



Prevent Risk Assessment and Action Plan 2026/27

Designated Safeguarding Team	Andrew Seager (Headteacher), Sally Rowley (Deputy head) Sarah Flemming (Assistant Head), Louise Wall (Family Social Worker)
Single Point of Contact (SPOC)	Andrew Seager
Date of Assessment	December 2024
Reviewed:	July 2026

Next Review Date:	July 2027
Local Authority Prevent Co-ordinator	Razia Butt (schools resilience advisor)
Local Authority or safeguarding children partnership	Birmingham Children's Trust

Risk Matrix: The risk matrix multiplies the likelihood score by the impact score to determine an overall risk score. The risk rating will fall into one of three categories – low (acceptable), medium (manageable) or high (unacceptable).

Likelihood

1. extremely unlikely; rare occurrence
2. unlikely
3. moderately unlikely
4. very likely, regular occurrence
5. extremely likely; frequent occurrence

Impact (financial/reputational)

		Impact				
		1	2	3	4	5
Likelihood	5	5	10	15	20	25
	4	4	8	12	16	20
	3	3	6	9	12	15
	2	2	4	6	8	10
	1	1	2	3	4	5

Acceptability level	
Acceptable (low)	Exposure to this risk is acceptable, but the risk should be subject to periodic review to ensure it does not increase and the effectiveness of current control methods remains stable.

Manageable (medium)	Exposure to the risk is only acceptable following an investigation to identify opportunities to reduce the risk and implement additional control measures. The risk should be subject to regular review to ensure the control methods remain effective.
Unacceptable (high)	Immediately consider whether the activity associated with the risk should cease. Any decision to continue exposure to this level of risk should be made by leadership, and be subject to the development of detailed actions, on-going oversight and high-level review.

1. not critical to continued operations
2. minor impact in limited areas
3. minor impact in many areas
4. significant impact; would not affect continued operations in short term but might in medium to long term; or relates to substantial operational areas
5. fundamental to continuing operations

Risk acceptability table

This table is used to decide whether a risk is acceptable, based on its overall risk score, and to inform the decision on any actions to be taken.

Risk Area	Hazard	Severity A) -5	Likelihood B) -5	Gross Risk Rating A x B	Existing Measures	Proposed Actions	Rag Rating In place In progress To be initiated	Risk Owner	Planned Completion Date
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Safeguarding and Training	Staff and those in governance roles are unaware of the Prevent agenda, or of susceptibility to radicalisation and extremism as safeguarding issues	5	5	25	Annual Prevent training for all staff and those in governance roles - FLICK Annual safeguarding training updates include emerging extremist ideologies, online radicalisation trends, AI-related risks, local community risks, and national Prevent updates. All staff have read and understood 'Keeping Children Safe in Education 24 Part 1' All LAC members have read and confirmed understanding of KCSIE at least parts 1 and 2 The Prevent Lead (SPOC) has informed staff of their duties as set out in 'The Prevent Duty' All staff completed the Flick online Prevent Training during the current academic year No Platform Policy available on the staff drive, school and FET website	Continue to familiarise staff with the school's safeguarding policy and radicalisation and ensure the Channel process is included within it throughout Make staff aware of the Implications of the Prevent duty in schools through whole school safeguarding training All staff and LAC members to complete Prevent training on FLICK Ensure all staff and LAC member training records are up to date to reflect current training levels DSLs to have in-depth training to enable them to carry out their duties and be able to advise and support other staff members when required (Free WRAP training provided by BESS/Sandwell MBC/Solihull MBC) Annual review of Prevent Risk Assessment by Governors. Prevent included in safeguarding governor monitoring visits.	Completed and ongoing Completed and ongoing New LAC members signposted to training DSL WRTAP training ADD IN DATE	LAC Chair HT Trust DSL	
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					<i>Regular Prevent report presented to Governors/Trustees as part of LAC meetings.</i>	<i>Governors receive Prevent updates and awareness training.</i>		
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					<i>Safeguarding policy read by all staff during induction.</i> <i>All staff to read the updated Safeguarding policy at the start of every academic year</i> <i>Safeguarding policy available on the staff drive, school website and staff safeguarding board</i> <i>Staff training records showing up to date training completed</i> <i>Safeguarding audits completed in the Autumn term</i>	<i>Ensure all actions from the safeguarding audit action plan are completed</i> <i>Ensure LAC members complete the training and confirm having read and understood KCSIE at least parts 1 and 2</i>	Ongoing New LAC members		
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	Staff are unaware of school procedure for handling concerns or reluctant to raise concerns	5	5	25	Safeguarding Policy available on the staff drive, school website and staff safeguarding board Staff trained on using CPOMs reporting system. Visitors & agency staff are aware of how to log their concerns Staff have access to the CPOMS categories guidance book Safeguarding information posters around the school	Continue to familiarise staff with the school's Safeguarding Policy and No Platform Policy Ensure all staff are competent in using CPOMs Safeguarding Bite Size Sessions to take place at least once every half term. Ensure all safeguarding information around the school remains up to date		Headteacher	Ongoing monitoring
					ensure staff are aware of who they can discuss concerns with All staff have read the Safeguarding Policy which includes a statement regarding the 'Prevent' duty'				

