

Ethelbert Road Primary School Prevent Risk Assessment April 2026/2027 - Ratified by Governors: May 2026

Prevent risk assessment for schools

Person completing: Michele Kirkbride (Headteacher and Main DSL)

Date Implemented: April 2026

Date for review: April 2027

National Risks – risk of radicalisation generally

<p>Risk 1 The threat of terrorism The Terrorism Act 2006 defines 'terrorism' as an action or threat designed to influence the government or intimidate the public. Its purpose is to advance a political, religious or ideological cause. In summary, terrorism is an action that endangers or causes serious violence to a person or people causes serious damage to property, or seriously interferes with or disrupts an electronic system is designed to influence the government or to intimidate the public</p>	<p>Risk 2 The extremism threat Settings should not only be alert to violent extremism but also nonviolent extremism, including certain divisive or intolerant narratives which can reasonably be linked to terrorism. Some groups and organisations that promote extremist ideologies are not proscribed terrorist groups or organisations. These groups support divisive or hateful narratives towards others but may not promote extreme violence. For example, they may hold views that support the distrust or hatred of people with different faiths or undermine the principles of democracy.</p>	<p>Risk 3 Online safety Learners are at risk of accessing inappropriate and harmful extremist content online. There is a rapid proliferation of terrorist content online and the internet has become the preferred avenue for those searching for terrorist propaganda. This could include downloading or sharing terrorist material, which could be a criminal offence</p>	<p>Risk 4 Online radicalisation Concerns that a learner is being radicalised online. Any learner who uses the internet can be at risk of online abuse. Education settings need to be aware of the risks and talk to learners about staying safe online. If you're concerned that a learner is susceptible to radicalisation online, you should follow your normal safeguarding procedures. Radicalisation is like grooming. Whether this happens online or offline, you should treat it in the same way</p>			
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Local Risks – risk of radicalisation in your area and institution

<p>Online safety Learners are at risk of accessing inappropriate and harmful extremist content online. There is a rapid proliferation of terrorist content online and the internet has become the preferred avenue for those searching for terrorist propaganda. This could include downloading or sharing terrorist material, which could be a criminal offence.</p>	<p>Online radicalisation Concerns that a learner is being radicalised online. Any learner who uses the internet can be at risk of online abuse. Education settings need to be aware of the risks and talk to learners about staying safe online. If you're concerned that a learner is susceptible to radicalisation online, you should follow your normal safeguarding procedures. Radicalisation is like grooming. Whether this happens online or offline, you should treat it in the same way.</p> <p>As of late 2025, the proliferation of St George's Cross and Union Flag displays in Faversham, often referred to as "Operation Raise the Colours," has created a deeply divided, "febrile" atmosphere. While many residents view the displays as a patriotic gesture, others report feeling intimidated by what they perceive as a "menacing" and "exclusionary" campaign. The "Prevent" duty is a UK government strategy aimed at safeguarding people from being drawn into terrorism or extremism. Regarding the flags in Faversham, the potential for Prevent intervention stems from the connection to far-right ideology:</p> <p>Ideological Links: Reports indicate that these "raise the colours" schemes, while appearing to be about national pride, have been identified as linked to far-right and anti-immigration movements.</p> <p>Racist Incidents: The wider movement has been linked to incidents involving harassment, Islamophobic abuse, and, in some cases, violence or damage to property.</p> <p>Targeting of Public Figures/Minorities: If the display of flags or the actions of those erecting them are found to be promoting extremist views or targeting minority communities through intimidation, this could constitute a risk requiring a Prevent referral.</p> <p>Community Tension: The "febrile" and confrontational nature of the dispute, as described by local campaigners and residents, creates an environment that authorities monitor for extremist escalation.</p> <p>Current Status Kent Police Position: Police have previously stated that flying the national flag is lawful and generally not considered an act of hostility, but they will act on safety concerns. Removal of Flags: Flags blocking CCTV, traffic signs, or posing safety risks, particularly those placed illegally on public infrastructure, are subject to removal by the council</p>
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Leadership and Partnership

Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Date for completion	Support available
Leadership	<i>What is the risk here?</i>	<i>What are the hazards?</i>	<i>What has your institution put in place to ensure sufficient understanding and buy-in from Leadership?</i>		<i>What does your institution need to further action to address the identified risk(s)?</i>			Prevent e-learning Home Office offer a free e-learning package on Prevent covering: - Prevent awareness - Prevent referrals - understanding Channel Users that complete this training will receive a certificate. https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/
	The values and ethos of the school are unsuitable for promoting resilience against extremist ideologies and promoting British value	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 Duty is not managed or enabled at a sufficiently senior level.	Prevent training/briefing for staff (including SLT) and governors. All staff complete full Prevent training bi-annually. Prevent briefing is part of the annual safeguarding training for all staff. Staff receive updates from DSL's via staff meeting, emailed information and notices on the safeguarding board. DSL's attend online updates throughout the year.					
		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.	Lead governor for safeguarding/Prevent lead is at appropriately trained and meets regularly with the headteacher to discuss safeguarding processes within the school.					
		Leaders do not communicate and promote the importance of the duty.	Sufficient leadership ownership – risk assessments, safeguarding policies, etc. being signed off by governors and shared with all staff. Relevant policies are held both on internal system and printed to read in staff areas. There are copies of safeguarding policies on the school website. Governors review policies as part of their review cycle					
		Leaders do not drive an effective safeguarding culture across the institution.	Leadership have clear understanding of reporting and referral mechanisms. The fundamental British Values are represented and reinforced within the values and ethos of the school. The British Values are linked closely to the school's Rules and shared through stories, assemblies, news and discussion with the children. British Values are shared with parents via the					
		Leaders do not provide a safe environment in which children can learn	Ensuring the sharing of safeguarding policies – staff sign to confirm the reading of such policies. Time is dedicated to safeguarding training, including discussion of scenarios at the beginning of each academic year and throughout the year					
		Leaders do not review the safeguarding reporting procedures effectively which could lead to incidents being missed.	Promotion of a safeguarding culture through regular training, discussions, etc with senior staff visibly involved. Clear induction for new members of staff and trainee teachers. DSL reviews usage and reporting on CPOMs system to ensure all staff have working access and are up to date with any system changes. Safeguarding is reviewed by governors as a standing item on the HT report at Full Governing Body The headteacher produces an annual Safeguarding Review to identify key priorities for continuous improvement. This audit is reviewed by the governors and then used to inform the school improvement plan. The headteacher shares the audit with the Senior Leadership Team and the Full Governing Body to ensure there is a shared understanding of systems and processes, and to highlight areas for continued					

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Working in Partnership	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.	The providers has strong partnerships with: <ul style="list-style-type: none"> Local Safeguarding Children's Partnership DSL / headteacher forums LADO Community Safety Partnerships Police Prevent Team Channel panel Child and family The headteacher attends regular Headteacher briefings, DSL updates and briefings and community school meetings, in order to maintain a good understanding of local risks, incidents and developments that may affect children and the community. The governors attend yearly colabouration safeguarding training, which has included training on Prevent.					Prevent duty guidance Outlines the requirements of the duty, including working in partnership with others. https://www.gov.uk/government/publications/prevent-duty-guidance/revise-prevent-duty-guidance-for-england-and-wales/a-risk-based-approach-to-the-prevent-duty Understanding channel An overview of channel support and the Prevent Multi-Agency Panels (PMAP). https://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance Sign-up for Educate Against Hate newsletter Latest news, blogs and resources to help teachers, school leaders and designated safeguarding leads protect students from radicalisation https://signup.es-mail.co.uk/Signup/da659377ec9fa9e8d40363308d4a84ac
			The headteacher has demonstrated effective partnerships by use of the Prevent referral process					
Capabilities								
Staff training	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 understand what radicalisation means and why people may be vulnerable to being drawn into terrorism	Training is broader than face to face or e-learning. Regular communication of information to staff e.g. via staff updates, notices, emails.					Prevent e-learning Home Office offer a free e-learning package on Prevent covering: <ul style="list-style-type: none"> Prevent awareness Prevent referrals understanding Channel Users that complete this training will receive a certificate. https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/ Prevent resources, guidance and support The department's Educate Against Hate website provides a range of training and guidance materials. www.educateagainsthat.com
		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.	All staff and Governors are expected to attend safeguarding training and are familiar with key school safeguarding and statutory policies. Staff who are unable to attend whole staff training will receive training at the next earliest possible date. Training logs are kept to ensure all staff have received timely training.					
		Staff do not access Prevent training or refresher training.	Ensure all staffand governors attend Prevent training with a focus on Notice, Check, Share. Ensure that any part time staff or staff absent for any other reason are caught up on training at the soonest possible occasion. The office maintains records of all staff and governor training. Refresher training takes place regularly and training is quality assured and evaluated for					
		DSLs and senior staff do not have a good understanding of local threat levels, issues and/or local support	Ensure SLT and DSLs receive additional support from local partnerships and training on local processes for Prevent. DSL to attend DSL network meeting (half-termly) and community meetings					

