

WILLIAM LILLEY INFANT AND NURSERY SCHOOL



PREVENT RISK ASSESSMENT AND ACTION PLAN Spring 2025

Governors' Committee Responsible:	General Purposes
Policy Originator:	Sally Beardsley
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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.

The Counter-Terrorism and Security Act 2015 places a DUTY on specified authorities, including schools, to prevent people from being drawn into radicalisation, terrorism, and violent extremism. The Act is founded on a set of common principles that state specified authorities must:

1. Complete a **RISK ASSESSMENT**
2. Work in **PARTNERSHIP** with others
3. Engage in **STAFF TRAINING**
4. Ensure appropriate **IT POLICIES** are in place to protect children
5. Maintain records and reports to show **COMPLIANCE**

This risk assessment and subsequent action plan identifies how the school aim to address these principles alongside other risk areas identified by the school.

Risk ratings are identified as follows:

Risk Description	Action Requirements
High Risk	Risk will be actively managed with control measures
Medium Risk	Monitor and take appropriate action to reduce risk is possible
Low Risk	Risk to have low priority on the risk register

National Risks -risk of radicalisation generally	Online extremism and radicalising content Self-initiated terrorists & Mixed, Unclear and Unstable ideologies Israel-Hamas conflict “Islamist” ideologies including AQ inspired, DAESH, Al- Muhajiroun etc. XFR, including Nation Action, white supremacists, identitarian groups and cultural nationalists Returners from extremist travel Extremism in Prison Animal Rights
Local Risks -risk of radicalisation in our area/institution	Online platforms including YouTube, Tik Tok, FB, Discord, Monkey, Telegram, Gaming etc. XFR including Patriotic Alternative Local football grounds INCELS and online influencers such as Andrew Tate, and conspiracy theorists, although not in the Prevent space, also present some related risks in terms of the potential to be gateways to other platforms/content which is radicalising/harmful in nature. In Nottinghamshire, there have been some arrests for terror-related activity which includes those under the age of 18.

Local sources of support and guidance	Local Schools’ Prevent Lead (Nottinghamshire County Council): sarah.lee@nottscc.gov.uk Police Prevent Team: Sgt Ben Runcorn Benjamin.runcorn@notts.police.uk Nottingham City/County Prevent Co-ordinator: mark.pollock@nottinghamcity.gov.uk Nottingham City/County Prevent Education Co-ordinator: louise.cox@nottinghamcity.gov.uk Regional Prevent DfE Advisor: sam.slack@education.gov.uk
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Consideration	Risk Management/mitigation	Required Action	Who?	When?	Update/ comments	Progress/ R. A. G rating
RISK AREA – LEADERSHIP AND PARTNERSHIP						
Do you have a Senior Leader & Nominated Governor/Trustee with named responsibility for Prevent?	<ul style="list-style-type: none"> The school has an identified Prevent Lead – <ul style="list-style-type: none"> ✓ All staff know who the Prevent Lead is and that this person acts as a source of advice and support ✓ Our DSL act as Prevent Leads (HT as SPoC) and are identified on our Safeguarding information posters and Safeguarding policy Nominated Governor for Safeguarding also has named responsibility for Prevent. 	Ensure Safeguarding Governor lead is communicated effectively within the school community – on Safeguarding posters and on website	Head teacher	Summer term 2025		
Does the school link with key partners who can keep them informed about the local/regional/national/international context for this work?	<ul style="list-style-type: none"> We work and communicate with local safeguarding partners (NSCP) and other relevant agencies (TATC) 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. Records of referrals are kept on the child's CPOMs chronology Include details of referrals and record-keeping process. Inclusion of a whistleblowing mechanism within the safeguarding process detailed in the Whistleblowing Policy Staff record and report concerns in line with existing policies and procedures. The Prevent Lead makes appropriate referrals to other agencies via the Multi-agency Safeguarding Hub (MASH) or the Nottinghamshire Police Prevent team All staff record and report concerns for Safeguarding following normal concern logging procedures on CPOMs Safeguarding team updated on Prevent during half-termly DSL briefings 					
Does the school stay alert to any developing tensions within the local community or groups which are active online/offline in relation to extremism?	<ul style="list-style-type: none"> Any acquired local knowledge is directly and swiftly acted upon, recognising and reducing risk Updates are shared by the NSCP, MASH and LA network meetings to ensure leads have confidence of contacts The school refers cases to the Behaviour Support Panel (SBAP) where children are displaying troublesome behaviours in school, at home or in the community. School leaders stay up to date with local developments and risks through engagement with NSCP, Local Authority Safeguarding networks, ESHAWH 					

