

Radford Academy Prevent duty risk assessment

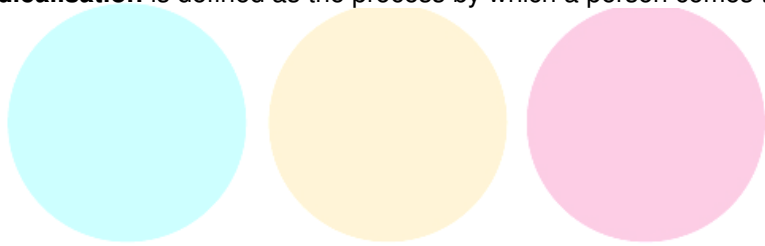
The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people being drawn into terrorism.

We are required to take a risk-based approach to the Prevent duty, under paragraph 14 of the Home Office's [statutory guidance](#).

This document demonstrates our awareness of the specific risks of extremism and radicalisation in our school and our area.

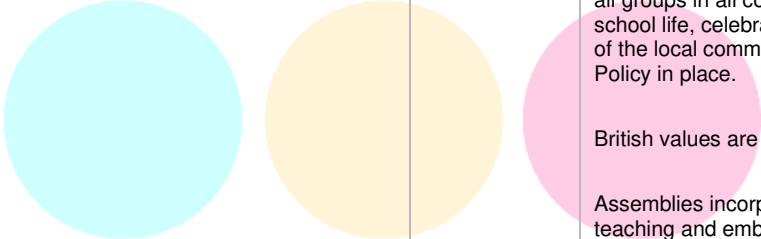
Extremism is defined as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Extremism isn't exclusive to any section of society and can take many forms.

Radicalisation is defined as the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.



L.E.A.D. Academy Trust

Leadership

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	OWNER	RISK LEVEL	ADDITIONAL NOTES / NEXT STEPS
The values and ethos of the school are unsuitable for promoting resilience against extremist ideologies and promoting British values 	Pupils, staff and governors	Clear PSHE curriculum in place which outlines concepts related to extremist and radicalisation. We celebrate diversity at events and within our RE, PSHE teaching. We model tolerance and respect for all groups in all communications and all areas of school life, celebrating diversity both as a reflection of the local community. Academy has an Equality Policy in place. British values are referred to within the curriculum Assemblies incorporate direct British values teaching and embedded within.	SLT		Continue to develop the PSHE curriculum in line with new information Monitor curriculum to ensure pupils are exposed to the FBV Pupil conversations to ensure they can articulate the importance of FBV
Leaders are unaware of their responsibilities under the Prevent duty, and of the context of the school relating to the risk of extremism	Pupils and staff	School leaders undertake training to remind them of their duty to prevent pupils being drawn into terrorism. School leaders stay up to date with local developments and risks. The school is in regular communication with the City council and are informed of any updates within the area Headteacher will be trained in Prevent by Nottingham city council in the academic year 25-26. Information will be disseminated to the rest of the leadership team. Leaders ensure Prevent is part of the safeguarding policy. New staff induction and annual safeguarding training Leaders lead by example across the school.	SLT		Refresh the leadership team on the school's responsibilities under the Prevent duty.



