to DSL immediately. FLC team support with family relationships and receive annual prevent training and act on and report concerns.	DSL Safeguarding Lead FLC team Four Rivers Trust	

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			- The DSL maintains an awareness of the risks relating to extremism affecting young people in the local area. - The school engages effectively with parents to enable them to spot signs of radicalisation and advises where appropriate on referrals and support mechanisms. - The school develops effective partnerships with local Prevent leads, the police and the LA through multi-agency forums. - The school maintains an up-to-date awareness of the risk and threat posed in the local area and the latest developments in best practice through local partnerships.	The school links in to the Four Rivers Trust and Stockport LA to stay abreast of local issues and risks.		
Failing to respond to concerns	Staff, pupils and the public		- Staff understand the need to follow the school's safeguarding procedures and speak to the DSL if they have a concern about a pupil. - Staff follow the school's emergency procedures where a pupil is at immediate risk of harm or there is a security incident. - The DSL understands local procedures for making a Prevent referral.	Staff all understand how to identify and report safeguarding concerns to DSL immediately. School follow KCSIE guidance to act immediately when a child is at immediate risk of harm. DSL has up to date training on making a Prevent referral, training is updated regularly.	DSL Safeguarding Lead	

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			- Relevant services are accessed where appropriate to raise radicalisation concerns, including local children's social care, the LA's Prevent lead, and the local police. - Staff understand they can use the DfE's dedicated extremism helpline on 020 7340 7264 to raise concerns – this number is displayed in the staff room. - The SLT has a clear understanding of reporting and referral mechanisms. - The school has a clear process for raising radicalisation concerns and making a Prevent referral. - Staff are able to recognise extremist ideologies and radicalisation and report concerns as appropriate. - The Prevent national referral form is used when making referrals. - When sharing information that a person is at risk of radicalisation, they are given appropriate support and the information is shared in compliance with data protection legislation.	Senior Leaders access local safeguarding training to keep abreast of issues. Staff receive annual Prevent refresher training.		

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			The police are notified immediately if someone is about to put themselves or others in immediate danger, or if they appear to be involved in planning to carry out a criminal offence.			
Inappropriate staff conduct	Staff and pupils		- Staff members voicing opinions that may be extremist or risk the radicalisation of pupils will be managed in line with the school's Disciplinary Policy and Procedure. - Referrals to relevant agencies, e.g. the local police, will be made where appropriate in response to a staff member's conduct concerning extremism.	DSL and SLT will investigate and follow school procedures accordingly where there are concerns about a staff member. Concerns are recorded and escalated following school and government guidelines.		
Insufficient training provided	Staff and pupils		- All staff attend safeguarding training including that which concerns preventing people from being drawn into terrorism. - Prevent training is provided annually and refreshers are given. - All staff are required to attend Prevent training with a focus on Notice, Check Share. - Staff are provided with regular updates, notices and emails as required.	All staff receive safeguarding training on induction which is refreshed annually with updates delivered regularly in between. (National College) Prevent refresher training is delivered annually. (gov.uk) SLT work closely with Four Rivers Trust and Stockport LA to stay up to date on local issues and procedures.	DSL Safeguarding Lead	

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			- The SLT and DSL receive additional support from local partnerships and training on local processes for Prevent. - Records are maintained of training provided. - Training is quality assured and its effectiveness reviewed regularly. - Staff are trained to understand the risk of radicalisation that results in support for or involvement in terrorism. - Staff are trained to identify concerning behaviour changes that may indicate a pupil is susceptible to radicalisation, e.g. voicing intolerant narratives. - Training provided is proportionate to the risk of terrorism and extremism in the local area and phase of education. - When identifying training needs, the level of knowledge needed for different roles is considered. - Consideration is given to the appropriateness and reliability of training resources and materials used are carefully scrutinised to ensure they are suitable.	The school seeks guidance and updates from colleagues in the LA.		

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			The school seeks further advice on training from the LA safeguarding team as appropriate and makes use of government quality assured resources.			