	team newsletters and bespoke work					
Is your DSL suitably trained?	<ul style="list-style-type: none"> School leaders are aware of their duty to prevent pupils being drawn into terrorism, through Prevent training and make sure all staff know the same. School leaders stay up to date with local developments and risks through engagement with NSCP, Local Authority Safeguarding networks, TETC team newsletters and bespoke work DSL has updated Prevent training every two years The Safeguarding team meet monthly and share updates as well as training DSL has received briefing on upcoming Martyn's Law 	<p>Prevent to be added to Safeguarding lead meetings</p> <p>DSL specific updated training by May 2026</p>	<p>DSLs</p> <p>DSL</p>	<p>From Summer term 2025</p> <p>Autumn 2025</p>		
Do your school values make clear that diversity is respected and openness and freedom of expression is encouraged?	<ul style="list-style-type: none"> The school values clearly set out our commitment to British values. Values are displayed on the website and throughout the school Values include a commitment to tolerance, diversity and mutual respect Strategies utilised to promote of British Values identified on website Assemblies promoting diversity, human rights, and respect 					
Do all staff receive regular safeguarding updates in relation to Prevent?	<ul style="list-style-type: none"> All staff have read our child protection policy and at least part 1 of Keeping Children Safe in Education. All staff have specific LA Prevent training in May 2024 Staff members are aware that they can go to DSLs for advice, support, and to escalate concerns. Ensure the designated Prevent Leads are able to provide advice and support to other members of staff on protecting children from the risk of radicalisation. All staff attend in-school Safeguarding training which will include understanding of the Prevent duty. All staff complete on line safeguarding and Prevent training. The governing body complete the online safeguarding training Safeguarding mid-year update includes information on Prevent 	Annual Prevent online updates for staff				

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RISK AREA – CAPABILITIES, STAFF TRAINING, INFORMATION SHARING						
Do staff receive information about Prevent as part of their Induction?	<ul style="list-style-type: none"> Staff and volunteers have a safeguarding induction with checklist of all aspects of safeguarding New staff have expectation to complete updated online Prevent training which is recorded for all 					
Have staff & governors received appropriate levels of training and are they able to identify risks and harms?	<ul style="list-style-type: none"> All staff have read our child protection policy and at least part 1 of Keeping Children Safe in Education. All staff have specific LA Prevent training in May 2024 Staff members are aware that they can go to DSLs for advice, support, and to escalate concerns. Ensure the designated Prevent Leads are able to provide advice and support to other members of staff on protecting children from the risk of radicalisation. All staff attend in-school Safeguarding training which will include understanding of the Prevent duty. All staff complete on line safeguarding and Prevent training. The governing body complete the online safeguarding training The Safeguarding Governor works within safeguarding professionally and so has updated professional as well as Governor training. Safeguarding mid-year update includes information on Prevent All Governors have read our child protection policy and Keeping Children Safe in Education. All Governors review policies and procedures collectively within committee structure 	<p>Safeguarding Governor to attend specific Prevent training</p> <p>Annual Prevent online updates for staff</p>	Safeguarding Governor	25/26		
Are staff familiar with how to share concerns and make referrals to the DSL/ Police Prevent Team?	<ul style="list-style-type: none"> Staff can demonstrate a general understanding of the risks affecting children and young people – <ul style="list-style-type: none"> ✓ All Staff have read up to date version of “Keeping Children Safe in Education” ✓ The Prevent Lead has informed staff of their duties as set out in ‘The Prevent Duty’ (DFE, June 2015). ✓ All staff have received in house CP training on September INSET day to ensure staff are aware of revised guidelines and recommendations ✓ All staff engage in Spring term Safeguarding updates Staff can identify individual children who may be at risk of radicalisation and how to support them – 	Monitor staff understanding of how to raise and respond to radicalisation concerns at next Safeguarding mid-year update	Senior DSL	2025/26		

