Prevent Duty - Risk Assessment for Baden-Powell & St. Peter's CE Junior School 2026/27

This risk Assessment has been written with reference to The Prevent Duty Guidance: England and Wales 2023 to have due regard to the need to prevent people susceptible to being drawn into terrorism.
Dorset Specific Risks: Dorset is not adjudged by the Government to be a high priority area for Prevent activities. However the threats faced by the local community are no different to those faced by the rest of the UK. We know that radicalisation can take place online and doesn't necessarily need someone to attend extremist meetings. Within Dorset there are recognised vulnerabilities to radicalisation although no one specific ideology is prominent. Locally, threats are present from far-right extremist groups, conflicted conspiracy theorists and extreme Islamic ideologies.

PREVENT OBJECTIVE 1: Clear leadership and accountable structures are in place and visible throughout the organisation
PREVENT OBJECTIVE 2: Staff and the Governing Body have been appropriately trained according to their role
PREVENT OBJECTIVE 3: An appropriate reporting and referral process is in place and referrals are being managed effectively
PREVENT OBJECTIVE 4: A broad and balanced curriculum that helps protect students against extremism and promotes community cohesion

	Prevent Vulnerability/ Risk Area	**Risk Y/N**	**Action taken/ already in place to mitigate/ address risk**	**RAG**	**Action**
1	**LEADERSHIP** Do the following people have a good understanding of their own and educational responsibilities in relation to the "Prevent Duty"?	N	1. Most staff have completed the online PREVENT awareness training 2. DSL raises awareness with staff regularly. 3. The Safeguarding Audit updated annually by HT and Safeguarding Governor to reflect PREVENT. 4. The safeguarding policy has been updated and adopted by Governors and is on the website to reflect 'PREVENT'. 5. DSL has organised training and ensures school procedures and policy is clear to all with regard to school's systems for PREVENT. 6. Information on 'PREVENT' is available on the school website. 7. Updating of the 'PREVENT' Risk Assessment happens annually as part of the school's Safeguarding Audit.		New staff to complete training
2	**Partnership** 1) Is there active engagement from the school Governors, SLT, managers and leaders? 2) Does the school/setting have an identified single point of contact (SPOC) in relation to Prevent? (Usually	N	1. DSL gives advice on what can be provided in terms of training and raising awareness. 2. The Prevent Lead for the School is the Safeguarding Lead. 3. DSL has oversight of the Prevent Risk Assessment & update to SLT, staff and Safeguarding Governor.		

	HT/DSL) 3) Does the school engage with the Local Authority Police Prevent Leads and engage with local Prevent Boards/Steering Groups at Strategic and Operational level?		4. School information signs for Safeguarding have been updated and displayed in school. 5. The Prevent Lead is familiar with the process for raising concerns or making referrals dorsetprevent@dorset.police.uk National Police Prevent advice line on 0800 011 3764, or use the Dorset Police online referral form. 6. CLP Safeguarding Policy has been updated and is on the website.		
3	**Staff Training** Do all staff have sufficient knowledge and confidence to: 1) exemplify British Values in their management, teaching and through general behaviours in the school 2) understand the factors that make people susceptible to being drawn into terrorism and to challenge extremist ideas which are used by terrorist groups and can purport to legitimise terrorism 3) have sufficient training to be able to recognise this vulnerability and be aware of what action to take in response	N	1. BPSP identifies and plans for opportunities for the teaching of diversity and equality. For example, we share British Values in our PSHE teaching and assemblies. We celebrate diversity at events such as weekly assemblies and support charities regularly. Pupils have a role to play in choosing the charities that the school supports and are encouraged to think locally, nationally and globally for these causes. 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 and also as a national awareness of our diversity as a country. 2. As a direct result of the training for PREVENT delivered and sourced by the DSL, all staff and governors are aware of the factors that make an individual susceptible. In Poole, the greatest risk is from right wing extremism. In the past there have been Halal demonstrations and animal extremism. We need to be alert for all forms of extremism due to easy access to the internet. We also need to be aware of extremism that is parent led with very young children e.g. children wearing clothing promoting extremism, changing the lyrics to nursery rhymes etc. There are also newer groups raising concerns around immigration, such as 'The Great Replacement Narrative.' 3. In the same way that we have always taken safeguarding seriously, we take this (as an element of safeguarding) seriously and the DSL as the		

