Meadows Primary School and Nursery – Prevent Duty Risk Assessment (September 2026)

At Meadows we know that our school will carry out the Prevent duty in different ways, depending on the age of the children and the needs of the community. Many of the things we already do in school to help children become positive, happy members of society also contribute to the Prevent strategy. At Meadows we have a duty to safeguard children from radicalisation and extremism. This means that we have a responsibility to protect children from extremist and violent views the same way we protect them from drugs or gang violence. Importantly, we can provide a safe place for pupils to discuss these issues, so they better understand how to protect themselves and enable pupils to challenge ideas.

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 https://www.gov.uk/government/publications/prevent-duty-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.

Ideology is defined as a set of beliefs.

Terrorism is defined as a violent act against people or property, designed to create fear and advance a political, religious or ideological course.

National Risks – risk of radicalisation generally			
What National risk are you aware of that could impact to your area, setting, students or families? For example, online radicalisation			
Risk 1	Risk 2	Risk 3	
The current threat from Terrorism and Extremism in the United Kingdom is real and severe and can involve the exploitation of vulnerable people, including children to involve them in extremist	There are extremist groups operating online to recruit individuals and groups to join their organisations to spread hate messages against groups/ faiths/ women etc	Individuals who have been radicalised pose a threat to the public. They may be travelling on public transport, in public places at events, or try to gain access to public buildings and carry out an act of terrorism.	

Local Risks – risk of radicalisation in your area and community			
What specific local risks are you aware of that could impact your area, setting, students or families?			
Local Context The risk from Extreme Right-Wing Terrorism (ERWT) and Right -Wing Extremism (RWE) continue to be high within Telford and Wrekin for the third year running. The risk from Islamist Extremist Terrorism has risen in the past year and is now seen as high risk.			
Risk 1	Risk 2	Risk 3	
Young people can be at risk of grooming by extreme groups and enticed to join extreme groups online or in-person	Young vulnerable students who are undergoing difficulty in their home life or school life can explore other options online and can be attracted by groups offering new friends, work for a 'good cause'.	Young people are at risk of emotional harm from extremists operating online. They are at risk of adverse behaviour from peers who have been influenced negatively in their views.	

Assessment / Audit Level grid		
RAG Rating	Self – Audit Level	Definition
Blue – N/A	1 - advanced	There is sound and effective implementation and understanding of how policy and practise work together to implement all relevant requirements of the Prevent duty and EIF to safeguard pupils. There is ongoing reflection of best practice, testing of impact and effectiveness and knowledge is shared across the institution and with appropriate networks and partners.
Green – completed	2 – business as usual	Required policy and practice are effectively embedded and staff and pupils are included in their development. Policies are detailed, applied across the organisation in all relevant areas of business and are supported by robust and transparent management and governance processes.
Amber – in progress	3 – basic	There is policy or fundamental aspects or practise in place, but they are not detailed in scope or scale, or embedded in routine practice and are insufficient to address complex or challenging environments or incidents
Red – not met	4 – inadequate	There is no policy or practice in place and/or requirements of the Prevent duty and EIF are not being implemented effectively

LEADERSHIP & PARTNERSHIP							
POTENTIAL HAZARD	**WHO IS AT RISK?**	**ACTIONS IN PLACE**	**OWNER**	**RISK LEVEL WITHOUT CONTROLS**	**RISK LEVEL WITH CONTROLS**	**SELF AUDIT LEVEL**	**ADDITIONAL NOTES/NEXT STEPS**
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 values clearly set out our commitment to British values. School values are displayed on the website. School values include a commitment to tolerance, diversity and mutual respect. School displays and curriculum reflect a commitment to prompted British Values. Personal development offer includes regular assemblies on British values and spiritual, moral, cultural, mental and physical development. Embedded PSHE curriculum Annual focus days throughout the year such as online safety week, anti-bullying week/ assembly focus.	SLT			2	Continue to ensure British Values are promoted in all aspects of school life. Continue to raise profile of school values.
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 and make sure all staff know the same.	HT/SLT			2	Refresh the leadership team on the school's responsibilities under the Prevent duty:

Leaders are aware of how to make a referral to the Channel Panel via the Local Authority.		School leaders stay up-to-date with local, national and international developments and risks that may be a source of extremist views and discusses them in an age appropriate manner with pupils. There is a Senior Leader who attends the safeguarding meetings in which radicalisation and extremism is discussed. School leaders know who and how to seek advice/make a referral via the LA Prevent Duty team – the school has a single point of contact for Prevent (SPOC). School leaders have a local Police contact. There is a school culture of vigilance and safeguarding.					Regular briefings to include Prevent Duty. All teaching and support staff to complete online Prevent training:
Arrangements and resources in place to provide pastoral care and support as required are not in place.	Pupils and staff	CPOMs system used to alert and monitor any concerns. Class teachers & support staff trained to identify any concerns relating to extremist behaviour.	HT/SLT				Continue to update staff training Whole school training Continue to monitor concerns on CPOMs and ensure all actions are logged

Leadership – Action Plan

1. Leadership to ensure that all staff are aware of the school's responsibilities in relation to the Prevent duty and that there is a strong safeguarding culture and ethos.
2. Check that Prevent is a regular item on safeguarding meetings.
3. Lead to conduct reviews of MyConcern relating to any activity or behaviours linked to extremism or radicalisation.
4. Confirm and communicate across the school team, including website, who the SPOC (single point of contact) is including LA Prevent duty contact details.

