



PREVENT RISK ASSESSMENT

Responsible: Governing Body

Agreed: June 2026

To be reviewed: Annually in June or following incident review or legislation change.

Last reviewed on:

Overall Risk Assessment Level: LOW

Key risks in our setting:

- Online exposure to extreme or harmful material
- Vulnerability of some children (including SEND and mental health needs)
- Curiosity or fascination with violence or extreme ideas

How we reduce these risks:

- Strong safeguarding culture and trained staff
- Online filtering and monitoring systems
- A curriculum that builds resilience and critical thinking
- Early identification and referral to appropriate services

Key Contacts

- **DSL / Prevent Lead:** Chantelle Stanbra
- **Headteacher:** David Hurdman
- **Safeguarding Team:** Mrs Search, Mrs Wood, Mrs Green

Useful Links

- MI5 Threat Levels: <https://www.mi5.gov.uk/threats-and-advice/terrorism-threat-levels>
- Prevent Guidance: <https://www.gov.uk/guidance/get-help-if-youre-worried-about-someone-being-radicalised>
- Lincolnshire Prevent: <https://www.lincs.police.uk/advice/advice-and-information/t/prevent/prevent/>

Context and Purpose

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 which 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 the 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 document should be read alongside:

- Keeping Children Safe in Education
- Working Together to Safeguard Children
- The Prevent Duty Guidance (DfE)

Schools and colleges should work with 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 & 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.

Summary of the local picture from the 2025/2026 Prevent Annual Report for Lincolnshire (May 2026)

The Lincolnshire Prevent Annual Report (May 2026) states that Lincolnshire remains a low-risk, low-priority Prevent area, with the likelihood of a terrorist attack locally assessed as unlikely, although the overall UK threat level is “substantial” at the time of the annual report. The report explains that counter-terrorism work is guided by local risk profiling (CTLP), which identifies the main ideological threats in the county as extreme right-wing extremism, Islamist extremism linked to groups such as Al-Qaeda and Islamic State, and self-initiated individuals acting alone.

A key theme in 2025/2026 in Lincolnshire is the growing influence of online radicalisation, particularly for young people and vulnerable individuals. Extremist material is easy to access, and this is now the most common factor in Prevent referrals. There is also an increasing focus on those with neurodivergent needs or mental health vulnerabilities, alongside a notable rise in cases involving fascination with extreme violence or mass casualty attacks, even where no clear ideology is present. This has led to a significant increase in Prevent referrals and workload across the county and wider region.

Lincolnshire has strong partnership working and effective systems in place, including a well-established Prevent Steering Group, multi-agency Channel panel, and extensive training offer. The county has been judged highly in its Home Office assessment, with most areas rated as exceeding expectations. Despite the relatively low local risk, there is a need for continued vigilance, early intervention, and ongoing training, particularly as threats evolve and increasingly link to online behaviour and wider safeguarding concerns

Prevent Risk Assessment

St Peter and St Paul CE Primary 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.

Leadership and Ethos

Duty	What this means	Actions
Our school vision, values and ethos promote resilience against extremist ideologies and promote British values	Our school values clearly promote our commitment to British values	• Strong focus on our school Christian values • Visuals include a commitment to tolerance, diversity and mutual respect (our British values display board)
	The school has identified a Prevent lead- Miss Chantelle Stanbra the DSL	• All staff members know who the Prevent lead is and this person can act as a source of support and advice
Governors to carry out their duty to monitor the school's Prevent strategy effectively.	All governors are to have a good understanding of their duty linked to Prevent, but the safeguarding governors Lisa Broomfield and Ed Anderson to monitor this	• All governors have read our child protection policy and are familiar with the Keeping Children Safe in Education 2025 document. • 2 dedicated designated safeguarding governors (mentioned previously) that oversee our compliance with the Prevent strategy • Governorhub can provide extra training for governors on their roles and expectations

Staff Awareness and Identification

Duty	What this means	Actions
Staff to assess the risks of children in their care being drawn into terrorism	Staff can demonstrate a good understanding (checked) of the risks affecting children and young people that they may come in contact with	• Staff knowledge checks linking to Prevent strategy are completed using the question of the weeks • All staff attended safeguarding training in Sept 2025 and localised Prevent training (in person) is scheduled for July. • The Prevent lead to inform all staff (via email) of their duties as set out in 'The Prevent Duty Guidance' (DfE 2023) • All staff have completed the online generic Prevent training
	Staff can identify individual children who may be at risk of radicalisation and how to support them should this be the case	• The Prevent lead and relevant training, has educated staff about the signs and indicators of radicalisation for example:

