Prevent Duty Risk Assessment

Air Balloon Hill Primary School

Assessment conducted by: Jenny Knight	**Job title:** Assistant Head/DSL
Date of assessment: May 2026	**Date of next review:** May 2027 (or sooner if local or national risk profile changes)

Local Risks: (From Counter Terrorism Local Profile)

- The threat of a terrorist attack in the UK is currently assessed as SUBSTANTIAL, meaning an attack is likely.
- The predominant ideologies seen in the SW in both Prevent referrals and police investigations are Extreme Right Wing Terrorism (ERWT) and Islamist Terrorism (IT) and to a lesser extent Left Wing and Single Issue Terrorism (LASIT).
- Ongoing protest activity and tensions in relation to the Israel / Hamas conflict are being experienced throughout the force area.
- Community tensions and grievance narratives relating to anti-immigration and anti-Semitic themes are being seen within the region.
- The school also recognises the growing risk of online radicalisation, including exposure through gaming, social media and online forums. While risk at primary level is relatively low, pupils may still be vulnerable to early exposure to harmful narratives, requiring a proactive and preventative approach.

Category	Hazards	Existing controls	RAG	Further action required	Assigned to	Completed
Leadership *The setting does not place sufficient priority to Prevent and risk assessment/action plans (or does not have one) and therefore actions to mitigate risks and meet the requirements of the Duty are not effective*.	Leaders (including governors) 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.	All staff aware that Assistant Head Safeguarding and Pastoral / DSL is identified Prevent Lead and this is on school website. The DSL/Prevent Lead is aware of any new guidance and shares this with staff. The School has a Safeguarding and Child Protection Policy which takes into consideration legislation and guidance regarding Prevent. This is updated annually and read by all staff. All staff have completed Government prevent Duty Training Course 1: Awareness. Senior Leaders have also completed Course 2: Referrals.		Training to be repeated every two years.	DSL	Ongoing
	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.	Prevent Lead is a member of the Senior Leadership team and DSL. Prevent Lead/DSL carries out risk assessments and reviews safeguarding policies. Updates are shared with staff during inset and in briefings. The Prevent Lead/DSL oversees the sharing of safeguarding policies – staff sign to confirm the reading of such policies using We Are Every. DSL leads regular safeguarding briefings.		Continue to share updates.	DSL	Ongoing
	Leaders do not communicate and promote the importance of the duty	Updates given in briefings and inset. Updates shared with Safeguarding Link Governor 3 x a year.		Continue to share updates. Link gov 3 x year.	DSL	Ongoing
	Leaders do not drive an effective safeguarding culture across the institution.	Senior Leaders have undertaken training on making referrals and have clear understanding of reporting and referral mechanisms.		Training to be repeated every two years.	DSL	Ongoing
	Leaders do not provide a safe environment in which children can learn.	Promotion of a safeguarding culture through regular training and briefings by DSL. Clear induction for new members of staff and trainee teachers		Safeguarding policies reviewed annually.	DSL	Ongoing

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 school works with a range of partners: • Bristol Safeguarding in Education Team – updates, briefings, network meetings and updates • Keeping Bristol Safe Partnership - updates • DSL / headteacher forums/network meetings • LADO • Subscribes to LA Prevent Network • In receipt of newsletters from Educate Against Hate • Local policing teams • Links with other DSLs/Prevent Leads in local area		Continue to receive and respond to updates and attend network meetings	DSL	Ongoing
Staff training *Staff do not recognise signs of abuse or vulnerabilities and the risk of harm is not reported properly and promptly by staff*	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 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.	All staff have completed Government prevent Duty Training Course 1: Awareness - they are confident in identifying concerns and understand the appropriate reporting pathways. Safeguarding responses are timely and effective. Senior Leaders have completed Course 2: Referrals All staff attend safeguarding training and are familiar with key school safeguarding and statutory policies DSL/Prevent Lead receive additional support from local partnerships and training on local processes for Prevent Maintain records of all staff and governor training		Continue annual safeguarding training. Online Prevent training to be repeated every two years.	DSL	Ongoing
	Staff do not access Prevent training or refresher training.	All staff have completed Government Prevent Duty Training Course 1: Awareness. Senior Leaders have completed Course 2: Referrals Maintain records of all staff and governor training Governors have Prevent overview as part of safeguarding training		Staff continue to access refresher training annually	DSL CoG	Ongoing

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.	The school has a culture of safeguarding that supports effective arrangements to: • 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 have the expertise to help		Continue provide training for all staff	DSL	Ongoing
	Staff are not aware of the Prevent referral process.	The school has clear processes for raising radicalisation concerns and making a Prevent referral. Reported concerns are logged on CPOMs. Prevent contact number provided on poster in staff areas and In SG policy. SGT and SLT have undertaken training in making referrals.		Continue provide and monitor training for all staff	DSL	Ongoing
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 how to challenge these ideas	Racism and other forms of discrimination are explored in our work on Equalities, our diversity case studies and Everyone Belongs work (assemblies and curriculum). Pupils demonstrate respect for diversity and are developing the ability to question stereotypes and challenge discriminatory views. There is an Equalities staff team and this is a focus of the school's SDP.		Continue to deliver curriculum and provide opportunities for discussion.	DSL	Ongoing
	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.	The school provides opportunities within the curriculum to discuss controversial issues and for students to develop critical thinking and digital literacy skills. Everyone Belongs work provides further opportunities to explore equality and British Values in a safe environment.		Continue to deliver curriculum and provide opportunities for discussion.	DSL	Ongoing
IT policies	Students can access terrorist and extremist material when accessing the internet at the institution.	The school ensures appropriate internet filtering is in place. The IT manager and DSL carry out regular testing to ensure it is effective. Staff are given training on filtering and monitoring.		Continue to carry out checks	DSL	Ongoing

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 may distribute extremist material using the institution IT system.	The school receives alerts form the LA monitoring system should the filtering systems flag any safeguarding or Prevent- related concerns. This is monitored by IT manager and shared with DSL. Staff receive training on monitoring and how to report any concerns to Prevent Lead/DSL.		Continue to carry out checks	DSL	Ongoing
	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). Online safety policies are in place and reviewed annually. The school's online safety curriculum has been created using the UK Council's 'Education for a Connected World' framework and South West Grid for Learning's 'Project Evolve' Curriculum. The curriculum provides children in every year group with the required digital knowledge, skills, behaviours and attitudes they need as they progress through the school. Annually, the school holds an 'Online Safety Week' as part of the school's 'Safe Kind and Respectful' curriculum, where pupils focus on a particular area of online safety linked to 'Safer Internet Day'.		Continue to deliver curriculum and provide opportunities for discussion.	DSL	Ongoing
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.	A process is in place to manage site visitors, including sub-contractors - visitors are provided with safeguarding information and DBS checks carried out.		Continue to carry out checks	DSL	Ongoing
	Settings do not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.	The school carries out due diligence checks on visitors, speakers, the organisations they represent and the materials they promote or share.		Continue to carry out checks	DSL	Ongoing
	The setting does not conduct any due diligence checks on visitors or the materials they may use.	The private/commercial use of the institution's spaces is effectively managed & due diligence checks are carried out on those using/booking and organisations that they represent. The setting seeks advice and support from partners where necessary to make an assessment of suitability (no current usage but policy in place)		Carry out checks for any new lettings.	DSL	Ongoing