	<ul style="list-style-type: none"> ✓ All staff have completed Prevent training which is pertinent to setting which informs staff about signs and indicators of radicalisation in May 2025 2024 • There is a clear procedure in place for protecting children at risk of radicalisation – <ul style="list-style-type: none"> ✓ All staff have read the Child Protection Policy which includes the “Prevent” duty policy. • All staff have received training on how to record and report concerns regarding risk of radicalisation 					
Are appropriate records kept relating to concerns and referrals?	<ul style="list-style-type: none"> • Any concerns are raised by staff through communication and recording on CPOMs • Safeguarding team review CPOMs regularly including any incidents and ‘vulnerable’ children, RAG rating these for support and need • Safeguarding monitoring plan in place is effectively completed and checked by SLT and Governors • Safeguarding leads meetings notes are maintained • Headteacher reports to Governors highlight safeguarding logs and referrals • Prevent Risk Assessment and Action plan is completed • Prevent self-assessment completed • Records are maintained to ensure compliance and allow for effective monitoring and review of practice • Any member of staff can refer Prevent related concerns via usual safeguarding processes 	Prevent Risk category to be added to CPOMs to support with monitoring of incidents	DSLs	2025/26		
Does the DSL have an understanding of the Channel process?	<ul style="list-style-type: none"> • DSL has updated Prevent training every two years • All staff have completed Prevent training which is pertinent to setting which informs staff about signs and indicators of radicalisation in May 2025 • Updates are shared by the NSCP, MASH and LA network meetings to ensure leads have confidence of contacts and procedures • DSL have appropriate LA and network support contacts 					

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RISK AREA – REDUCING PERMISSIVE ENVIRONMENTS, IT POLICIES, VISITORS, BUILDING CHILDREN’S RESILIENCE TO RADICALISATION						
Do your Safeguarding Policy & Code of Conduct make explicit reference to Prevent?	<ul style="list-style-type: none"> The annual school Child Protection Policy includes the Prevent policy as an Appendix. This is shared annually with all staff who record that they have read this document. An annual Safeguarding update includes safeguarding advice and reference to specific safeguarding concerns Radicalisation expectations are highlighted within staff code of conduct which is shared and signed annually. 					
Are recruitment & selection processes robust enough to identify anyone who may present a risk in relation to extremism?	<ul style="list-style-type: none"> All recruitment processes follow safer recruitment guidelines 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 Online search of any new staff is completed 					
Are prejudice-based/hate incidents addressed in a way that will not engender a sense of grievance?	<ul style="list-style-type: none"> All incidents of concern are raised in an age-appropriate way with the children. Parents are informed of any prejudice based/ hate incidents and any concerns are reviewed for further work with the pupils through the curriculum or in-school specific work 					
Are your ICT filters set appropriately to detect inappropriate searches, whilst still allowing legitimate research etc.?	<ul style="list-style-type: none"> Our Internet safety and acceptable use policy and Whole school 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. The school IT network has appropriate filters to block sites deemed inappropriate or unsafe Staff are taught to check sites prior to usage School email accounts are able to be monitored by senior staff Children are taught about on-line safety with specific reference to the risk of radicalisation. Fulfil the “Keeping Children Safe in Education” requirement to ensure appropriate internet filters and monitoring systems are in place. Filters are in place and monitoring is completed appropriately by externally approved 					

