



2026-2027 Prevent Risk Assessment

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Reviewed: September 2026

Next Review Date: September 2027

Introduction

This Prevent Duty Risk Assessment has been adapted from the Department for Education Prevent Duty Risk Assessment Guidance and template to reflect the specific context, learner vulnerabilities, local risks and safeguarding arrangements of Fountains High School. The assessment forms part of the school's wider safeguarding framework and should be read alongside the school's Safeguarding and Child Protection Policy, Online Safety Policy and other related safeguarding procedures.

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Purpose

Fountains High School is committed to safeguarding and promoting the welfare of all students. The school recognises that safeguarding is everyone's responsibility and that children and young people can be vulnerable to radicalisation and extremist influences. The school acknowledges its responsibilities under the Counter-Terrorism and Security Act 2015 and the Prevent Duty and recognises that radicalisation should be considered within the wider context of safeguarding and child protection.

The purpose of this risk assessment is to identify and assess the risks of radicalisation and extremism relevant to the school community, evaluate the effectiveness of existing safeguards and ensure proportionate measures are in place to protect students from being drawn into terrorism or supporting extremist ideologies. Particular consideration is given to the needs of our students, recognising that children and young people with special educational needs and disabilities (SEND) may face additional safeguarding challenges, including communication barriers, social vulnerability and difficulties recognising risk or harmful influences.

Through effective leadership, staff training, curriculum provision, partnership working, online safety measures and a culture of vigilance, Fountains High School seeks to build resilience to radicalisation, promote fundamental British Values and safeguard students from extremist influences.

National Risks – Risk of Radicalisation Generally

What national risks are you aware of that could impact your area, setting, students or families?

	National Risk
Risk 1	Online radicalisation through social media, video-sharing platforms, messaging applications, gaming platforms and other online environments.
Risk 2	Children and young people being targeted through grooming, manipulation and exploitation by those promoting extremist ideologies.
Risk 3	Exposure to misinformation, disinformation, conspiracy theories and harmful online narratives.
Risk 4	Exposure to extremist ideologies and terrorist narratives, including Islamist extremism, extreme right-wing extremism and mixed, unstable or unclear ideologies.

Local Risks – Risk of Radicalisation in your Area and Institution

What specific local risks are you aware of that could impact your area, setting, students or families? E.g. local extremist activity (groups active in the area)

	Local Risk
Risk 1	Students may be exposed to extremist content, misinformation and harmful narratives through social media, gaming platforms, messaging applications and video-sharing platforms accessed both within and beyond the school environment.
Risk 2	Students with SEND may be more vulnerable to grooming, manipulation, coercion or exploitation due to communication differences, social vulnerability, difficulties understanding intent and challenges recognising risk.
Risk 3	Students may experience difficulties critically evaluating information, increasing susceptibility to misinformation, disinformation, conspiracy theories and extremist narratives.
Risk 4	Local, national and international events, community tensions or significant incidents may influence attitudes, beliefs and behaviours within the school community and increase vulnerability to extremist narratives.
Risk 5	Students may be influenced by peers, family members, community contacts or online networks that promote extremist views or harmful ideologies.

Leadership and Partnership

Category	Risk	Hazard	Risk Management	RAG	Further Action Needed	Lead Officer	Date for Completion
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 and trustees) 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.	- Prevent is embedded within the school's safeguarding and child protection arrangements. - The Designated Safeguarding Lead (DSL) is the school's Prevent Lead and maintains strategic oversight of Prevent implementation and concerns relating to radicalisation. - All staff, governors and volunteers complete Prevent training through The National College. - The DSL/Prevent Lead has completed Home Office Prevent e-learning training. - Prevent forms part of staff induction and ongoing safeguarding training. - Safeguarding updates, including Prevent updates, are shared with staff throughout the year. - An annual Prevent Risk Assessment is completed and reviewed. - Prevent responsibilities are reflected within safeguarding policies and procedures.		Continue annual review of Prevent arrangements and monitor emerging local and national risks through safeguarding and Prevent networks.	DSL/Prevent Lead	Ongoing 1

