



TEALBY PRIMARY SCHOOL

Aspire, Believe, Achieve

We want our pupils to move from us, confident, curious, articulate, creative, independent and well-prepared for their next stage. We want to produce collaborators, innovators, leaders and, more than anything else, young people who understand what it is to be human.

PREVENT Risk Assessment

Reviewed	September 2026	Next Review Date	September 2027
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COURAGE EXCELLENCE DETERMINATION RESPECT INSPIRATION COMPASSION

PREVENT Risk Assessment

Introduction

Everyone who comes into contact with children and their families has a role to play in safeguarding children. Schools have a duty of care to their pupils and staff which includes safeguarding them from the risk of being drawn into terrorism. This includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views that terrorists exploit. Schools should be safe spaces 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 how to challenge these ideas.

School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children.

This system is described in the statutory guidance Working Together to Safeguard Children 2026 and Keeping Children Safe in Education (KCSIE) 2026. Schools and colleges should work with Children's Social Care, the Police, Health Services and other services to promote the welfare of children and protect them from harm.

Radicalisation is listed as a specific safeguarding issue within this statutory guidance and is addressed within the Government Prevent Strategy. The Counter-Terrorism and Security Act 2015 places a duty on schools to have 'due regard to the need to prevent people from being drawn into terrorism'.

The Prevent Strategy has three main objectives:

- respond to the ideological challenge of terrorism and the threat we face from those who promote it;
- prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support;
- work with sectors and institutions where there are risks of radicalisation which we need to address.

Prevent Risk Assessment

Tealby School recognises that it has a duty under Section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of its functions, to have due regard to the need to prevent people from being drawn into terrorism.

In line with KCSIE 2026, all staff, including trainee teachers, supply staff and volunteers, are expected to read Part One of KCSIE in full, which includes the school's safeguarding responsibilities in respect of radicalisation and extremism.

Duty	What This Means	Action	Risk
Assess the risk of children being drawn into terrorism	Staff can demonstrate a general understanding of the risk of children being susceptible to radicalisation	- All staff have read Keeping Children Safe in Education (KCSIE) 2026, Part One, in full - All staff have received annual safeguarding training, including Prevent awareness - The Prevent Lead has informed staff of their duties as set out in the Prevent Duty guidance - All staff have completed Home Office WRAP (Workshop to Raise Awareness of Prevent) online training	LOW
	The school has identified a Prevent Lead (Zoe Humberstone)	All staff know who the Prevent Lead is and that this person acts as a source of advice and support	LOW
	There is a clear procedure in place for protecting children at risk of radicalisation	- All staff have read the LCC Safeguarding and Child Protection Policy 2026/27, which includes a statement on the school's Prevent duty - All staff understand how to record and report concerns regarding risk of radicalisation	LOW
	Staff can identify individual children who may be susceptible to radicalisation and how to support them	The Prevent Lead has informed staff about signs and indicators of radicalisation, including online radicalisation and exposure to misogynistic or extremist online influencers	LOW
Report concerns about weapons or serious violence	New for KCSIE 2026: staff report any concern about a child carrying, using, or expressing intent to use a weapon to the DSL (or a deputy)	- Staff understand that a concern of this nature is reported to the DSL/Prevent Lead immediately - The DSL assesses the risk, considers any links to radicalisation or extremist material, and takes appropriate action, including de-escalation of peer conflict where relevant	LOW
Prohibit extremist speakers and events in the school	The school exercises due diligence in relation to requests from external speakers and organisations using school premises	- Request an outline of what the speaker intends to cover - Research the person/organisation to establish whether they have demonstrated extreme views/actions - Deny permission for people/organisations to use school premises if they have links to extreme groups	LOW

Prevent Duty Requirement 1 – Leadership & Partnership

1A. The school ensures appropriate capabilities at senior level to understand and manage the risk of radicalisation. School leaders and those responsible for governance are aware of their responsibilities and requirements under the Prevent Duty, and can confidently demonstrate a good working relationship with safeguarding partnerships in the area, including the Lincolnshire Safeguarding Children Partnership (LSCP) and the police. Partnership working includes, as a minimum, access to Prevent training, risk assessment and awareness, and implementation of developing good practice.