Is your ICT security sufficiently robust? (EMSOU support accessed?)	<ul style="list-style-type: none"> • Annual review of internet safety and acceptable use policy which is shared across the school community • Annual 360 diagnosis completed to ensure ICT is secure • IT technician supports in ensuring appropriate filtering and monitoring • Staff have training with regard to filtering and monitoring requirements • GDPR guidelines are rigorously met • Local Authority Safeguarding network attended which includes links to other partners and support networks (such as EMSOU) which are engaged with 					
Does your premises hire contract contain a clear statement about Prevent?	<ul style="list-style-type: none"> • School letting policy has paragraph which relates to Prevent duty alongside certain organisations which are not to be included in approved letting organisations. 					
Are visitors & contractors made aware of your code of conduct, and safeguarding & reporting procedures in relation to Prevent?	<ul style="list-style-type: none"> • Full safeguarding induction for all volunteers • Safeguarding leaflet for all visitors and contractors includes details on conduct • Induction for all contractors which include safeguarding and conduct arrangements and expectations 	Update safeguarding leaflet to include specific reference to Prevent	DSL	2025/26		
Is due diligence exercised when inviting visiting speakers to ensure they do not have extremist views?	<ul style="list-style-type: none"> • The school exercises “due diligence” in relation to requests from external speakers and organisations booking to use school premises via school lettings policy. • Request an outline of what the speaker intends to cover • Research the person, organisation to establish whether they have demonstrated extreme views/actions • Deny permission for people/organisations to use school premises if they have links to extreme groups or movements • Provide justification for their decisions in writing • Ensure all assembly speakers are supported by a member of staff 					
Are there opportunities to build protective factors- sense of identity; resilience; critical thinking skills; safe, healthy relationships; sense of belonging & connection (across	<ul style="list-style-type: none"> • The school values clearly set out our commitment to British values. • Values are displayed on the website and throughout the school • Values include a commitment to tolerance, diversity and mutual respect • Protective factors, nurture, resilience and respect underpin our vision statement • Our RSE curriculum underpins all aspects of healthy relationships, sense of belonging and connection • The school supports children through our relational policy which focus on positive relationships and support a strong sense of identity • Our relational policy clearly sets out that hateful behaviour is not tolerated. 					

all key stages)? Are resources age appropriate?	<ul style="list-style-type: none"> • Staff know how to respond to witnessing harassment and abusive behaviour. • Pupils are encouraged to challenge harassment or abusive behaviour among their peers. • Resources have been considered to ensure they are age-appropriate • Our Single Equality Scheme and Accessibility Plan is in place and understood by staff and others who regularly work in school. • Pupils are explicitly taught about respect for other cultures and gain an understanding of community cohesion. • Assemblies across all key stages address inclusion, cohesion and diversity. • Displays and other literature available in school reflects and encourages diversity and community cohesion. • Whole school relational polity and anti-bullying policies have preventative measures for dealing with bullying • Inappropriate behaviour, language and attitudes are challenged by staff and, where staff or other adults are involved, by senior leaders. 					
Are pupils able to recognise potential risks and harms (e.g. grooming; fake news); do they know how to share concerns?	<ul style="list-style-type: none"> • Computing curriculum includes internet safety and give pupils the skills to identify fake news • Children have a wide range of strategies to support them to discuss their thoughts and feelings and share any concerns • The comprehensive RSE curriculum underpins the school vision and values, enabling pupils to articulate their concerns • Specific safeguarding concerns are raised in an age appropriate way 	Engage in annual internet safety day	Whole school	Spring term		
Are there opportunities to explore feelings/concerns in the wake of terrorist attacks?	<ul style="list-style-type: none"> • 'In the news' events are shared through a weekly 'picture news' assembly • Opportunities for children to explore their thoughts are given in the wake of any terrorist attacks. This is completed in class with known and trusted adults who are able to support pupils through their own thoughts and feelings • Feelings are supported throughout the curriculum including through the relational school approach and strategies such as zones of regulation which underpin all personal and social development 					
Do resources reflect a modern and diverse Britain?	<ul style="list-style-type: none"> • The curriculum has been considered to reflect a modern and diverse Britain through a range of resources including texts, small world resources, planned activities, EYFS resources 	Continue to build on resources which reflect modern and diverse Britain	Whole school	Ongoing		
Can staff and pupils see themselves represented through the curriculum/ in resource materials?	<ul style="list-style-type: none"> • Pupils have the opportunity to share experiences within their own lives through the sharing of a weekly 'family box' • Displays are considered to include appropriate representation of the diversity within Britain • Consideration has been given to ensure pupils are represented within the 					