			PREVENT Lead is fully aware of the actions to take and who to contact in the event of a concern.		
	Welfare and pastoral support 1. Are there adequate arrangements and resources in place to provide pastoral care and support as required by the school? 2. Are there adequate monitoring arrangements to ensure that this support is effective and supports the school's welfare and equality policies? 3. Does the pastoral support reflect the student demographic and need?	N	1. The school has a robust pastoral provision underpinned by the SEND and positive Behaviour and Relationships Policies and supported by the HT, Inclusion Leader and Pastoral Support Team. This works effectively, supporting children and families in an open, honest and supportive culture. 2. A clear system of referral to our DSL team is in place to ensure no issues of susceptibility are missed. We use 'My Concern' to record and monitor any concerns. 3. School has a proven track record of effectively working with families and other agencies such as Children's Social Care in order to improve outcomes for children. 4. An appropriate portion of the budget is spent on pastoral support, additional TA support and SEND support that reflects the pupil demographics and demonstrates how the school promotes inclusivity and tolerance.		
	Safety Online 1. Does the school have a policy relating to the use of IT and does it contain a specific reference and inclusion of the Prevent Duty? 2. Does the school employ filtering/firewall system to prevent staff/students/visitors from accessing extremist websites and material? 3. Does this also include the use of their own devices via Wi-Fi?	Y	1. The CLP IT and Communications Policy contains specific reference to the PREVENT duty. This policy includes the use of personal devices via Wi-Fi. 2. BPSP has a robust firewall and filtering procedures provided by SWGFL that are monitored by the school DSL team. 3. The system is monitored for usage and daily reports of blocked content are monitored by the school DSL team. 4. Each year, parents are invited to an online safety and prevention of exploitation session that is now organised by the MAT. The school has adopted the CLP IT Acceptable Use Policy.		
	Site Security	N	1. The safeguarding policy and practice, start of day and end of day		

	1. Are there effective arrangements in place to manage access to the site by visitors and non- students/staff? 2. Is there a policy regarding the wearing of ID on site? Is it enforced? Are dangerous substances kept and stored on site? 4. Is there a policy covering the distribution (including electronic) of leaflets or other publicising material? 3. Does the school intervene where off site activities are identified or are likely to impact upon staff and/or students i.e. leafleting, protest etc?		arrangements are robust reviewed regularly. 2. Governors, staff and visitors to school have their own ID badges that clearly denote who they are and have to sign into our InVentry system. All visitors will be asked to show ID and only gain access if they are known to school and have signed in using our electronic system as appropriate. 3. All staff and pupils are aware of the coloured lanyards system for visitors to clarify who has DBS clearance. 4. Any potential dangerous substances involved with cleaning are kept on site, in a locked cupboard. 4. All leaflets externally generated are shown to the HT for permission to distribute. 5. All offsite activities are risk assessed thoroughly. 6. When there have been potentially difficult situations in the locality we have worked with Police and local officials to minimise any impact on children and staff.		
	Safeguarding 1. Is protection against the risk of radicalisation and extremism included within Safeguarding and other relevant policies? 2. Do Safeguarding and welfare staff receive additional and ongoing training to enable the effective understanding/ handling of referrals relating to radicalisation and extremism?	N	1. The Child Protection and Safeguarding policy has been updated to reflect the PREVENT duty. 2. All staff are trained to the highest degree in safeguarding, and this will be maintained in relation to PREVENT (and should it be required, 'Channel'). Staff have completed the PREVENT Awareness online module in 2024, however training for new staff members is required. Most governors have completed the module but it now needs to be completed by new governors. DSL and DDSL have completed PREVENT Referral training.		New staff and governors to complete DfE PREVENT training
	Communications 1. Is the school's Prevent Lead and their role widely known across the school?	N	1. Governors, staff and parents are aware that the Deputy Headteacher is the Prevent lead. The Deputy Headteacher as DSL, is clearly identified on school safeguarding posters around school.		