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Information Sharing	Staff do not share information with relevant partners in a timely manner.	Staff do not feel confident sharing information with partners regarding radicalisation concerns.	Ethelbert Road Primary School has a culture of safeguarding that supports effective arrangements to: <ul style="list-style-type: none"> • identify children who may need early help or who are at risk of neglect, abuse, grooming or exploitation • help children reduce their risk of harm by securing the support they need, or referring in a timely way to those who 					Resources to support information sharing The department has published guidance on making a Prevent referral. https://www.gov.uk/guidance/making-a-referral-to-prevent
		Staff are not aware of the Prevent referral process.	The school has clear processes for raising radicalisation concerns and making a Prevent referral.					
Reducing Permissive Environments								
Building children's resilience to radicalisation	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	Ethelbert Road Primary School a clear code of conduct for all staff (teaching and non-teaching staff)					Resources for having difficult classroom conversations Educate Against Hate has a range of resources to help teachers conduct difficult conversations with students. The 'Let's Discuss' teaching packs have been developed to help facilitate conversations about topics such as fundamental British values, extreme right-wing terrorism and Islamist extremism. www.educateagainsthate.com www.educateagainsthate.com/category/teachers/classroom-resources www.educateagainsthate.com/category/teachers/classroom-resources/?filter=lets-discuss
		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.	Ethelbert Road Primary School carries out safer recruitment checks on all staff. Both senior leaders and governors undertake regular safer recruitment training. British Values are shared with the children alongside the school's rules and shared with parents via the school website and PSHE policy.					
		Teaching and learning	Teaching and learning is monitored by senior leaders through observations, book checks and is quality assured					
		Curriculum	Ethelbert Road Primary School provides opportunities within the curriculum to discuss controversial issues and for students to develop critical thinking and digital literacy skills					
		Children are not aware of controversial issues.	Ethelbert Road provides opportunities within the curriculum to discuss controversial issues and for students to develop critical thinking and digital literacy skills. The school has who has digital leaders, who are trained, lead workshops and deliver assemblies					
		Fundamental British Values are not explicitly taught.	Ethelbert Road Primary embeds fundamental British values into the curriculum, while also ensuring specific discussions can take place in a safe environment. Picture News Assemblies take place on a Monday and followed up in Key Stage assemblies.					
		Discussions of controversial issues/concerns are not facilitated	Ethelbert Road Primary ensures that discussions of controversial issues are carried out in a safe space with trained staff					
IT policies	Ineffective IT policies increases the likelihood of students and staff being drawn into extremist material and narratives online. Inappropriate internet use by students is not identified or followed up.	Students can access terrorist and extremist material when accessing the internet at the institution.	Ethelbert Road Primary School has rigorous and appropriate internet monitoring and filtering in place which is checked daily by senior leaders. The school has an IT provider who also monitors and filters internet access					Web filtering and online safety The Department for Education have issued comprehensive guidance on how schools and colleges should be using filtering and monitoring standards, including specific measures to comply with the Prevent duty. https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges Further guidance is available at https://saferinternet.org.uk/guide-and-resource/teachers-and-school-staff/appropriate-filtering-and-monitoring/appropriate-monitoring You can test whether your internet service provider removes terrorist content at http://testfiltering.com/
		Students may distribute extremist material using the institution IT system.	Ethelbert Road Primary School has a clear reporting process in place should filtering systems flag any safeguarding or Prevent- related concerns.					
		Unclear linkages between IT policy and the Prevent duty. No consideration of filtering as a means of restricting access to harmful content.	The designated safeguarding lead takes lead responsibility for safeguarding and child protection (including online safety).					

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		Children do not have the opportunity to learn how to stay safe online and in and out of school	The curriculum is carefully planned and monitored in order to equip children and young people with the skills to stay safe online, both in school and outside. Online safety is taught both discretely and is also integrated into the curriculum.					<p>The Joint Information Systems Committee (JISC) can provide specialist advice and support to the further and higher education sectors to help providers ensure students are safe online and appropriate safeguards are in place.</p> <p>Teach about online extremism</p> <p>The 'Going Too Far?' resource from Educate Against Hate and the London Guild for Learning to help teachers deliver their online safety lessons</p>
Visitors	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.	There is a clear process in place to manage site visitors, including sub-contractors. All visitors report to the front office and use the digital sign-in system. ID is sought in all instances for visitors from outside of the Hythe Primary staff/governor team					<p>Political Impartiality Guidance</p> <p>When using external agencies, schools in England must be mindful of their existing duties regarding political impartiality and to ensure the balanced presentation of political issues. Guidance on this is available on GOV.UK.</p> <p>https://www.gov.uk/government/publications/political-impartiality-in-schools/political-impartiality-in-schools#the-law</p>
		Settings do not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.	Ethelbert Road Primary School has 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 setting does not conduct any due diligence checks on visitors or the materials they may use.	There is no private/commercial use of the school's building/grounds					