TRAINING & CAPABILITY							
POTENTIAL HAZARD	**WHO IS AT RISK?**	**ACTIONS IN PLACE**	**OWNER**	**RISK LEVEL WITHOUT CONTROLS**	**RISK LEVEL WITH CONTROLS**	**SELF AUDIT LEVEL**	**ADDITIONAL NOTES/NEXT STEPS**
School staff are unaware of their responsibilities under the Prevent duty, and the need to promote British values.	Pupils, staff, Governors and any other adults	All staff have read our safeguarding policy and at least parts 1 and 2 of Keeping Children Safe in Education (KCSIE). Leadership ensure that those in regulated activity are briefed following any changes to statutory requirements via staff meetings. All staff have Prevent training either through a certified CPD module or through regular briefings by the Lead DSL. Staff members are aware that they can go to any of the safeguarding team for advice, support, and to escalate concerns.	HT/SLT			2	Update our Child Protection Policy annually. Induction process to include Prevent training & KCSIE - CPD Look into Prevent Training on Gov website http://www.support-people-susceptible-to-radicalisation.service.gov.uk/ All school staff, including support staff and office staff to have regular safeguarding briefings, including the Prevent Duty All support staff and admin to complete online 'safeguarding' training which included the Prevent Duty.

		Details of Prevent and how to make a referral through the SPOC is widely communicated across the school. The school community actively embraces British Values Assemblies, whole-school events and medium-term plans, where appropriate					Continue exploration of opportunities to promote British Values.
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 Keeping Children Safe in Education. All governors oversee our compliance with the Prevent duty and will have carried out prevent training online provided by the Government.	Governors/SLT			2	Board of Governors provided with prevent guidance from Gov.uk and KCSIE Risk Assessments and Prevent statements shared in Governor meeting Look into Prevent training on GOV website http://www.support-people-susceptible-to-radicalisation.service.gov.uk/
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 including robust vetting checks, overseas, right	HT/DHT/Staff with safer recruitment training			2	Safer recruitment training and updates attended by relevant staff. Safer recruitment procedures regularly reviewed with policies and procedures being updated as appropriate. School maintains the single central record (SCR) which details all vetting and checks completed on all

		to work, references and online social media checks where appropriate. All staff receive an induction after being appointed that includes all aspects of safeguarding including Prevent. All staff are expected to complete mandatory safeguarding training prior to starting role including Prevent training. All safeguarding and HR policies including Code of Conduct, Disciplinary, Social Media etc are shared with all staff and used as necessary to prevent incidents.					staff and adults working in or with the school. Meadows conduct a at least a half termly SCR check.

Training and Capability – Action Plan

5. All staff and Governors have been given a copy of and read KCSIE.
6. All staff and Governors have undertaken Prevent training.
7. Safeguarding policies are updated to take account of any new guidance in relation to the Prevent duty.
8. Safer recruitment processes are followed, and the SCR is maintained and accurate.
9. Governors received information of any Prevent referrals made and actions taken by the school to safeguard their community.
10. The School annual safeguarding review confirms safeguarding is effective including practice and knowledge on the Prevent duty.

WORKING IN PARTNERSHIP							
POTENTIAL HAZARD	**WHO IS AT RISK?**	**ACTIONS IN PLACE**	**OWNER**	**RISK LEVEL WITHOUT CONTROLS**	**RISK LEVEL WITH CONTROLS**	**SELF AUDIT LEVEL**	**ADDITIONAL NOTES/NEXT STEPS**
Staff do not feel comfortable or capable working with external agencies and sharing concerns about extremism externally	Pupils and staff	The school has links and works with external safeguarding partners and other relevant agencies regarding concerns about extremism. The Lead DSL's are aware of the process to contact other agencies and expedite concerns about extremism. Records of referrals are kept, and referrals are followed up appropriately. Staff are offered support on how to record and report concerns using the school's procedures and systems on our school CPOMS system. Records of referrals are kept, and referrals are followed up appropriately.	All staff			2	Use CPOMs to share concerns to continue

Working in Partnership – Action Plan

11. Lead DSL conducts random checks/sampling with staff to confirm knowledge and understanding of the Prevent duty.
12. Staff briefing/ meetings include Prevent updates/news.
13. Referrals are shared within Governor meetings.
14. The named Safeguarding Governor conducts regular school visits to check on systems, practice and processes including any referrals, concerns around extremism or radicalisation.

