

Prevent Duty Risk Assessment – Wool CE Primary and Pre-School

(September 2025)

This risk Assessment has been written with reference to The Prevent Duty Guidance: England and Wales 2023 to have due regard to the need to prevent people susceptible to being drawn into terrorism.

Dorset Specific Risks: Dorset is not adjudged by the Government to be a high priority area for Prevent activities. However the threats faced by the local community are no different to those faced by the rest of the UK. We know that radicalisation can take place online and doesn't necessarily need someone to attend extremist meetings. Within Dorset there are recognised vulnerabilities to radicalisation although no one specific ideology is prominent. Locally, threats are present from far-right extremist groups, conflicted conspiracy theorists and extreme Islamic ideologies.

PREVENT OBJECTIVE 1: Clear leadership and accountable structures are in place and visible throughout the organisation

PREVENT OBJECTIVE 2: Staff and the Governing Body have been appropriately trained according to their role

PREVENT OBJECTIVE 3: An appropriate reporting and referral process is in place and referrals are being managed effectively

PREVENT OBJECTIVE 4: A broad and balanced curriculum that helps protect students against extremism and promotes community cohesion

	Prevent Vulnerability/ Risk Area	Actions to mitigate/ address risk	RAG Notes
1	<p><u>LEADERSHIP</u> Do the staff have a good understanding of their own and educational responsibilities in relation to the "Prevent Duty"?</p>	<ol style="list-style-type: none"> 1. All staff have completed annual Prevent e-learning module from the Home Office or another provider which offers statutory compliance 2. DSL raises awareness with staff regularly. 3. The Safeguarding audit updated annually by DSL and Safeguarding Governor to reflect PREVENT. 4. The safeguarding policy has been updated and adopted by LGB and is on the website to reflect 'PREVENT'. 5. DSL ensures school procedures and policy is clear to all with regard to schools systems for PREVENT. 	<p>Training monitored and forms part of induction process.</p>

		<p>6. Information on 'PREVENT' for parents/carers to be available on the school website.</p> <p>7. Updating of the 'PREVENT' Risk Assessment happens annually as part of the school's Safeguarding Audit</p>	
2	<p>Partnership</p> <p>1) Is there active engagement from the school Governors, SLT, managers and leaders?</p> <p>2) Does the school/setting have an identified single point of contact (SPOC) in relation to Prevent? (Usually HT/DSL)</p> <p>3) Does the school engage with the Local Authority Police Prevent Leads and engage with local Prevent Boards/Steering Groups at Strategic and Operational level?</p>	<p>1. DSL provides regular advice on what can be provided in terms of training and raising awareness.</p> <p>2. The Prevent Lead for the School is the Designated Safeguarding Lead.</p> <p>3. DSL attends termly safeguarding briefings which can include PREVENT updates.</p> <p>4. School information signs for Safeguarding have been updated and displayed in school.</p> <p>5. CLP Safeguarding policy has been updated and is on the website.</p> <p>6. The school has formed good working partnerships with other local agencies so that any important information can be effectively shared</p>	1.Ongoing
3	<p>Staff Training</p> <p>Do all staff have sufficient knowledge and confidence to:</p> <p>1) exemplify British Values in their management, teaching and through general behaviours in the school</p> <p>2) understand the factors that make people vulnerable to being drawn into terrorism and to challenge extremist ideas which are used by terrorist groups and can purport to legitimise terrorism</p> <p>3) have sufficient training to be able to recognise this vulnerability and be aware of what action to take in response</p>	<p>1. The School takes diversity and equality very seriously. For example, we share British Values in our PSHE teaching and Collective Worship. Pupils are taught about protected characteristics through our engagement with weekly Picture News and also through the PSHE curriculum. Staff undergo training through iHasco on a range of topics including Equality, Diversity and Inclusion. We learn about major world faiths through our RE curriculum. We celebrate diversity and our curriculum drivers ensure all children experience a rich variety of writers and images. Our school Christian Values include 'respect' and we model tolerance for all groups in all communications and all areas of school life, celebrating diversity both as a reflection of the local community and also as a national awareness of our diversity as a country.</p> <p>2. The school has an Equality Policy in place.</p> <p>3. As a result of the information updates provided about PREVENT all staff and governors are aware of the factors that make an individual vulnerable and have a better awareness of stereotypes. We know that radicalisation can take place online, and doesn't necessarily need someone to attend extremist meetings. Individuals can become radicalised in their bedrooms, so awareness of internet safety and the role of social media is an issue for all communities.</p> <p>4. Dorset has a relatively small but growing Muslim community and it is primarily</p>	3. Ongoing