1B. Through partnership arrangements, the school's Prevent Lead and wider safeguarding team have access to effective Prevent advice and are aware of local procedures for making a Prevent referral. This is reflected in the school's Safeguarding Policy.

1C. The school has a designated strategic Prevent Lead in a senior management role who is responsible for delivery of Prevent and who understands the expectations and key responsibilities set on schools by the Prevent Duty. The

Prevent Lead works with key stakeholders to understand and manage the risk of radicalisation, and communicates the importance of Prevent to relevant staff.

1D. Leaders and those responsible for governance have a secure understanding of the potential risk, in the local area, of pupils being drawn into terrorism, including support for extremist ideas that are part of terrorist ideologies.

1E. The school has clear and robust policies and procedures in place for protecting children susceptible to radicalisation. There is a clear information-sharing pathway, appropriate to the size and type of school, with a clear point of contact for the operational delivery of Prevent. These policies also include guidance for cooperation with Channel Panels where a Prevent referral is adopted.

1F. Leaders, those responsible for governance and all staff exemplify fundamental British Values in their attitudes and behaviours.

1G. Leaders, staff and pupils reflect a positive and respectful environment; pupils are safe, feel safe, and understand how to share any concerns. Clear internal processes are in place for sharing concerns regarding radicalisation, strongly embedded into an effective, wider safeguarding approach.

Working in Partnership

Duty	What This Means	Action	Risk
The school is using existing local partnership arrangements in exercising its Prevent duty	Staff record and report concerns in line with existing policies and procedures	All staff record and report concerns to the Prevent Lead/DSL	LOW
	The Prevent Lead makes appropriate referrals to other agencies, including Children's Social Care and the Channel Panel	- Records of referrals are kept on the school's electronic safeguarding files - Referrals are followed up appropriately	LOW

Prevent Duty Requirement 2 – Capabilities

2A. A Prevent risk assessment has been undertaken which assesses how pupils or staff may be susceptible to radicalisation into terrorism, including online. Where specific risks are identified, an action plan sets out the steps taken to mitigate them.

2B. The school has sufficient awareness, and is well informed, to be alert to and understand the risk and threat posed by international, national and local incidents, and how this may affect the local community, including pupils and staff. Where appropriate, these are discussed with pupils.

2C. Staff are given access to regularly updated Prevent awareness training that gives them the knowledge and confidence to understand the factors that lead people to support terrorist ideologies or engage in terrorist-related activity, to identify those who may be susceptible to radicalisation, and to know what action to take in response.

2D. The Designated Safeguarding Lead (and Deputy) or Prevent Lead has received more in-depth Prevent training, including on extremist and terrorist ideologies, how to make referrals, and how to work with Channel Panels. This higher-level training is refreshed at least every two years.

2E. The impact and effectiveness of the school's Prevent training has been tested, and the findings have informed the CPD offer for staff and been recorded in the School Improvement Plan. The training specifically informs staff how to respond to concerns, and the material is suitable and appropriate – it promotes a positive message regarding Prevent and does not undermine or frustrate its purpose.

2F. The school's new staff induction programme includes specific Prevent awareness training which highlights school-specific requirements and procedures for handling and sharing concerns, and applies equally to trainee teachers, supply staff and other adults working in or on behalf of the school.

2G. Safer recruitment training has been carried out by leaders, managers and those responsible for governance.

2H. The DSL has access to up-to-date risk information about extremism and terrorism risks that may affect pupils in the local area, the phase of education, and the size and type of setting, to enable completion/update of an effective Prevent risk assessment. Robust cover arrangements ensure Prevent-related concerns continue to be received, monitored and acted upon without delay whenever the DSL or Prevent Lead is unavailable.