SCHOOL CURRICULUM AND CULTURE							
POTENTIAL HAZARD	**WHO IS AT RISK?**	**ACTIONS IN PLACE**	**OWNER**	**RISK LEVEL WITHOUT CONTROLS**	**RISK LEVEL WITH CONTROLS**	**SELF AUDIT LEVEL**	**ADDITIONAL NOTES/NEXT STEPS**
The curriculum teaches damaging material or fails to challenge extremist ideologies and promote British values.	Pupils	Opportunities to promote British values are clearly identified within all curriculum areas. The curriculum is broad and balanced and promotes pupil's spiritual, moral, cultural mental and physical development and prepares them for life's opportunities, responsibilities and experiences. Use of PSHE or RSE lessons for sensitive and supportive discussions on radical issues and extreme ideologies that allows for development of critical thinking skills and a strong, positive self-identity. Pupils are exposed to a broad range of views and beliefs and learn about different places of worship in order to foster mutual respect for people with different views. The curriculum is presented to Governors and is available on the school's website.	Teachers and Subject leaders		Y	2	Review our current practices from promoting British Values and consider where we could do more to embed these. Pupil Voice and feedback.

		The curriculum is quality assured within school and through external reviews and inspections. Safe use of the internet is widely incorporated into the curriculum. Assemblies encompassing British Values					
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. Safeguarding meetings highlight any behaviours of concern and action to be taken. Headteacher's Standards Report includes safeguarding concerns such as bullying or extremist behaviour against anyone outlined to have a protected characteristic by the Equality Act.	All staff		G	2	Review and update behaviour policy annually. Anti-bullying week annually. Pupil Voice highlights areas of concern or further development.
British values are not promoted outside of the classroom	Pupils and staff	British values are embedded throughout the school.	All staff		Y	2	Look at how to celebrate different religious cultures – curriculum, celebration days.

		Pupils participate in democracy through school council and pupil leadership elections. Assemblies promoting diversity, human rights, and respect. Celebrations from multiple religions and cultures are celebrated around the school. School website content promotes British values.					

Curriculum and Culture – Action Plan

15. Curriculum plans and school information show a clear programme of British values and SMSC & P development.
16. There are clear safeguarding themes included across the curriculum including child protection, behaviour, equality incidents and any child-on-child abuse incidents related to bullying, racism, e-safety, sexualised and/or criminal exploitation.
17. Feedback from staff and children on how to keep themselves safe and how and who to report any behaviours or concerns to in relation to radicalisation and extremism.
18. The school has displays and information promoting British values and contact details for the school and LA for staff in the event of any concerns and who/where to report these to.
19. Safeguarding meetings record any incidents, concerns or behaviour in relation to extremism or radicalisation and the curriculum is flexible to allow additional input/sessions where needed.
20. School website promotes British values, curriculum, articles in newsletters related to safeguarding as well as details of the school's SPOC and LA details for referrals.
21. Behaviour policy is regularly reviewed and updated.

IT AND INTERNET SAFETY							
POTENTIAL HAZARD	**WHO IS AT RISK?**	**ACTIONS IN PLACE**	**OWNER**	**RISK LEVEL WITHOUT CONTROLS**	**RISK LEVEL WITH CONTROLS**	**SELF AUDIT LEVEL**	**ADDITIONAL NOTES/NEXT STEPS**
Pupils use the school network or school hardware to access extremist material	Pupils	The school's online/e-Safety and safeguarding policies makes reference to the risks of online 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. School email accounts are monitored by IT staff. The school IT filter alerts safeguarding staff when certain terms, phrases or words of an extremist nature are typed on any device that has access to the school network (senso) – this extends to mobile devices such as iPads/laptops.	DSL/ICT technician for Trust			2	Annually review our online safety policy. Ensure all systems are in place to monitor and prevent access any inappropriate sites
Pupils access extremist material on their own devices or on social media, or are specifically targeted	Pupils	The ICT curriculum includes teaching pupils how to stay safe online. Parents are provided with support on how to help their	SLT/Computing Lead			2	Share online safety factsheets with parents to help them support their children/information in newsletters.

for online radicalisation		children access the internet safely and spot the signs of online radicalisation.					Ensure all ICT policies are updated regularly • Online safety policy • Acceptable use policy • Social networking The curriculum/ displays for computing and PSHE reflects this duty.