		<p>from this community that Daesh and other Islamist extremist groups seek to recruit supporters. Bournemouth has communities from Libya, Syria and Iraq which may have been affected by the conflict in this region.</p> <p>5. There is also relatively small but active support of far-right wing extremists in the area and both Bournemouth and Weymouth have seen English Defence League activity over the past few years. Membership of local far-right wing groups, such as Wessex Resistance, tends to fluctuate with new groups emerging as others become less active.</p> <p>6. Locally, as well as nationally, we see a spike in hate crimes and incidents directed at our Muslim communities whenever there are Islamist terrorist incidents, whether in the UK or abroad. Dealing with hate crimes and reassuring our communities is important in fostering improved community cohesion.</p> <p>7. In rural Dorset, issues such as the badger cull, possible fracking sites and the potential for the return of fox hunting may lead to other issues of extremism becoming problematic.</p> <p>8. Covid-19 and the impact of local and national lockdowns on people's feeling of isolation potentially means that more people have spent more time on the internet which possibly could lead to increase in radicalisation. The impact on mental health is also significant.</p> <p>9. In the same way that we have always taken safeguarding seriously, PREVENT is also taken seriously and the DSL as the PREVENT Lead is fully aware of the actions to take and who to contact in the event of a concern.</p>	
	<p><u>Welfare and Pastoral Support</u></p> <ol style="list-style-type: none"> 1. Are there adequate arrangements and resources in place to provide pastoral care and support as required by the school? 2. Are there adequate monitoring arrangements to ensure that this support is effective and supports the school's welfare and equality policies? 3. Does the pastoral support reflect the student demographic and need? 	<ol style="list-style-type: none"> 1. Wool Primary adopt a range of pastoral approaches to ensure our provision identifies and addresses the needs of our pupils. This is outlined in our Relationships and Behaviour Policy and is underpinned by our school vision which reflects commitment to enable all families to thrive. The pastoral work is managed by our Inclusion Lead who is also part of the SLT. 2. Staff work effectively to build transparent and honest collaboration with parents/carers so that they feel supported and are able to access Early Help if needed. 3. A clear system of referral to our DSL team is in place to ensure no issues of 	

		<p>vulnerability are missed.</p> <p>4. School has a proven track record of effectively working with families and other agencies such as Children's Social Care in order to improve outcomes for children.</p> <p>5. An appropriate portion of the school budget is spent on vulnerabilities that reflect the demographic such as, pastoral support, additional TA support, SEND support.</p>	
	<p>Safety Online</p> <p>1. Does the school have a policy relating to the use of IT and does it contain a specific reference and inclusion of the Prevent Duty?</p> <p>2. Does the school employ filtering/firewall system to prevent staff/students/visitors from accessing extremist websites and material?</p> <p>3. Does this also include the use of their own devices via Wi-Fi?</p>	<p>1. The CLP Safeguarding Policy, Acceptable Use of IT and IT Communications and Systems and Procedures Policy ensure PREVENT has a high profile.</p> <p>2. School does have a robust firewall and filtering procedures. The system is monitored for usage and daily reports of blocked content are monitored by the school DSL team.</p> <p>3. Parents/carers are invited to annual online safety and prevention of exploitation sessions. Pupils receive regular online safety education through our partnership work with NSPCC, Safer Schools Community Team and throughout the Computing curriculum</p> <p>4. School has adopted the CLP IT Acceptable Use Policy.</p>	
	<p>Site Security</p> <p>1. Are there effective arrangements in place to manage access to the site by visitors and non- students/staff?</p> <p>2. Is there a policy regarding the wearing of ID on site? Is it enforced? Are dangerous substances kept and stored on site?</p> <p>4. Is there a policy covering the distribution (including electronic) of leaflets or other publicising material?</p> <p>3. Does the school intervene where off site activities are identified or are likely to impact</p>	<p>1. The safeguarding policy and practice within the school are robust and monitored termly by the Safeguarding Link Governor.</p> <p>2. Governors, staff and visitors to school have to sign in to the premises and are issued an ID lanyards that clearly denote who they are. All visitors will be expected to wear these lanyards and will only gain access if they are known to school and have signed in appropriately.</p> <p>3. Pupils have been educated so that they are aware of the coloured lanyard system and have told us this helps make them feel safe.</p> <p>4. Dangerous substances involved with cleaning are kept on site, in a locked cupboard.</p> <p>4. All leaflets externally generated are shown to the HT for permission to distribute.</p> <p>5. All offsite activities are risk assessed thoroughly and require authorization from</p>	