	2. Are staff and students made aware of the Prevent Duty, current risks and appropriate activities in this area? 3. Are there information sharing protocols in place to facilitate information sharing with Prevent partners?		2. Pupil awareness of Prevent duty could be raised through school assembly program if appropriate to age of children. 3. The DHT is aware of who to share information with in terms of 'Prevent'.		
	Incident Management 1. Does the school have a critical incident management plan which is capable of dealing with terrorist incidents? 2. Is a suitably trained and informed person identified to lead on the response to such an incident? 3. Does the person allocated to Media understand the nature of such an incident and the response that may be required? 4. Does the school have effective arrangements in place to identify and respond to tensions on or off site which might impact upon staff, student and/or public safety? 5. Are effective arrangements in place to ensure that staff and students are appraised of tensions and provide advice where appropriate?	N	1. The school has a critical incident management procedure. This is detailed in the Major Incident Policy in school. 2. We also have a lockdown policy which has partial and full lock downs which we practice with the children. 3. The HT would be expected to lead in the case of an incident. 4. Risk assessments include identification and response to tensions, when appropriate. 5. The HT would work with CLP in terms of media relations.		
	Staff and Volunteers 1. Does awareness training extend to sub-contracted staff and volunteers? 2. Is the school vigilant to the radicalisation of	N	1. All staff and volunteers are subject to rigorous safeguarding checks including all those in line with Safer Recruitment Policy and Procedures. The school prohibits any extremist speakers/ visitors. We would always check the organisation they represent. All volunteers receive safeguarding induction with		

	staff by sub-contracted staff and volunteers?		DSL before work begins. 2. Any visitors are made aware of all our safeguarding policies. 3. The HT is proactive in supporting staff and children pastorally; HT meets with the DSL and Pastoral Lead on a regular basis. 4. The HT ensures that, where appropriate, staff are insured for illness and that HR and OH support staff who may be susceptible.		
	Curriculum 1. Does the school have a range of initiatives and activities that promote the spiritual, moral, social and emotional needs of children aimed at protecting them from radicalisation and extremism influences? 2. Does the school deliver training that helps develop critical thinking skills around the power of influence, particularly on-line and through social media? 3. Does the school ensure that Students are aware of the benefits of community cohesion and the damaging effects of extremism on community relations? 4. Are Staff able to provide appropriate challenge to students, parents and governors if opinions are expressed that are contrary to fundamental British values and promotion of community cohesion?	N	1. The school has a range of initiatives and activities that promote the spiritual, moral, social and emotional needs of children through the wider curriculum. Whole school assemblies increase children's understanding of and promoting the values of democracy, rule of law, individual liberty and mutual respect for tolerance of those with different faiths and beliefs. 2. School actively promotes community cohesion and works closely with all stakeholders bringing the community together 3. The HT, with the full backing of the Governors, provides appropriate guidance and challenge to parents, staff and pupils who express racist, extremist, homophobic, or other views/opinions contrary to the inclusive values promoted by the school. These are instilled in the curriculum and the ethos of the school. They are monitored by Ofsted through its inspections. Any incidents are recorded and monitored by Behaviour Lead and HT.		
	Key Actions for 2026 / 2027: New staff and all Governors to complete DfE Prevent Awareness online training Continue to refine school book map to ensure a wider range of texts that demonstrate diversity and tolerance				

Reviewed: October 2026

Date of next review:	October 2027
Review completed by:	Amanda Knowles Deputy Headteacher Prevent Lead