Prevent Risk Assessment and Action Plan 2025/26

Designated Safeguarding Team	Richard Grant Designated Safeguarding Lead Nicola Crookshank Deputy Designated Safeguarding Lead John McPherson Deputy Designated Safeguarding Lead Pardeep Kairo Deputy Designated Safeguarding Lead John Cherry Deputy Designated Safeguarding Lead Paul Merrick Deputy Designated Safeguarding Lead
Single Point of Contact (SPOC)	John McPherson Designated Safeguarding Lead
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Risk Matrix: The risk matrix multiplies the likelihood score by the impact score to determine an overall risk score. The risk rating will fall into one of three categories – low acceptable), medium (manageable) or high (unacceptable).

Likelihood
1. extremely unlikely; rare occurrence
2. unlikely
3. moderately unlikely
4. very likely, regular occurrence
5. extremely likely; frequent occurrence

Impact (financial/reputational)
1. not critical to continued operations
2. minor impact in limited areas
3. minor impact in many areas
4. significant impact; would not affect continued operations in short term but might in medium to long term; or relates to substantial operational areas
5. fundamental to continuing operations

		Impact				
		1	2	3	4	5
Likelihood	5	5	10	15	20	25
	4	4	8	12	16	20
	3	3	6	9	12	15
	2	2	4	6	8	10
	1	1	2	3	4	5

Risk acceptability table

This table is used to decide whether a risk is acceptable, based on its overall risk score, and to inform the decision on any actions to be taken.

Acceptability level	
Acceptable (low)	Exposure to this risk is acceptable, but the risk should be subject to periodic review to ensure it does not increase and the effectiveness of current control methods remains stable.

Manageable (medium)	Exposure to the risk is only acceptable following an investigation to identify opportunities to reduce the risk and implement additional control measures. The risk should be subject to regular review to ensure the control methods remain effective.
Unacceptable (high)	Immediately consider whether the activity associated with the risk should cease. Any decision to continue exposure to this level of risk should be made by leadership, and be subject to the development of detailed actions, on-going oversight and high-level review.

Risk Area	Hazard	Severity (A) 1-5	Likelihood (B) 1-5	Gross Risk Rating A x B	Rag Rating In place In progress To be initiated	Existing Measures	Proposed Actions	Risk Owner	Planned Completion Date
Safeguarding and Training	*Staff and those in governance roles are unaware of the Prevent agenda, or of radicalisation and extremism as safeguarding issues*	5	1	5	*In Place*	*Annual Prevent training for all staff and those in governance roles - FLICK* *All staff have read and understood 'Keeping Children Safe in Education 24 Part 1'* *All LAC members have read and confirmed understanding of KCSIE at least parts 1 and 2* *The Prevent Lead (SPOC) has informed staff of their duties as set out in 'The Prevent Duty'*	*Continue to familiarise staff with the school's safeguarding policy and radicalisation and ensure the Channel process is included within it throughout* *Make staff aware of the Implications of the Prevent duty in schools through whole school safeguarding training All staff and LAC members to complete Prevent training on FLICK* *Ensure all staff and LAC member training records are up to date to reflect current training levels*	RG	

						All staff completed the Flick online Prevent Training during the previous academic year 23/24 *No Platform Policy available on the staff drive, school and FET website* *Safeguarding policy read by all staff during induction.* *All staff to read the updated Safeguarding policy at the start of every academic year* *Safeguarding policy available on the staff drive, school website and staff safeguarding board* *Staff training records showing up to date training completedF*	*DSLs to have in-depth training to enable them to carry out their duties and be able to advise and support other staff members when required (Free WRAP training provided by BESS/Sandwell MBC/Solihull MBC)* *Ensure all actions from the safeguarding audit action plan are completed* *Ensure LAC members complete the training and confirm having read and understood KCSIE at least parts 1 and 2*		

						Safeguarding audits completed in the Autumn term			
	Staff are unaware of school procedure for handling concerns or reluctant to raise concerns	5	1	5	*In Place*	*Safeguarding Policy available on the staff drive, school website and staff safeguarding board* *Staff trained on using CPOMs reporting system. Visitors & agency staff are aware of how to log their concerns* *Staff have access to the CPOMS categories guidance book* *Safeguarding information posters around the school ensure staff are aware of who they can discuss concerns with* *All staff have read the Safeguarding Policy which includes a statement regarding the 'Prevent' duty'*	*Continue to familiarise staff with the school's Safeguarding Policy and No Platform Policy* *Ensure all staff are competent in using CPOMs* Safeguarding Bite Size Sessions to take place at least once every half term. Ensure all safeguarding information around the school remains *up to date*	RG	
	Staff are unsure/unaware of how to identify children at risk of radicalisation	3	2	6		*The Prevent Lead (SPOC) has informed staff about*	*SPOC to complete the Workshop to Raise Awareness*	RG	Easter 2026