	Staff are unsure/unaware of how to identify children at risk of radicalisation	5	5	25	The Prevent Lead (SPOC) has informed staff about signs and indicators of radicalisation Prevent training for all staff during induction and on an annual basis - FLICK	SPOC to complete the Workshop to Raise Awareness of Prevent (WRAP Train the Trainer) - New Trainees or Prevent Refresher Training All staff to complete the FLICK Prevent training The Prevent Lead to engage staff in PREVENT focused Safeguarding Bite Size Sessions	WRAP training booked for Dec 24. Complete and ongoing for new starter staff Ongoing – planned for Feb 25	Headteacher	Jan 25 Ongoing Ongoing
	Staff do not feel confident about raising concerns about risks to pupil safety	5	5	25	Annual Safeguarding training included Prevent Multiple channels available, 4 DSLs to report to/discuss a concern with in school. Information available about Trust DSL around school. Safeguarding information posters around the school ensure staff are aware of how to report a concern	Ensure all posters, safeguarding information and safeguarding boards remain up to date Ensure the Safeguarding policy and Whistleblowing policy are up to date and staff know how to access them		Headteacher	

					<i>Whistleblowing policy and procedures in place and available to staff on the staff drive and school website</i>				
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	<i>Staff do not share information with other agencies/partners or do not feel confident in doing so</i>	5	5	25	<i>The school has a culture which encourages staff to share their concerns and ask for guidance</i> <i>As with all safeguarding information, when a pupil moves on to another educational setting, Prevent concerns are transferred as part of the pupil's safeguarding file (within 5 school days)</i> <i>Schools have built and continue to build on positive partnerships with agencies such as the Police, Local Safeguarding Children's Partnership, Head Teacher's</i>	Staff training and Safeguarding Bite Size Sessions to re-enforce the importance of sharing information, raising concerns, seeking support and guidance DSLs continue to ensure that pupil files are transferred within 5 school days		HT	Ongoing as needed.
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					<i>Forums, LADO, LA Prevent Team, Channel Panel, Children's Centre</i>				
	<i>Pupils become susceptible to radicalisation through online harms, online platforms, misinformation, disinformation, conspiracy theories, gaming environments, social media influencers, AI-generated content, livestreaming platforms,</i>	5	3	15	<i>Filtering and monitoring systems.</i> <i>Online safety curriculum and Internet safety week.</i> <i>DSL oversight recording on weekly DSL meeting minutes.</i> <i>Parents workshop.</i>	<i>Annual review of filtering and monitoring effectiveness.</i> <i>Specific ongoing staff training on emerging online extremist content.</i>	July 26 and July 27 Sept 26	DSLs	Nov 25

	algorithm driven content or encrypted communication channels.					<i>Inclusion of online radicalisation scenarios within safeguarding updates.</i> <i>Monitoring of online trends impacting SEND and vulnerable pupils.</i>	Sept 26 and ongoing DSL meetings ongoing		
	Staff are not aware/ do not subscribe to the ethos/values of the school and Trust, and/or the expected behaviours	5	4	20	<i>Staff are aware of the School's ethos and values. These are revisited during training days and staff meetings</i> <i>School and Trust values , ethos and behaviours are clearly on the school and Trust websites and in recruitment packs</i> <i>Trust ethos, values and behaviours are reiterated during the training days at the start of every academic year</i>	<i>Continue to review recruitment and induction programmes to ensure ongoing staff development and that they reflect the Trust and School Values</i> <i>SLT to reiterate their school values and ethos throughout the year (e.g. through staff meetings, induction, displays etc)</i>		HT	Ongoing