IT and Internet Safety – Action Plan

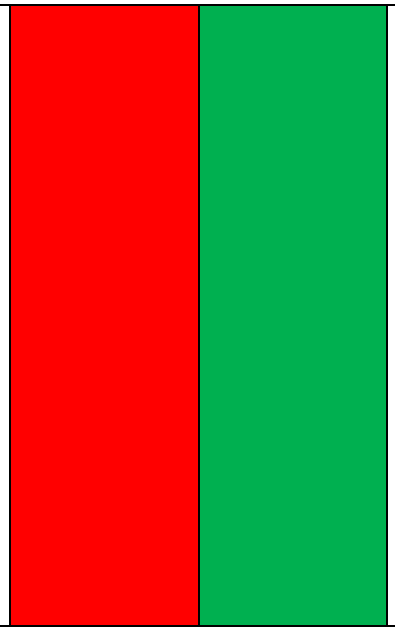
22. The school has appropriate IT filers in place to safeguard including alerts when words, phrases etc are typed in on any school device that has access to the school's network.
23. The school updates their Online/E-safety/ computing policy according to local context.
24. Staff and children know how to keep themselves safe online.
25. Children know who and how to report any online abuse/concerns when accessing out of school.
26. The school regularly shares information and tips for parents about different social media platforms, apps and games which are inappropriate for children.
27. Parents aware of how to keep their children safe online.

SPEAKERS AND EVENTS

POTENTIAL HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	OWNER	RISK LEVEL WITHOUT CONTROLS	RISK LEVEL WITH CONTROLS	SELF AUDIT LEVEL	ADDITIONAL NOTES/NEXT STEPS
Pupils are exposed to extremist ideologies by visiting speakers	Pupils	Speakers: The materials that visiting speakers deliver are discussed and approved prior to their visit Visitors are never left alone with pupils. Internet searches are conducted on organisations and where deemed appropriate individuals to	All staff			1	Robust policies and checks in place to ensure visitors do not hold extremist views Ensure staff are aware of expectations, all visitors in school, including check of content and evaluations from other school where content has been delivered.

		search for any controversial elements. Educational Visits and Events: All visits and/or events are thoroughly researched prior to taking place.					
The school site is used to host events which support extremist ideologies or promote hatred	Pupils and staff	The school does hire the premises out after hours for a football club and holiday provision within the school holidays.					Letting agreements are in place at present.
Speakers, Educational Visits and/or Events – Action Plan 28. School visitors/speakers are appropriately checked prior to coming into school including safeguarding and DBS, ID etc. 29. Hiring and lettings all have a signed contract or agreement in place with safeguarding and safer recruitment (DBS, ID) etc checked. 30. School's own quality assurance processes check practice and procedures of any organisations hiring or letting the building. 31. Feedback from children around activities delivered by external agencies are sought to ensure safeguarding is secure.							

SCHOOL SECURITY							
POTENTIAL HAZARD	**WHO IS AT RISK?**	**ACTIONS IN PLACE**	**OWNER**	**RISK LEVEL WITHOUT CONTROLS**	**RISK LEVEL WITH CONTROLS**	**SELF AUDIT LEVEL**	**ADDITIONAL NOTES/NEXT STEPS**
Non-approved visitors access the school site to spread extremist ideology	Pupils and staff	Visitors have to announce themselves on arrival at the school site. All visitors to the school must be signed in at reception and wear ID badges.	Office staff			2	Review policies & procedures regularly Safeguarding leaflet handed to all visitors

		All visitors are issued with a safeguarding leaflet. Visitors who do not have DBS clearance are accompanied around the school site by a member of staff at all times. Unaccompanied visitors and other adults who do not have clear, visible ID are challenged by staff and children. Senior leaders and staff are present at the entrance at the start and end of day.					

School Site – Action Plan

32. The site is safe and secure.
33. All visitors sign in through the school's signing in system and only allowed entry if known or expected.
34. All visitors are issued with a safeguarding leaflet and ID/DBS checks conducted where appropriate.
35. No visitor who is not expected, not DBS checked is left unaccompanied whist on school site at any time.

HEADTEACHER/DSL	
Joseph Piatczanyn	September 2026

DEPUTY DSL/PREVENT LEAD	
Joseph Piatczanyn (Lead DSL) Sudesh Mejer (Prevent Lead/ Deputy DSL) Jayne Roberts (Deputy DSL) Cheryl Breeze (Deputy DSL)	September 2026

DATE OF NEXT REVIEW:	July 2027

Useful Resources and Websites

Keeping children safe in education - GOV.UK

Working together to safeguard children - GOV.UK

Get help for radicalisation concerns - GOV.UK

ACT Early | Counter Terrorism Policing

FACTSHEET: Prevent and Channel – 2021 – Home Office in the media

Support for victims and survivors of terrorism - GOV.UK

Prevent duty guidance: England and Wales (2023) - GOV.UK

Channel and Prevent Multi-Agency Panel (PMAP) guidance - GOV.UK

Educate Against Hate - Prevent Radicalisation & Extremism