Staff Training

Duty	What This Means	Action	Risk
Equip staff to identify children susceptible to being drawn into terrorism and to challenge extremist ideas	Assess the training needs of staff in light of the school's assessment of the risk to pupils of being drawn into terrorism	- The Designated Safeguarding Lead, Deputy Safeguarding Leads and Prevent Lead undertake Prevent Awareness Training - All staff have completed online Prevent training (Home Office WRAP / Lincolnshire Police channels)	LOW

IT Policies

Duty	What This Means	Action	Risk
Ensure that children are safe from terrorist and extremist material when accessing the internet in school	The school has policies in place which make reference to the Prevent duty	- Online Safety Policy - Staff and pupil Acceptable Use Agreements - Behaviour Policy - Filtering and monitoring logging, reviewed at least once every academic year in line with KCSIE 2026	LOW
	Children are taught about online safety, with specific reference to the risk of radicalisation and online extremist content, including material linked to misogynistic online cultures	- The curriculum reflects this duty - PSHE curriculum (Jigsaw)	LOW

Prevent Duty Requirement 3 – Reducing Permissive Environments

3A. The school has adopted robust recruitment procedures that deter and prevent people who are unsuitable to work with children from applying for, or securing, employment or volunteering opportunities.

3B. The school has clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised, including any materials or weblinks they share with pupils. Invited speakers do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

3C. The school has appropriate safeguards in place to limit exposure to radicalising narratives and extremist and terrorist content online, creating an environment where radicalising ideologies are challenged and not permitted to flourish.

3D. The school provides a safe environment for dialogue about challenging and sensitive topics, including, where appropriate, terrorism and the extremist ideas that are part of terrorist ideology, supporting pupils to understand how they can challenge these ideas.

3E. The school encourages pupils, staff and visitors to respect one another, with particular regard to protected characteristics.

Wider Requirements and Responsibilities – Online Safety

- 4A.** Leadership – governors, trustees and the DSL understand and take responsibility for online safety, as outlined in KCSIE 2026 and the Prevent Duty.
- 4B.** Staff – all staff receive appropriate online safety training (including cyber awareness) at induction, as well as regular updates, to equip them with relevant skills and knowledge of online trends and developments related to extremism, including AI-generated and AI-amplified extremist content.
- 4C.** Filtering and monitoring – the school has appropriate filtering and monitoring systems in place to limit exposure to terrorist and extremist content, and networking with like-minded people, in line with the DfE Filtering and Monitoring Standards. Effectiveness is formally reviewed at least once every academic year, with the outcome reported to governors.
- 4D.** Policy and procedure – the school's approach to online safety is reflected in the LCC Safeguarding and Child Protection Policy 2026/27, the Online Safety Policy, and other relevant policies including mobile phones, social media, smart technology and remote learning. Acceptable Use Agreements make specific mention of the Prevent duty.
- 4E.** Parental engagement – the school proactively engages with parents and carers to help promote online safety principles and reporting at home, including messaging, guidance and safety settings on home systems, and these messages are regularly updated.
- 4F.** Curriculum and learning (1/2) – online safety is reflected in curriculum planning in line with Teaching Online Safety in Schools, the Prevent duty and other current guidance, including how to share concerns.
- 4G.** Curriculum and learning (2/2) – online safety principles are aligned with British Values and implemented in an age-appropriate way, to encourage and support pupils to interact online in a respectful and tolerant way, and to limit the potential harm and influence of radicalisers, extremist narratives and content, including misogynistic online cultures increasingly linked to harmful sexual behaviour and, in a small number of cases, extremist views.

Building Children's Resilience to Radicalisation

Duty	What This Means	Action	Risk
Ensure that pupils have a safe environment in which to discuss controversial issues	Pupils develop the knowledge, skills and understanding to prepare them to play a full and active part in society	- Through PSHE/Citizenship and other curriculum activities, pupils 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 - Relevant staff are aware of government guidance on promoting fundamental British Values through SMSC	LOW

Wider Requirements and Responsibilities – School Security

4H. The school has effective emergency response strategies in place, such as evacuation/lockdown. Staff and pupils are familiar with these; they are tested for effectiveness, and lessons learned are incorporated into improved policy and practice.

Preventing Radicalisation: Information and Resources

Government Documents

When you open any document link, you may also find further useful documents in the 'Related Content' section on the right-hand side of the page.