		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.	• The Executive Headteacher, Senior Leadership Team and DSL/Prevent Lead provide strategic oversight of safeguarding and Prevent. • Safeguarding policies and procedures are reviewed regularly. • All staff receive annual safeguarding and Prevent training. • Regular safeguarding and Prevent updates are provided throughout the year. • Prevent is included within safeguarding monitoring activities. • Governors provide effective oversight and challenge regarding safeguarding arrangements. • Safeguarding responsibilities are clearly understood and implemented across the school.		Continue to monitor staff understanding and implementation of Prevent through safeguarding updates, quality assurance activities and policy review.	Executive Headteacher/Head of School/DSL	Ongoing
		Leaders do not communicate the importance of the duty.	• Prevent responsibilities are clearly reflected within safeguarding policies, training and induction processes. • Staff receive regular safeguarding communications and updates. • Reporting procedures and referral pathways are routinely reinforced. • Prevent is promoted as part of the school's wider safeguarding responsibilities and culture.		Continue to promote Prevent through safeguarding communications, training and staff development activities.	DSL/Prevent Lead	Ongoing

		Leaders do not drive an effective safeguarding culture across the institution.	• Leaders actively promote a culture of safeguarding, vigilance, professional curiosity and early intervention. • Safeguarding is routinely reviewed at leadership level. • Safeguarding forms part of governance monitoring activities. • Staff understand and fulfil their safeguarding responsibilities. • Concerns are reported and acted upon in accordance with school procedures.		Continue to monitor and strengthen safeguarding culture through training, safeguarding audits and staff feedback.	Executive Headteacher/Head of School/DSL	Ongoing
		Leaders do not provide a safe environment in which children can learn.	• Robust safeguarding procedures are in place and implemented consistently. • Appropriate risk assessments are completed and reviewed regularly. • Effective behaviour, attendance and pastoral support systems are in place. • Site security and reporting arrangements are regularly reviewed. • Students are supported through a culture that promotes wellbeing, inclusion, respect and safety. • Safer recruitment procedures are implemented in accordance with statutory guidance.		Continue annual review of safeguarding arrangements, policies and risk assessments.	DSL/Prevent Lead	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.	• Strong partnership with Staffordshire Education Safeguarding Team and local Prevent Coordinators. • The DSL/Prevent Lead attends Staffordshire DSL Networks and other relevant safeguarding forums. • School leaders engage with Trust safeguarding networks and support structures. • The DSL/Prevent Lead accesses local and national Prevent guidance, updates and resources. • The school receives and reviews updates from Educate Against Hate, DfE and Home Office Prevent resources. • Appropriate referrals are made through safeguarding and Prevent pathways where concerns arise. • Multi-agency working is embedded within safeguarding practice. • The school works collaboratively with external agencies to safeguard students and manage risk.		Continue to engage with local Prevent partners, trust safeguarding networks and relevant safeguarding forums. Review local risk information as part of annual Prevent monitoring.	DSL/Prevent Lead	Ongoing
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Capabilities

Category	Risk	Hazard	Risk Management	RAG	Further Action Needed	Lead Officer	Date for Completion
Staff Training	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 understand what radicalisation means and why people may be vulnerable to being drawn into terrorism.	- All staff, governors and volunteers complete Prevent training through The National College. - The DSL/Prevent Lead has completed Home Office Prevent e-learning training. - Prevent forms part of staff induction. - Annual safeguarding and Prevent training is provided for all staff. - Regular safeguarding and Prevent updates are shared throughout the year. - Prevent is embedded within safeguarding policies and procedures.		Continue to provide annual Prevent training and updates in response to emerging risks and guidance.	DSL/Prevent Lead	Ongoing 5
		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	- All staff, governors and volunteers complete Prevent training through The National College. - Staff receive regular safeguarding and Prevent updates throughout the year. - Staff understand safeguarding reporting procedures. - Staff understand how to identify and report concerns relating to radicalisation and extremism.		Continue to review local Prevent processes and reinforce reporting pathways through safeguarding updates.	DSL/Prevent Lead	Ongoing

