



Hawridge and Cholesbury CofE School

Prevent Risk Assessment

Risk area	Hazard	A Low/Medium/ High 1-5)	B Likelihood 1-5	A x B Risk Rating	Existing measures	Proposed future actions
Safeguarding	Staff do not recognise the signs of radicalization or extremism in pupils.	High 5	1	5	<ul style="list-style-type: none"> Annual safeguarding training as part of KCSiE refreshers DSL team Prevent lead All staff and governors have up to date Prevent training 	<ul style="list-style-type: none"> Provide annual Prevent training Prevent updates in staff meetings and weekly briefings
Safeguarding	Staff are unsure how to report concerns regarding radicalisation.	High 5	1	5	<ul style="list-style-type: none"> Safeguarding procedures (CPOMS) used to report concerns Standing item in weekly DSL meeting Low level concerns forms (whistle blowing policy) in place to report concerns about staff 	<ul style="list-style-type: none"> Regular reminders of the need to report concerns on CPOMS Regular reminders of what to look for and how to report given in meetings and briefings
Leadership &	School leaders and	High 5	1	5	<ul style="list-style-type: none"> Safeguarding governor, (Sue 	<ul style="list-style-type: none"> Annual Prevent risk

Governance	governors do not maintain sufficient oversight of Prevent duties.				Walton) <ul style="list-style-type: none"> Termly safeguarding checks in place 	assessment review and updated governor training as needed <ul style="list-style-type: none"> Safeguarding governor to check that Prevent awareness has a high profile
Curriculum & British Values	British Values are not embedded throughout the curriculum.	Medium 3	1	3	<ul style="list-style-type: none"> British Values discussed in Collective Worship 	<ul style="list-style-type: none"> Display of British Values Higher profile on school website Communication with parents via newsletter and social media platforms All classrooms to have a display which incorporates British Values alongside existing school values Values to be shared in Monday Celebration assemblies
Curriculum and British Values	Pupils lack critical thinking skills and may	High 5	3	15	<ul style="list-style-type: none"> Computing curriculum regularly addresses the importance of 	<ul style="list-style-type: none"> Continue to monitor the effectiveness of

	be vulnerable to extremist narratives.				<p>not speaking or engaging with unknown people online</p> <ul style="list-style-type: none"> • Jigsaw PSHE scheme teaches children the importance of tolerance and respect towards all people 	<p>the curriculum</p> <ul style="list-style-type: none"> • Be aware of external training or opportunities to support children's understanding of
Online Safety	Pupils access extremist or inappropriate material through school devices or networks.	High 5	1	5	<ul style="list-style-type: none"> • School's filtering and monitoring systems in place to alert us to attempted access to inappropriate content • Flow chart of how to respond to inappropriate content being accessed is followed • Children have signed acceptable use agreements 	<ul style="list-style-type: none"> • Regularly review filtering reports – take support from Stuart (Wiibird) as needed
Online Safety	Pupils are exposed to extremist content through social media, gaming platforms or video-sharing websites outside school.	High 5	5	25	<ul style="list-style-type: none"> • Online safety education provided to pupils through PSHE and Computing curriculum • Safer Internet day • Teachers respond immediately when they are made aware if inappropriate content being accessed at home • Regular awareness of appropriate screen access and limits shared in newsletter • Mobile phone ban for children 	<ul style="list-style-type: none"> • Continue to provide guidance for parents and reinforce online safety messages throughout the year

					at school	
Visitors & External Speakers	Visitors or speakers promote views contrary to British Values or school ethos.	High 5	1	5	<ul style="list-style-type: none"> • Visitor sign-in procedures and safeguarding checks • Check content of the speaker's material 	<ul style="list-style-type: none"> • Improve ways of reviewing the content of materials before it is presented to the children
Vulnerable Pupils	Pupils with SEND, social isolation or emotional vulnerabilities become susceptible to extremist influences.	High 5	2	10	<ul style="list-style-type: none"> • Pastoral support, SEND provision and safeguarding monitoring. 	<ul style="list-style-type: none"> • Early identification, targeted support and multi-agency working where appropriate.
School Environment	Extremist language, symbols or materials are shared within school.	High	1	5	<ul style="list-style-type: none"> • Behaviour policy is followed • Incidents recorded on CPOMs • Parents spoken to 	<ul style="list-style-type: none"> • Ensure prompt investigation, recording and safeguarding response to incidents.