- Keeping Children Safe in Education 2026 – statutory guidance for schools and colleges on safeguarding children and safer recruitment
- Working Together to Safeguard Children 2026 – statutory guidance on inter-agency working to safeguard and promote the welfare of children
- Prevent Duty Guidance – statutory guidance for England, Scotland and Wales
- Protecting Children from Radicalisation: the Prevent Duty – guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism
- Channel and Prevent Multi-Agency Panel (PMAP) guidance – guidance about Channel and PMAP, the multi-agency approach to identifying and supporting individuals susceptible to being drawn into terrorism
- Prevent Duty Self-Assessment Tool for Schools – self-assessment tool and guidance to help schools in England review their responsibilities under the Prevent duty
- The Prevent Duty: Safeguarding Learners Vulnerable to Radicalisation – guidance to support professionals working in education settings with safeguarding responsibilities

Contact Details and Prevent Referral

If an individual is at immediate risk of harm, or immediate risk of terrorist-related activity, the Police should be contacted on **999**.

If there is no immediate risk, the Designated Safeguarding Lead will contact the Lincolnshire Prevent team (Lincolnshire Police Prevent Officer, 01522 558304, CTP-EM-Prevent@lincs.police.uk, and/or LCC Prevent Lead, prevent@lincolnshire.gov.uk) to seek further help.

To complete a Prevent referral to Lincolnshire Police, visit: [Refer someone to the Prevent Team | Lincolnshire Police](#).

Further Lincolnshire Police information can be found at: [Prevent | Lincolnshire Police](#).

National Police Chiefs Council (NPCC)

The NPCC has produced guidance on [When to Call the Police](#), for use when a pupil has potentially committed a crime at school.

Police in School Guidance from the LSCP

The LSCP has produced guidance for schools to refer to when police need to question or arrest a young person while they are in school.

LSCP

The LSCP Policies and Procedures Manual is a useful reference point, and includes a chapter on [Supporting Children and Young People Vulnerable to Violent Extremism](#).

Training

- Face-to-face Prevent Awareness training is available through the [Lincolnshire Stay Safe Partnership](#) webpage.

- Staff can also undertake Prevent Awareness e-learning through the Home Office e-learning portal, and the Lincolnshire Safeguarding Children Partnership.
- For queries regarding online training courses on Enable, email safeguarding_training@lincolnshire.gov.uk.

Educate Against Hate

The Educate Against Hate website provides a wealth of information and resources, including questions and answers and useful resources for school leaders to help protect pupils from the influence of extremism under the Prevent duty, and sections for teachers and parents. A regular newsletter is also available.

Action Counters Terrorism (ACT)

The ACT website provides information, resources, links, advice, support and real stories.

ORPHEUS Project

The ORPHEUS project (Offline and online Radicalisation and Prevention Holding back Extremism and Upholding Security) aims to identify new approaches to building resilience in young people against the risk of radicalisation, and provides a free toolkit of resources for professionals and young people.

Lincolnshire Counter Terrorism Priorities

The most recent document covering local counter-terrorism priorities can be found on Perspective Lite via LA Documents > Safeguarding > Areas within Safeguarding > Prevent (document title includes 'CTLP'). This document forms the basis for current threat and risk concerns across the county when completing the Prevent risk assessment/action plan for the school. This document should not be made publicly available and should only be viewed by required staff.

Whole-School Approach to Prevent

Further reading is available on implementing a whole-school approach to Prevent and the associated responsibilities arising from the Prevent Duty, including links to other supportive resources.

Teaching Resources

The PSHE Association provides lesson plans and resources for teaching about Inclusion, Belonging and Addressing Extremism, with resource packs available for KS1–2 and KS4.

Childline

It may be useful to signpost children and young people to the 'Worries about the World' page for further information, and to the 'Get Support' page for the variety of ways they can access further support from Childline.

NSPCC

The NSPCC provides a learning page for professionals about radicalisation, and a guidance page about protecting children from radicalisation, which can be shared with parents/carers.

Family Help and Early Help

Family Help/Early Help may be a useful contact. Guidance is available at www.lincolnshire.gov.uk/tac, or via TACadmin@lincolnshire.gov.uk or earlyhelpconsultants@lincolnshire.gov.uk. The Family Services Directory (lincolnshire.fsd.org.uk) is a useful tool for discovering further sources of local and national support.

BRIC – Building Resilience in Communities

A locally focused charity supporting vulnerable children and their families in Lincolnshire.