



PREVENT RISK ASSESSMENT

SEPTEMBER 2026

HEADTEACHER: MR K RONDEAU

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Prevent Duty and Safeguarding Context

At St Mark's C of E Primary School, safeguarding is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play in keeping children safe. This includes recognising and responding to the risk that a child or young person may be susceptible to radicalisation or may be drawn into terrorism.

As a school, we have a statutory responsibility to have due regard to the need to prevent people from being drawn into terrorism, as set out in Section 26 of the Counter-Terrorism and Security Act 2015 and the Prevent Duty Guidance for England and Wales (2023). The Prevent duty forms part of our wider safeguarding responsibilities and is not separate from our existing arrangements for identifying, responding to and supporting children who may be at risk of harm.

The Prevent duty is concerned with preventing people from becoming terrorists or supporting terrorism. It recognises that individuals may be susceptible to radicalisation for a range of reasons and that early identification, appropriate support and effective safeguarding can reduce the risk of concerns escalating.

St Mark's is committed to being a safe, inclusive and welcoming school in which children are able to ask questions, express their views and explore sensitive issues appropriately. Through our curriculum, collective worship, relationships and behaviour work, and wider personal development provision, we help children to understand respect, tolerance, democracy, individual liberty and the importance of challenging prejudice, discrimination and harmful or extremist views. We ensure that children are not exposed to inappropriate political or extremist material and that sensitive issues are addressed in an age-appropriate and balanced way.

School staff are particularly well placed to identify concerns at an early stage because of their regular contact with children. Staff should remain alert to changes in a child's behaviour, presentation, relationships, attitudes or circumstances which may indicate that they are vulnerable to radicalisation. Any concerns should be reported through the school's established safeguarding procedures. The Designated Safeguarding Lead will consider the concern alongside other relevant information and, where appropriate, seek advice or make a referral to relevant external agencies.

St Mark's recognises that radicalisation is a safeguarding concern and that vulnerability to radicalisation should be considered alongside other contextual safeguarding risks. We work with parents and carers, the local authority, the police, social care, health services and other relevant agencies where this is necessary to promote the welfare of children and protect them from harm. This approach is consistent with *Keeping Children Safe in Education 2026* and *Working Together to Safeguard Children 2026*.

The Prevent Duty Guidance (2023) identifies three objectives:

- Tackle the ideological causes of terrorism;
- Intervene early to support people susceptible to radicalisation; and
- Enable people who have already engaged in terrorism to disengage and rehabilitate.

For a primary school such as St Mark's, the principal focus is on prevention, early identification, safeguarding and appropriate support. Our approach recognises that children may be influenced by what they encounter online, through social media, through peers or through other sources, and that vulnerability may arise from a range of personal, social, emotional or contextual factors.

The school therefore seeks to reduce the risk of radicalisation through strong safeguarding practice, an inclusive school culture, appropriate curriculum provision, effective filtering and monitoring, staff awareness and training, positive relationships with children and families, and effective partnership working.

This Prevent Risk Assessment should be read alongside the school's Safeguarding and Child Protection Policy, Online Safety Policy, Behaviour Policy, Equality Policy and other relevant safeguarding procedures.