Leadership and Organisational Values	<i>A whole school approach to British Values is not taken</i>	4	4	16	<i>Programmes of assemblies, class activities promoting fundamental British values, delivered to all pupils</i> <i>PSHE/Personal Development sessions delivered to all pupils</i> <i>The inclusion of British Values within the school's ethos/mission statement</i>	<i>Continue to promote British Values across the curriculum and through themed activities</i> <i>Events to promote Cultural Capital planned into school calendars</i>		HT	Ongoing
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	<i>Lack of leadership ownership of extremism/ radicalisation concerns and oversight</i>	5	4	20	<i>The DSL is the SPOC for the school as stated in the Safeguarding Policy</i> <i>The Prevent Lead will ensure training reflects current local and national threat assessments and emerging risks identified by Counter Terrorism Policing and Birmingham Prevent partners.</i>	<i>Continue to ensure that key individuals have relevant training on extremism and radicalisation ensuring staff understand:</i> • local referral pathways • current threats • indicators of susceptibility • Channel process • online radicalisation risks • emerging extremist narratives		HT LAC chair Trust DSL	Ongoing
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	<i>Compliance with the Prevent Duty is unsatisfactory</i>	4	5	20	<i>All staff have annual Prevent training recorded on their training records. Prevent Risk Assessment and Action Plan completed</i>	<i>Continue to ensure all staff have up to date Prevent training Review and update the Prevent Risk Assessment and Action Plan annually</i>		HT LAC chair Trust DSL	Ongoing
Partnership	<i>Ineffective process and lack of coordination around sharing of concerns re: radicalisation and extremism.</i>	5	5	25	<i>The school is using existing local partnership arrangements in exercising its Prevent Duty</i> <i>DSLs understand local Family Help pathways and make referrals where concerns indicate wider vulnerability factors that may increase susceptibility to radicalisation.</i> <i>The Prevent Lead makes appropriate referrals to other agencies</i> <i>All staff have access to CPOMs reporting system</i> <i>Agency staff, contractors, students and visitors are given visitors leaflets which informs them of who the DSLs are and the procedures for reporting concerns</i>	<i>Ensure that staff have received the training relevant to their roles.</i> <i>Continue to build effective relationships with external agencies.</i> <i>Continue to ensure all staff are competent using CPOMs</i>		HT	Ongoing

	<i>School unaware of how to access statutory assistance to support vulnerable individuals</i>	5	4	20	<i>The Prevent Lead makes appropriate referrals to other agencies</i>	<i>SPOC to continue to attend relevant briefings/webinars to understand the support available</i>	Briefings and webinars to be attended.	HT	Spring term
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	<i>School has limited access to resources/ best practice</i>	4	4	16	<i>DSL/SPOC and other DSLs to read/use the information provided by 'Birmingham Education Resilience Curriculum Group' to develop sustainable opportunities for networking and sharing good practice within the classroom and to address the curriculum challenges</i>	<i>All staff to utilise the partnerships within the Trust and other local schools to share information and best practice in relation to the Prevent agenda</i> SLT to read DfE guidance The Prevent duty: safeguarding learners vulnerable to radicalisation - GOV.UK (www.gov.uk)	DSLs to look into up to date work from BERCG	HT	Spring term
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Ongoing Teaching and Learning Building children's resilience to radicalisation and exploring ideology)	British values, demographic values, mutual respect, tolerance, critical thinking and media literacy are considered only superficially with no opportunity within the school for students to engage and/or experience them	4	4	16	Pupils develop the knowledge, skills and understanding to prepare them to play an active part in society Through PSHE/Personal Development/Citizenship and other curriculum activities, pupils are able to explore political, religious and social issues Pupils are taught about the diverse national, regional and ethnic identities in the UK and the need for mutual respect No Platform Policy available on the staff drive, school and FET website	Continue to ensure that British Values are taught across the curriculum and are embedded in learning activity Continue to give opportunities to promote values within the curriculum and focus weeks Continue to build pupils' understanding of and engagement with British Values through curriculum and pupil voice activities. Pupils will be supported to develop critical thinking, media literacy and resilience to misinformation, disinformation and harmful narratives.		HT	Ongoing