		support for people who may be exploited by radicalising influences. Staff do not access Prevent training or refresher training.	- Staff understand that concerns relating to radicalisation or extremism must be reported without delay to the DSL/Prevent Lead in line with school procedures. - The DSL/Prevent Lead provides advice and guidance where concerns arise. - The DSL/Prevent Lead maintains links with Staffordshire Education Safeguarding Team and local Prevent Coordinators and understands local referral processes and available support mechanisms.				6
		Staff do not access Prevent training or refresher training.	- Prevent training is completed by all staff, governors and volunteers. - Training completion is monitored and recorded. - Prevent training forms part of the induction process for all new staff. - Refresher training is delivered through annual safeguarding training and updates. - Training records are maintained centrally and reviewed regularly. - Training content is reviewed to reflect emerging national and local risks.		Ensure all outstanding staff, governor and volunteer Prevent training is completed and training compliance is maintained through regular monitoring.	DSL/Prevent Lead	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.	• Staff receive safeguarding and Prevent training which includes recognising and reporting concerns. • Staff understand that concerns relating to radicalisation or extremism must be reported without delay to the DSL/Prevent Lead. • Clear safeguarding reporting procedures are in place and understood by all staff. • The DSL/Prevent Lead provides advice and guidance where concerns arise. • A strong safeguarding culture promotes timely reporting, professional curiosity and information sharing. • The DSL/Prevent Lead undertakes multi-agency working and information sharing with relevant agencies in accordance with safeguarding procedures and statutory guidance.		Continue to reinforce reporting expectations through safeguarding training, updates and staff briefings.	DSL/Prevent Lead	Ongoing
		Staff are not aware of the Prevent referral process.	• Staff receive Prevent training through The National College. • The DSL/Prevent Lead has completed Home Office Prevent e-learning training.		Continue to review Prevent referral pathways and include Prevent within safeguarding	DSL/Prevent Lead	Ongoing

- Staff understand how to identify concerns relating to radicalisation and extremism.
- Staff understand that concerns relating to radicalisation or extremism must be reported without delay to the DSL/Prevent Lead in line with school safeguarding procedures.
- The DSL/Prevent Lead maintains links with Staffordshire Education Safeguarding Team and local Prevent Coordinators and understands local referral processes.
- Referral procedures are reflected within safeguarding policies and procedures.

updates and refresher training.

Reducing Permissive Environments

Category	Risk	Hazard	Risk Management	RAG	Further Action Needed	Lead Officer	Date for Completion
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.	- Fundamental British Values are promoted through the curriculum and wider school life. - Personal Development, RSHE and safeguarding education provide opportunities to explore respect, diversity, equality and tolerance. - Students are encouraged to discuss concerns, current issues and world events with safe adults. - Sensitive topics are explored in an age-appropriate and needs-led manner. - The school promotes a culture of respect, inclusion and open communication. - Students have access to pastoral and safeguarding support when required.		Continue to review opportunities for students to discuss safeguarding, online safety and wider societal issues within a safe and supportive environment.	SLT/Curriculum Leads	Ongoing 9
		The setting does not teach a broad and balanced curriculum which promotes spiritual, moral, cultural,	- A broad, balanced and ambitious curriculum supports students' spiritual, moral, social and cultural development. - Fundamental British Values are actively promoted through curriculum and enrichment opportunities.		Continue to review Personal Development, RSHE and British Values provision to ensure continued	SLT/Curriculum Leads	Ongoing