PREVENT DUTY RISK AREA	WHAT DOES THIS MEAN FOR ST MARK'S?	CURRENT CONTROLS & ACTIONS:
School values, ethos and culture	St Mark's promotes an inclusive culture in which children are encouraged to respect others, recognise differences and challenge prejudice and discriminatory behaviour. Our Christian vision, <i>Loving, Growing and Succeeding Together</i> , provides a strong foundation for respect, dignity, compassion and service to others.	• School values and learning behaviours are explicitly taught and reinforced. • British Values are promoted through the curriculum, collective worship, PSHE and wider school life. • Equality, diversity and respect are embedded across school provision. • Hateful, discriminatory or prejudicial behaviour is not tolerated. • The DSL/Prevent Lead provides advice and support to staff.
Leadership and governance	Leaders and governors understand the school's responsibilities under the Prevent duty and ensure that Prevent forms part of the school's wider safeguarding arrangements.	• Prevent is incorporated within the school's safeguarding arrangements and risk assessment. • Governors receive safeguarding information and training appropriate to their role. • A safeguarding link governor provides oversight of safeguarding arrangements. • Leaders keep up to date with national and local Prevent risks and guidance.
Staff awareness and identification of risk	Staff need to recognise when a child may be vulnerable to radicalisation and understand how to respond to concerns.	• All staff receive safeguarding training and are familiar with KCSIE 2026. • Staff complete appropriate Prevent awareness training. • Staff are made aware of indicators of vulnerability to radicalisation and the importance of considering the child's individual circumstances. • Staff know how to record and report concerns to the DSL/Prevent Lead. • Prevent concerns are considered alongside other safeguarding concerns rather than in isolation.
Responding to concerns	There must be a clear and understood process for responding when a child may be vulnerable to radicalisation or extremist influence.	• Concerns are recorded through the school's established safeguarding recording system. • The DSL/Prevent Lead assesses concerns and seeks appropriate advice where required. • The school follows local safeguarding and Prevent referral arrangements. • Where appropriate, concerns are referred to relevant agencies. • Parents/carers are involved where appropriate and when doing so does not increase risk.
Visitors, speakers and external organisations	The school must exercise appropriate due diligence when inviting external speakers or allowing organisations to use school premises.	• The purpose and content of external events are established in advance. • Appropriate checks are undertaken on speakers and organisations. • Visitors are subject to the school's safeguarding and visitor procedures. • Visitors are not left unsupervised with children unless this is part of an appropriately managed arrangement. • Permission may be refused where there are safeguarding concerns or evidence that an individual or organisation may promote terrorism or extremist ideology.

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Working with partners	Prevent is most effective when the school works appropriately with safeguarding partners and local agencies.	• Leaders maintain awareness of local safeguarding and Prevent risks. • The school works with the local authority, police, children's services and other relevant agencies when necessary. • Advice is sought where staff are uncertain about a Prevent concern. • The school participates in relevant local safeguarding/Prevent training and information-sharing arrangements.
Staff training	Staff training should reflect the school's assessment of Prevent risk and ensure staff know how to identify and respond to concerns.	• Prevent awareness forms part of staff safeguarding training. • DSLs/Prevent Lead undertake appropriate Prevent training. • Training needs are reviewed in light of changes in national and local risk. • Relevant staff undertake Channel awareness training where appropriate. • New staff receive Prevent information as part of induction.
Online safety and access to extremist material	Children may encounter extremist or harmful content online, including through social media, video-sharing platforms, gaming and other online environments.	• Appropriate filtering and monitoring systems are in place. • Online safety is taught through the curriculum. • Children are encouraged to report content or online experiences that make them feel worried or unsafe. • Staff understand how online concerns should be recorded and escalated. • Filtering and monitoring arrangements are regularly reviewed.
Curriculum and building resilience	Children should have safe, age-appropriate opportunities to explore difficult issues, develop critical thinking and understand how to participate positively in society.	• PSHE, RSE, collective worship and other curriculum opportunities provide safe, age-appropriate spaces for children to explore sensitive issues, develop critical thinking, respect different viewpoints and challenge prejudice, discrimination and harmful or extremist views. • Collective worship supports the development of respect, compassion, service and understanding of others. • Children are encouraged to ask questions and express their views appropriately. • Teaching promotes critical thinking and helps children distinguish reliable information from misinformation and harmful content. • Sensitive issues are addressed in an age-appropriate, balanced and carefully planned manner.
British Values and equality	The promotion of British Values should contribute to children's resilience and their ability to participate positively in a diverse society.	• Democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs are promoted across school life. • British Values are explicitly taught and reinforced. • Children learn about diversity within Britain and the wider world. • The school challenges prejudice, discrimination, harassment and hateful behaviour. • Staff understand their responsibility to challenge inappropriate or discriminatory behaviour.

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Risk assessment and Review

Overall assessment:

St Mark's considers the risk of pupils being drawn into terrorism to be low, subject to the controls and safeguarding arrangements identified within this assessment.

The assessment will be reviewed annually, and sooner where there is a significant change in the school's circumstances, national or local threat level, emerging local intelligence, a relevant safeguarding incident or a significant change to Prevent guidance.

Where an individual pupil presents a specific concern regarding radicalisation or susceptibility to extremist influence, this will be managed through the school's safeguarding procedures and assessed on an individual basis rather than relying solely on the school's overall Prevent risk rating.