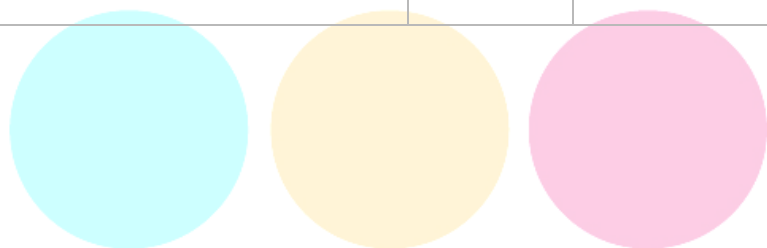
Training and capability

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL	ADDITIONAL NOTES / NEXT STEPS
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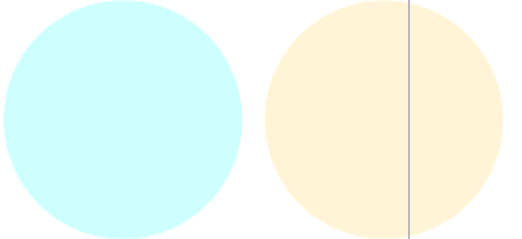
HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL	ADDITIONAL NOTES / NEXT STEPS
School staff are unaware of their responsibilities under the Prevent duty, and the need to promote British values	Pupils and staff	All staff have read our child protection policy and at least part 1 of Keeping Children Safe in Education. All staff have read the code of conduct. All staff have Prevent training in the last academic year on National College. Prevent is discussed in the annual safeguarding update and within new staff induction procedures. Staff members are aware that they can go to a member of the safeguarding team for advice, support, and to escalate concerns. The School takes diversity and equality very seriously. Our PSHE curriculum refers to FBV in each lesson as our assemblies where applicable. We celebrate diversity at events and within our RE, PSHE teaching. We model tolerance and respect for all groups in all communications and all areas of school life, celebrating diversity both as a reflection of the local community. School has an Equality Policy in place.	All staff		Update our child protection policy annually. Continue to check staff knowledge through spot checks.
Governors cannot carry out their role to monitor the school's Prevent strategy effectively	Pupils and staff	All governors have read our child protection policy and Keeping Children Safe in Education. We have a dedicated link governor for safeguarding who oversees our compliance with the Prevent duty. This takes place at least annually.	HT		

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL	ADDITIONAL NOTES / NEXT STEPS
Staff do not support the school's values and ethos, or they support and promote extremist ideas	Pupils and staff	The staff recruitment process reflects the school's values and promotes good safeguarding practice. New Academy values in place (BASIC values) Commitment to safeguarding are included in job advertisements Safer recruitment procedures are followed including name search checks on the internet and social media.	Headteacher		Review our safer recruitment procedures .



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Working in partnership

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL	ADDITIONAL NOTES / NEXT STEPS
Staff do not feel comfortable or capable working with external agencies and sharing concerns about extremism externally 	Pupils and staff	We work and communicate with local safeguarding partners and other relevant agencies regarding concerns about extremism. The DSL/Prevent lead is aware of the process to contact other agencies and expedite concerns about extremism. Records of referrals are kept, and referrals are followed up appropriately. The Prevent Lead for the School is Safeguarding Lead. They are responsible for: - oversight of the Prevent Action Plan & update to SLT, staff and Govs. - Safeguarding policy has been updated and is on the website. - DSL is SPOC – is present on contact sheet given to staff School engages with all training regarding Prevent – LEAD safeguarding conferences, DSL updates and networks for Nottingham City and LEAD.	All staff who work with agencies		

Speakers and events

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL	ADDITIONAL NOTES / NEXT STEPS
Pupils are exposed to extremist ideologies by visiting speakers	Pupils	Details of your procedures for visiting speakers, for example: The materials that visiting speakers deliver are discussed and approved prior to their visit Visitor policy outlines procedures for visitors. This is monitored by the DSL – outcomes are discussed with the admin staff and revisited over time. Safeguarding policy used in conjunction with the visitor policy. DBS checks, social media and internet checks of visitor prior to visits. Appropriate lanyards given – risk assessments completed. Teaching staff wear an ID badge – visitors are required to wear a green or red lanyard depending upon their DBS status. Children and staff informed to challenge those not wearing a lanyard.	Staff member in charge of visit. Overseen by a member of SLT		
The school site is used to host events which support extremist ideologies or promote hatred	Pupils and staff	All hiring and lettings agreements state that the school site will not be hired to groups who support extremist ideologies or promote hatred. The school building has a number of lettings.	SBM		
Offsite activities are used to support extremist ideologies or promote hatred.	Pupils and staff	Offsite activities are risk assessed thoroughly as part of the EVOLVE trip submission process. Off-site visit policy in place. If there have been potentially difficult situations in the locality we have worked with Police to minimise impact	Staff involved in off site visits		Continue to thoroughly risk assess all visits



LEAD Academy Trust

School curriculum and culture

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL	ADDITIONAL NOTES / NEXT STEPS
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HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL	ADDITIONAL NOTES / NEXT STEPS
The curriculum teaches damaging material or fails to challenge extremist ideologies and promote British values	Pupils	Opportunities to promote British values are clearly identified within all curriculum areas. Use of PSHE or RSE lessons for sensitive and supportive discussions on radical issues and extreme ideologies. The school has a range of activities that promote the spiritual, moral, social and emotional needs of children through both the explicit curriculum (curriculum topics, PSHE) and the 'hidden' ones, assembly, celebration days, visitors, display, newsletters, etc. School uses a robust PSHE and RE curriculum to develop thinking skills.	SLT		Review our current practices for promoting British values and consider where we could do more to embed these values into our curriculum.
A culture of inequality or abuse is allowed to grow, enabling extremist ideology and hate to develop	Pupils, staff, governors and parents	Our behaviour policy clearly sets out that hateful behaviour is not tolerated. Staff know how to respond to witnessing harassment and abusive behaviour. Pupils are encouraged to challenge harassment or abusive behaviour among their peers. Records are kept through My Concern or within the paper inequality log and DC Pro	SLT		