	upon staff and/or students i.e. leafleting, protest etc.?	<p>EVC Lead and Headteacher.</p> <p>6. When there have been potentially difficult situations within the locality we know the importance of working with the police and local officials to minimise impact on children and staff.</p>	
	<p><u>Safeguarding</u></p> <p>1. Is protection against the risk of radicalisation and extremism included within Safeguarding and other relevant policies?</p> <p>2. Do Safeguarding and welfare staff receive additional and ongoing training to enable the effective understanding and handling of referrals relating to radicalisation and extremism?</p>	<p>1. The Child Protection and Safeguarding policy has been updated to reflect the PREVENT duty.</p> <p>2. All staff are trained and regularly updated in safeguarding, and this will be maintained in relation to PREVENT (and should it be required, 'Channel').</p> <p>3. The DSL engages with termly supervision sessions and is also supported by a CLP DSL network. This enables the DSL to access further CPD and collaborate with colleagues.</p> <p>4. In addition, DSL subscribes to Prevent Newsletter from Dorset Council.</p>	
	<p><u>Communications</u></p> <p>1. Is the school's Prevent Lead and their role widely known across the school?</p> <p>2. Are staff and students made aware of the Prevent Duty, current risks and appropriate activities in this area?</p> <p>3. Are there information sharing protocols in place to facilitate information sharing with Prevent partners?</p>	<p>1. All Gobs, staff and parents know that the DSL is the Prevent Lead. Information is on the website and shared through LGB meetings.</p> <p>2. DSL is clearly identified on school Safeguarding Posters around school.</p> <p>3. All staff have received an annual Safeguarding Update and biennially we have an outside trainer provide a more in depth safeguarding session. Both of these sessions involve training on Prevent.</p> <p>4. The DSL is aware of who to share information with in terms of 'PREVENT'.</p>	1. Ongoing reminders

	<p><u>Incident Management</u></p> <ol style="list-style-type: none"> 1. Does the school have a critical incident management plan which is capable of dealing with terrorist incidents? 2. Is a suitably trained and informed person identified to lead on the response to such an incident? 3. Does the person allocated to Media understand the nature of such an incident and the response that may be required? 4. Does the school have effective arrangements in place to identify and respond to tensions on or off site which might impact upon staff, student and/or public safety? 5. Are effective arrangements in place to ensure that staff and students are appraised of tensions and provide advice where appropriate? 	<ol style="list-style-type: none"> 1. The school has a Lockdown Policy which outlines the procedure staff will follow in the case of a major incident. This is practiced at least annually with children and the drill is recorded, including any 'lessons learned'. 2. The HT would be expected to lead in the case of an incident. 3. The HT would work with CLP and the HR team in terms of media relations. 4. The HT would work with DSL and HR Leads at CLP. 5. Safeguarding and Code of Conduct policies and procedures are in place. 	
	<p><u>Staff and Volunteers</u></p> <ol style="list-style-type: none"> 1. Does awareness training extend to sub-contracted staff and volunteers? 2. Is the school vigilant to the radicalisation of staff by sub-contracted staff and volunteers? 	<ol style="list-style-type: none"> 1. All staff and volunteers are subject to rigorous safeguarding checks including all those in line with Safer Recruitment Policy and Procedures. All visitors sign onto the school site and are asked to read their safeguarding responsibility as part of the signing in system. 2. The school is proactive in supporting staff and children pastorally. School staff have also engaged with the therapeutic thinking training and the HT and DHT are tutors in this area. 3. The school ensures that, where appropriate, staff are insured for illness and that HR and OH support staff who may be vulnerable. 	
	<p><u>Curriculum</u></p> <ol style="list-style-type: none"> 1. Does the school have a range of initiatives and activities that promote the spiritual, moral, social and emotional needs of children aimed at protecting them from radicalisation 	<ol style="list-style-type: none"> 1. The school has a range of initiatives and activities that promote the spiritual, moral, social and emotional needs of children through the curriculum and daily worship time 2. School actively promotes community cohesion and this is evident in our underpinning school vision and values. School staff work closely with all 	

	<p>and extremism influences?</p> <p>2. Does the school deliver training that helps develop critical thinking skills around the power of influence, particularly on-line and through social media?</p> <p>3. Does the school ensure that Students are aware of the benefits of community cohesion and the damaging effects of extremism on community relations?</p> <p>4. Are Staff able to provide appropriate challenge to students, parents and governors if opinions are expressed that are contrary to fundamental British values and promotion of community cohesion?</p>	<p>stakeholders in bringing the community together</p> <p>3. The SLT, with the full backing of the Governors, provides appropriate guidance and challenge to parents/carers, staff and pupils who express racist, extremist, homophobic, or other views/opinions contrary to the inclusive values promoted by the school. These are instilled in the curriculum and the ethos of the school. They are monitored by Ofsted through its inspections. Any incidents are recorded and monitored by Inclusion Lead and HT.</p> <p>4. The curriculum overview for all year groups identifies opportunities for teaching the British Values across our wider curriculum.</p>	
<p>Key Actions for 2025:</p> <p>New staff and all Governors to complete Prevent Awareness online training</p> <p>Pupil awareness of Prevent needs to be raised through school assembly program</p> <p>Continue to develop the website to ensure it reflects useful and up-to-date information for parents/carers</p> <p>Continue to incorporate opportunities to teach about the protected characteristics and our responsibility to safeguard each other as well as ourselves.</p>			

Written September 2025. To be reviewed annually by the LGB (Next review 2026)