	There are known risks of radicalisation in relation to school aged children and young people with SEND are/ may be more susceptible to extremist messages and ideology This may include: - difficulties understanding intent - social isolation	5	4	20	Existing activities within lessons support pupil resilience PSHE sessions explore how to recognise information that could be extremist ideology	Continue to raise awareness amongst pupils to develop more critical thinking skills Tailored online safety curriculum. Adapted Prevent curriculum. The school monitors emerging online risks including AI-generated content and ensures staff		HT	
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	- communication difficulties - heightened suggestibility - online safety challenges - difficulties distinguishing fact from misinformation					understand the safeguarding implications of generative AI platforms.			
	Students are accessing inappropriate or extremist content online, using school facilities and servers or, in the course of undertaking legitimate research, students are exposed to extremist content or material online	5	5	24	Pupils develop the knowledge, skills and understanding to prepare them to be safe online both in and out of school with a specific reference to the risk of radicalisation Filtering and monitoring system on all school devices that not only block users from accessing extremist/terrorist material but also flags up to the DSL to investigate online search/activity. Outcomes reported to governors. Mobile technology use is banned and strongly enforced DSL holds responsibility for online safety	Review and report any inappropriate materials that pupils have accessed to make sure it is blocked Use of 'Safe Share' for websites such as You Tube Continue to ensure that staff undertake training so that they are aware of what extremist materials look like Any pupil concerns to be recorded on CPOMS Regular reviews of Securly data to review any extremist incidents to help shape what work may be required for pupils		HT	Ongoing

	<i>Visitor policy does not effectively mitigate the risk of extremists attending or hosting events on school premise</i>	5	4	20	<i>Visitors to school (presenters) are discussed and agreed by the Headteacher</i>	<i>Provide the Code of Conduct to all visitors External speakers risk assessed. Online presentations screened before delivery. School reserves the right to terminate presentations where safeguarding concerns arise.</i>		Headteacher	Ongoing
					<i>Visitors to School form and checklist in place - Prevent considerations included in all external speaker approval processes.</i>				
					<i>The No Platform Policy is in place</i>				

Local	<i>Unrest in local community during summer 2024</i> <i>Deprivation in local area</i>	5	5	25	<i>School to continue to build relationships and links with local community services supporting information sharing and signposting.</i> <i>Information to be shared with parents via school and trust communications</i> <i>Home visit policy in place and adhered to.</i> Termly DSL review and annual Prevent assessment in line with Local Context Assessment and identified local vulnerabilities mentioned above.	Local Context Risks to be reviewed annually including: • Online extremist influence. • Community tensions. • Anti-muslim hatred. • Anti-semitism. • Far-right activity. • Conspiracy theories. • Misogyny and violence against women and girls. • Local deprivation and social isolation.		Headteacher	Ongoing
	<i>Local deprivation – high number of families accessing pupil premium support.</i>				<i>Signposting and Referrals e.g. foodbank, uniform bank, energy/utilities support schemes, benefits advice, housing support.</i> <i>Regular universal and private advice shared re cost of living support including Family hub support.</i>				

	<i>Social isolation – families who find it difficult to support children to access universal and community services.</i>			<i>Coffee mornings and parent workshops held regularly at school.</i> <i>Community events</i> <i>Links with charities</i> <i>Access to accessible information shared n dojo and school website. E.g. online safety, local support services, SEND services, attendance expectations.</i> <i>Risk/protective factors discussed during DSL meetings for vulnerable children to monitor and identify families who may be socially isolated or who have concerns about attendance/wellbeing of family.</i>				
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