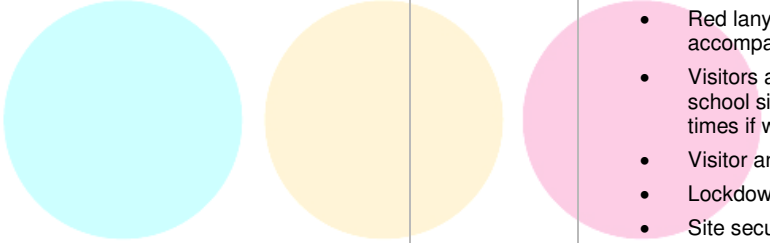
HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL	ADDITIONAL NOTES / NEXT STEPS
British values are not promoted outside of the classroom	Pupils and staff	School actively promotes community cohesion and works closely with all stakeholders bringing the community together (Christmas Fair, Musical Events, visits to and from local church, work with EPIC) We promote British values around the school, for example: - Pupils participate in democracy through school council and student leadership elections - Assemblies promoting diversity, human rights, and respect - Celebrations from multiple religions and cultures are celebrated around the school	SLT		
Parents actively express racist, extremist, homophobic or other views / opinions.	Staff, pupils, parents	The HT, provides appropriate guidance and challenge to parents who express racist, extremist, homophobic, or other views/opinions contrary to the inclusive values promoted by the school. Steps are taken to prevent parents being on the school premises if required..	SLT		Continue to promote inclusivity

IT and internet safety

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL	ADDITIONAL NOTES / NEXT STEPS
Pupils use the school network or school hardware to access extremist material	Pupils	Our online safety/IT/child protection policy makes reference to the risks of online extremist material. Pupils are encouraged to report any material they come across online which makes them worried or uncomfortable. IT safety and monitoring systems, for example: - The school IT network has appropriate filters to block sites deemed inappropriate or unsafe - School email accounts are monitored by IT staff Policy has been developed by LEAD – has been personalised for our school with reference to and inclusion of the Prevent Duty School using SENSO on laptops. Senso is analysed weekly but urgent cases are looked at immediately if DSL / deputy DSL are on laptops. Blocking and filtering system is available – iBoss Weekly reports are analysed	LEAD IT HT / DHT		Review online safety policy at academy level annually and user agreements.

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL	ADDITIONAL NOTES / NEXT STEPS
Pupils access extremist material on their own devices or on social media, or are specifically targeted for online radicalisation	Pupils	The ICT curriculum includes teaching pupils how to stay safe online. Parents are provided with support on how to help their children access the internet safely and spot the signs of online radicalisation. School seek to use in-school interventions where required. School also has the availability of CAMHS and INclude to make referrals to. School always seeking new ideas to provide pastoral support. DSL, SENDCo, HT and remaining safeguarding team work closely together to identify children who require the above interventions. Monitoring of these takes place and is reported to the SENDCo / DSL	LEAD IT HT / DHT		Share online safety factsheets with parents to help them support their children
Monitoring and filtering levels are set inappropriately allowing pupils to view content that could lead to radicalisation	Pupils	The Trust filtering and monitoring systems are robust and tested regularly. School using SENSO on laptops. Senso is analysed weekly but urgent cases are looked at immediately if DSL / deputy DSL are on laptops. Blocking and filtering system is available – iBoss Weekly reports are analysed All breaches are reported to academy DLSs/Leaders to review and take action.	LEAD IT HT / DHT		

School security

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL	ADDITIONAL NOTES / NEXT STEPS
Non-approved visitors access the school site to spread extremist ideology 	Pupils and staff	Visitor procedures, for example: • All visitors are pre-planned where possible • All visitors to the school must be signed in at reception and wear ID badges • Red lanyarded visitors have an accompanying risk assessment • Visitors are to be accompanied around the school site by a member of staff at all times if wearing a red lanyard. • Visitor and safeguarding policy • Lockdown procedures • Site security checks by the site manager	LEAD IT HT / DHT		Review our visitor safeguarding protocols .
Extremist ideology crowd gatherings in the area	Pupils and staff	Lock down procedures Make contact with the local police	LEAD IT HT / DHT		

HEADTEACHER

Steve Ross

DSL/PREVENT LEAD

Steve Ross

October 2026

DATE OF NEXT REVIEW:

OCTOBER 2027