Duty	What this means	Actions
		☐ Behavioural changes: Withdrawing from family and friends, losing interest in previous hobbies, or suddenly becoming secretive. ☐ Online activity: Spending excessive amounts of time online and becoming defensive about internet use. ☐ Communication: Using scripted language, expressing a sense of persecution, or viewing societal issues only in black-and-white ("us versus them"). ☐ Appearance: Changing styles of dress or displaying symbols linked to extremist causes. • Staff to know that in our setting, we have a high proportion of SEND children who are more vulnerable
Clear reporting procedures	There is a clear procedure in place for protecting children at risk of radicalisation	• All staff have read the safeguarding policy which includes a statement regarding the school's Prevent duty • All staff understand how to record and report concerns regarding risk of radicalisation

Early Intervention and Support

- Staff discuss concerns with the DSL at an early stage
- Where appropriate, the school works with families
- Referrals made to external agencies when required
- Records are **time-stamped, accurate and followed up**

Safer Recruitment

Duty	What this means	Actions
Safe hiring practices	Staff are suitable to work with children	• DBS and reference checks • Safer recruitment trained staff • Clear expectations of conduct

Speakers and Events

Duty	What this means	Actions
Prohibit extremist speakers and events happening in school	The school to exercise 'due diligence' in relation to any requests that they have from external speakers and organisations using the school premises	• Request an outline of what the speaker wants to cover before the event, or alternatively DSL to meet them in person • Research the organisation/ person to establish whether or not they have demonstrated extremist views/ actions. This to be done before they are booked • Visitors are NEVER left alone with any children. Deny permission for people/ organisations to

Duty	What this means	Actions
		use the school premises if they have links to any extreme groups

Working in Partnership

Duty	What this means	Actions
The school is using existing partnerships (Local policing team, local Prevent officer) to help exercise its Prevent duty	Staff record and report concerns in line with existing policies and procedures	- All staff to report any concerns to the Prevent Lead (Chantelle Stanbra) or in her absence, any member of the SG team (Mr Hurdman, Mrs Search, Mrs Wood, Mrs Green) - School leaders, especially DSL, to stay up to date with local developments and risks (CS has attended the Lincolnshire counter-terrorism update) - The school is in regular update with the policing teams - Member of the SG team, usually the DSL (Chantelle Stanbra) or the Headteacher (David Hurdman) to attend the East Lindsey forums with other DSLs to discuss any extremism and other linked topics - Advice and training are sought from LCC
Staff are capable and confident of working with external agencies and sharing concerns about extremism externally	The Prevent lead (and other DDSLs) to make appropriate referrals to other agencies including the multi-agency safeguarding hub (MASH) and Channel	- Records of any referrals are kept on CPOMS. These are tie stamped and up-to-date - Referrals are followed up appropriately and challenged as necessary - DSL knows the process to contact other agencies and expedite concerns about extremism - Records of any referrals are kept, and then followed up if necessary

Staff Training

Duty	What this means	Actions
Equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas	Assess the training needs of staff in light of the school's assessment of the risks to pupils at the school of being drawn into terrorism (this is currently low)	- The safeguarding team undertakes Prevent awareness training. Ensure that DSL is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation - All staff have completed online Prevent training - Relevant staff (SG team) have completed the General Awareness Training on Channel (from the DfE guidance)

IT Safety

Duty	What this means	Actions
Ensure that children are safe from terrorist and extremist materials when accessing the school's internet	The school has policies in place that refer to the Prevent Duty	• Online safety policy • Acceptable use of IT policy • Anti-bullying policy • Pupils are encouraged to report any material they come across online that may make them feel uncomfortable or worried • IT and safety monitoring system (SENSO) that is tested termly and a log kept to ensure that it is working accurately • The school IT system has appropriate filters to block sites that are deemed inappropriate or unsafe • School email accounts monitored by Education Lincs
Education for children	Children are taught about online safety with specific reference to the risk of radicalisation	• The curriculum reflects this duty

Building Children's Resilience to Radicalisation

Duty	What this means	Actions
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 PHSE/RSE and other relevant curriculum areas, pupils are able to explore political, religious and social issues safely. • Pupils are taught about the diverse national, regional and ethnic identities in the UK and the need to mutual respect • Relevant staff are aware of the guidance at https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools-published/
The curriculum promotes British values and a culture of equality	Clearly identified opportunities to promote British Values and challenge extremist ideologies	• Opportunities to promote British Values are clearly identified within the curriculum areas and through the full safeguarding curriculum (inc. Jigsaw curriculum) • Use of PHSE and RSE lessons for sensitive and supportive discussions on ideologies and radical issues • Behaviour policy clearly sets out that hateful behaviour towards anyone is NOT tolerated • Staff know how to respond if they are witnessing harassment and/ or abusive behaviour • Pupils are encouraged to challenge harassment or abusive behaviour amongst their peers and then tell a trusted adult should they need to

Monitoring and Review

- This risk assessment is reviewed **annually**, or sooner if risks change
- The DSL monitors implementation as part of safeguarding practice
- Safeguarding governors review Prevent as part of their termly work
- Prevent is included in wider safeguarding audits and reviews