Does the school embed fundamental British Values? How?	<p>curriculum across the school</p> <ul style="list-style-type: none"> • British values display is within each area of school and referred to by staff • British values representation is highlighted within medium term planning • Children develop “the knowledge, skills and understanding to prepare them to play a full and active part in society”. • A safe learning environment is created across the school, behaviours which harm the ability of different individuals and groups to work together are challenged. • Celebrations from multiple religions and cultures are celebrated around the school • Curriculum topics included cultures and events • Strategies for inclusion, equality and diversity embedded throughout the curriculum eg, family box • Pupils participate in democracy through school council and student leadership elections • The school promotes the spiritual, moral, social and cultural development of pupils and within this, fundamental British Values • Strategies utilised to promote of British Values identified on website • Use of RSE lessons for sensitive and supportive discussions on radical issues and extreme ideologies. • Staff and pupils are involved in a range of community activities • Pupils are taught about the diverse national, regional and ethnic identities in the UK and the need for mutual respect. • Respect is an underpinning ethos as identified within the vision and relational policy statements • Relevant staff are aware of the government guidance: • www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools-published • The children engage in an annual culture day 					
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Consideration	Risk Management/mitigation	Required Action	Who?	When?	Update/comments	Progress/ R. A. G rating
RISK AREA – COMMUNITY						
Are parents/carers aware of how pupils will be taught about issues relating to radicalisation & extremism?	<ul style="list-style-type: none"> Parents are provided with support through school website on how to help their children access the internet safely and spot the signs of online radicalisation. Any concerns are raised directly with parents Parents signposted to online safety information 	Ensure specific reference to the teaching of issues relating to radicalisation and extremism are made explicit within school website	Head teacher	2025/26		
Are parents/carers provided with information about how to keep pupils safe online and from grooming etc.?	<ul style="list-style-type: none"> Parents are provided with support through school website on how to help their children access the internet safely and spot the signs of online radicalisation. Any concerns are raised directly with parents Parents signposted to online safety information Online safety training and support is offered to parents 	Continue to offer online safety information workshops for parents	Head teacher	2025/26		
Are parents/carers signposted to how they can share concerns? Or where they can access help & support if they are worried about extremism?	<ul style="list-style-type: none"> Section of the school website indicates how to access support for their child 	Ensure specific reference is made to radicalisation and extremism within school website	Head teacher	By 2026		

Support Available:
Home Office offer a free e-learning package on Prevent covering: Prevent awareness; Prevent referrals; Understanding Channel. Users who complete the training receive a certificate. https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/
Prevent Duty Guidance outlines the requirements of the duty, including working in partnership with others https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales#c-a-risk-based-approach-to-the-prevent-duty
Understanding Channel-an overview of Channel support and the Prevent Multi-Agency Panels (PMAP) https://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance
Educate Against Hate newsletter- latest news, blogs and resources to help teachers, school leaders and designated safeguarding leads protect students from radicalisation https://signup.es-mail.co.uk/Signip/da659377ec9fa9e8d40363308d4a84ac Educate Against Hate website provides a range of training and guidance materials www.educateagainsthate.com
Guidance on making a Prevent referral https://www.gov.uk/guidance/making-a-referral-to-prevent
Web filtering and online safety The DfE have issued comprehensive guidance on how schools and colleges should be using filtering and monitoring standards, including specific measures to comply with the Prevent Duty https://www.gov.uk/guidance/meeting-the-digital-and-technology-standards-in-schools-and-colleges-filtering-and-monitoring-standards-for-schools-and-colleges Further guidance is available at https://saferinternet.org.uk/guide-and-resources/teachers-and-school-staff/appropriate-filtering-and-monitoring/appropriate-monitoring You can test whether your internet service provider removes terrorist content at http://testfiltering.com/
Political Impartiality Guidance: when using external agencies, schools in England must be mindful of their existing duties regarding political impartiality and to ensure the balanced presentation of political issues. Guidance on this is available on GOV.UK https://www.gov.uk/government/publications/political-impartiality-in-schools/political-impartiality-in-schools#thelaw