KFJS Prevent 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.

Behavioural indicators

The following are possible signs that someone is being radicalised or drawn into terrorism:

- change in behaviour or appearance
- adopting styles of clothes associated with groups with whom they have had no previous contact
- becoming isolated from friends, peers or family members
- becoming involved with groups of pupils who have strong ideologies
- viewing websites containing extremist ideologies or symbols
- attempting to recruit others to an extremist ideology or cause
- vocalising extremist ideologies or using extreme language
- questioning identity and sense of belonging
- glorifying current terrorist activity seen in the media
- displaying extreme behaviour related to ideology and/or religion
- requesting extended holidays to unsafe places or places not associated with the family possessing or discussing extremist material family not being aware of absence.

Motivators for such behaviours could be wide ranging. Terrorism is very unlikely but not impossible. Whatever the reason for a pupil's behaviour, remember that young people can be vulnerable and will benefit from our support. Please remember that the most important thing is to do something.

What do you do if you have a concern?

Remember that anyone can make a referral, but in the majority of cases staff would consult with the DSL first.

Record your concern on 'CPOMS'.

The concern may result in a referral to the Multi-Agency Safeguarding Hub (MASH), who will carry out a risk-assessment and then pass the concern onto the Channel Programme if they deem it to meet the required threshold. Channel is a programme providing appropriate support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

Leadership				
Risk	**Who is at risk?**	**Actions in place**	**Risk level**	**Responsibility**
The values and ethos of the school are unsuitable for promoting resilience against extremist ideologies and promoting British values	Pupils, staff and governors	The school learning behaviours include a commitment to tolerance, diversity and mutual respect.	Low	HT and governors
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. The Leadership team understand their responsibilities under the Prevent guidance School leaders stay up to date with local developments are risks. The school Safeguarding policy outlines procedures in place to protect children at risk of radicalisation. The Designated Safeguarding Lead (DSL) team know who to contact if radical or extremist concerns are raised (including making a referral to the channel programme) Channel programme. The school have a good working relationship with local Police Community Support Officers (PCSOs).	Low	HT and governors

Working in partnership				
Risk	**Who is at risk?**	**Actions in place**	**Risk level**	**Responsibility**
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. Reporting concerns Records of referrals are kept, and referrals are followed up appropriately. All concerns are logged onto CPOMS (tab for extremist views).	Low	HT, governors and DSLs

Training and capability				
Risk	**Who is at risk?**	**Actions in place**	**Risk level**	**Responsibility**
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 (KCSiE). Staff complete training every two years. All DSLs complete yearly refresher training and disseminate updates to staff. Staff members are aware that they can go to any member of the DSL team for advice, support, and to escalate concerns.	Low	HT, all staff and governors
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 KCSiE. We have a dedicated link governor, Mr Charles, that oversees our compliance with the Prevent duty. All governors complete Prevent training.	Low	Governors

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. School values and commitment to safeguarding are included in job advertisements. Safer recruitment procedures are followed in the Safer recruitment policy (Hampshire).	Low	HT and governors

School curriculum and culture				
Risk	**Who is at risk?**	**Actions in place**	**Risk level**	**Responsibility**
The curriculum teaches damaging material or fails to challenge extremist ideologies and promote British values	Pupils	Our Spiritual, Moral, Social and Cultural (SMSC) curriculum outlines how we promote British Values across the school. Promoting British values. Use of Personal, social, health and economic (PSHE) or Relationships and Sexuality Education (RSE) lessons for sensitive and supportive discussions on radical issues and extreme ideologies. Whole school assemblies focus on equality and celebrating diversity.	Low	SLT, PSHE and RE leader.
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. The HT monitors any incidents to make sure the correct steps were taken to address any concerns.	Low	Behaviour and Mental health leader, all staff, HT and governors.

British values are not promoted outside of the classroom	Pupils and staff	Children participate in democracy through school council and other leadership elections such as colour team captains. Assemblies promote diversity, human rights, and respect. Celebrations from multiple religions and cultures are celebrated around the school The school have a team of young interpreters to support new children joining the school.	Low	All staff, HT and governors.

Online safety				
Risk	**Who is at risk?**	**Actions in place**	**Risk level**	**Responsibility**
Pupils use the school network or school hardware to access extremist material	Pupils	Our child protection policy makes reference to the risks of online extremist material. Pupils are encouraged to report any material they come across online that makes them worried or uncomfortable. The school IT network have appropriate filters in place to block sites deemed as inappropriate or unsafe. In line with KCSIE guidance, the school have appropriate filtering systems in place and any concerns are flagged. The school use 'senso.cloud' to alert DSLs to any online safety concerns.	Low	Pupils and all staff.
Pupils access extremist material on their own devices or on social media, or are specifically targeted for online radicalisation	Pupils	The computing curriculum includes frequent lessons on how children can stay safe online.	Low	Computing leader, HT and governors.
		Parents are provided with support (via the school website) on how to help their children access the internet safely and spot the signs of online radicalisation. Parent workshops are offered to support parents keep their children online.		

Speakers, events and visitors to the school				
Risk	**Who is at risk?**	**Actions in place**	**Risk level**	**Responsibility**
Pupils are exposed to extremist ideologies by visiting speakers	Pupils	The materials that visiting speakers deliver are discussed and approved prior to their visit. Visitors are never left alone with pupils.	Low	All staff.
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.	Low	HT, office staff and governors.
Non-approved visitors access the school site to spread extremist ideology	Pupils and staff	All visitors to the school must be signed in at reception and wear ID badges and lanyards. All visitors must read and sign to say they will adhere to the school's safeguarding and health and safety procedures. Visitors are to be accompanied around the school site by a member of staff at all times.	Low	Office staff, staff with visitors.

Signed by Prevent Leader
(Miss A Westaway)



Signed by Chair of Governors
(Mr P Charles)



Date for review: September 2025~~5~~7