		mental and physical development of students and Fundamental British Values and community cohesion.	• Personal Development and RSHE support students to develop respect, tolerance and understanding of diversity. • Online safety education helps students recognise, understand and respond to potential risks. • Students are prepared for life in modern Britain through an inclusive curriculum. • Equality, diversity and respect are promoted throughout the school community.		relevance to emerging safeguarding risks.		10
		Students may lack the critical thinking skills required to identify and challenge misinformation, disinformation, conspiracy theories and extremist narratives.	• Critical thinking, online safety and digital literacy are developed through the curriculum. • Students are taught how to identify reliable information and seek support when concerned. • Staff support students to explore issues and viewpoints in a safe and appropriate manner. • Safeguarding education promotes informed decision-making and resilience.		Continue to review opportunities to strengthen critical thinking and digital literacy within the curriculum.	DSL/Curriculum Leads	Ongoing
		Students may be vulnerable to harmful online influences,	• Online safety is embedded throughout the curriculum and safeguarding provision. • Students are taught how to stay safe online and recognise potential risks.		Continue to review emerging online risks and incorporate these into	DSL/Prevent Lead	Ongoing

		extremist narratives or inappropriate content beyond the school environment.	- Parents and carers receive online safety information and guidance where appropriate. - Online safety concerns are managed through safeguarding procedures. - Filtering and monitoring systems support safe use of technology within school.		safeguarding and online safety education.		11
IT Policies	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 can access terrorist and extremist material when accessing the internet at the institution.	- Appropriate filtering and monitoring systems are in place and reviewed regularly. - Filtering and monitoring arrangements form part of the school's safeguarding framework. - Safeguarding concerns identified through filtering and monitoring systems are investigated and acted on appropriately. - Online Safety policies and procedures are in place. - Students are taught how to stay safe online through the curriculum.		Continue to review filtering and monitoring arrangements in line with DfE guidance and emerging risks.	DSL/IT Lead	Ongoing
		Students may distribute extremist material using the institution IT system.	- Appropriate monitoring systems are in place to identify potential safeguarding concerns. - Staff supervise and support students when using technology, where appropriate.		Continue to monitor the appropriate use of technology and review procedures as required.	DSL/IT Lead	Ongoing

			- Online safety expectations are reinforced through teaching, routines and safeguarding education. - Clear reporting and escalation procedures are followed where concerns arise. - Incidents are investigated and managed in accordance with safeguarding procedures. - Behaviour, safeguarding and online safety policies outline expectations for appropriate technology use.				
		Unclear linkages between IT policy and the Prevent Duty. No consideration of filtering as a means of restricting access to harmful content.	- The Online Safety Policy, Safeguarding and Child Protection Policy and Prevent arrangements are aligned. - The DSL/Prevent Lead has oversight of online safety as part of wider safeguarding responsibilities. - Filtering and monitoring arrangements form part of safeguarding practice and risk management processes. - Online Safety, Prevent and safeguarding themes are reflected within staff training and student education.		Continue to review online safety and safeguarding policies annually to ensure continued alignment with Prevent requirements.	DSL/Prevent Lead	Ongoing
Visitors	External speakers or visitors being	Leaders do not provide a safe space for	Robust visitor management procedures are in place.		Continue to review visitor management	DSL/SLT	Ongoing

	given a platform to radicalise children and young people or spread hateful or divisive narratives.	children to learn.	• All visitors sign in, wear identification and are managed in accordance with school procedures. • Visitors are provided with safeguarding information where appropriate. • Students are supervised when engaging with visitors and external organisations. • Safeguarding considerations form part of visitor arrangements.		procedures as part of safeguarding monitoring.		
		Settings do not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.	• Visiting speakers and external organisations are subject to appropriate scrutiny and approval processes. • Safeguarding considerations are taken into account prior to visits taking place. • Visiting speakers are appropriately supervised at all times. • Content delivered to students is consistent with the school's values, curriculum and safeguarding responsibilities. • Advice is sought where appropriate if concerns arise regarding suitability.		Continue to review arrangements for visiting speakers and external agencies.	DSL/SLT	Ongoing
		The setting does not conduct any due diligence	• Appropriate checks are undertaken when required.		Continue to review due diligence procedures for	DSL/SLT	Ongoing

checks on visitors or the materials they may use.

- Materials and resources shared with students are reviewed where appropriate.
- External providers are expected to adhere to safeguarding, equality and Fundamental British Values expectations.
- Concerns relating to visitors or materials are escalated through safeguarding procedures.

visitors and external providers.