						signs and indicators of radicalisation *Prevent training for all staff during induction and on an annual basis - FLICK*	*of Prevent (WRAP Train the Trainer) - New Trainees* ***or*** *Prevent Refresher Training* *All staff to complete the FLICK Prevent training* *The Prevent Lead to engage staff in PREVENT focused Safeguarding Bite Size Sessions*		
	Staff do not feel confident about raising concerns about risks to pupil safety	*5*	*1*	*5*	*In place*	*Annual Safeguarding training included Prevent* *Multiple channels available, 5 DSLs to report to/discuss a concern with* *Safeguarding information posters around the school ensure staff are aware of how to report a concern* *Whistleblowing policy and procedures in place and available to staff on the staff drive and school website*	*Ensure all posters, safeguarding information and safeguarding boards remain up to date* *Ensure the Safeguarding policy and Whistleblowing policy are up to date and staff know how to access them*	RG	

	Staff do not share information with other agencies/partners or do not feel confident in doing so	*4*	*2*	*8*	*In Progress* *Bitesize training, improving partnerships*	*The school has a culture which encourages staff to share their concerns and ask for guidance* *As with all safeguarding information, when a pupil moves on to another educational setting, Prevent concerns are transferred as part of the pupil's safeguarding file (within 5 school days)* *Schools have built and continue to build on positive partnerships with agencies such as the Police, Local Safeguarding Children's Partnership, Head Teacher's Forums, LADO, LA Prevent Team, Channel Panel, Children's Centre*	Staff training and Safeguarding Bite Size Sessions to re-enforce the importance of sharing information, raising concerns, seeking support and guidance DSLs continue to ensure that pupil files are transferred within 5 school days	RG	
	Risk to students in external learning environments/students working with subcontracted providers	*5*	*1*	*5*	*In Place*	*'Staff concerns' was a part of the face-to-face whole staff team safeguarding training delivered in Sep 24.*	Safeguarding Bite Size Sessions to take place (focus – staff concerns)	RG	

						Staff are aware of 'staff concerns' and how to raise them *Assurances sought from external learning environments and subcontracted providers*			
Leadership and Organisational Values	*Staff are not aware/ do not subscribe to the ethos/values of the school and Trust, and/or the expected behaviours*	5	1	5	*In Place*	*Staff are aware of the School's ethos and values. These are revisited during training days and staff meetings* *School and Trust values , ethos and behaviours are clearly on the school and Trust websites and in recruitment packs* *Trust ethos, values and behaviours are reiterated during the training days at the start of every academic year*	*Continue to review recruitment and induction programmes to ensure ongoing staff development and that they reflect the Trust and School Values* *SLT to reiterate their school values and ethos throughout the year (e.g. through staff meetings, induction, displays etc)*	NC	
	A whole school approach to British Values is not taken	3	2	6	*In Process Curriculum review*	*Programmes of assemblies, class activities promoting fundamental British values, delivered to all pupils*	*Continue to promote British Values across the curriculum and through themed activities*	RG / PK	

						PSHE/Personal Development sessions delivered to all pupils *The inclusion of British Values within the school's ethos/mission statement*	*Events to promote Cultural Capital planned into school calendars*		
	Lack of leadership ownership of extremism/ radicalisation concerns and oversight	5	1	5	*In Place*	*The DSL is the SPOC for the school as stated in the Safeguarding Policy*	*Continue to ensure that key individuals have relevant training on extremism and radicalisation*	RG	
	Compliance with the Prevent Duty is unsatisfactory	5	1	5	*In Place*	*All staff have annual Prevent training recorded on their training records.* *Prevent Risk Assessment and Action Plan completed*	*Continue to ensure all staff have up to date Prevent training* *Review and update the Prevent Risk Assessment and Action Plan annually*	RG	
Partnership	*Ineffective process and lack of coordination around sharing of concerns re: radicalisation and extremism.*	5	1	5	*In Place*	*The school is using existing local partnership arrangements in exercising its Prevent Duty* *The Prevent Lead makes appropriate referrals to other agencies* *All staff have access to CPOMs reporting system*	*Ensure that staff have received the training relevant to their roles.* *Continue to build effective relationships with external agencies.* *Continue to ensure all staff are competent using CPOMs*	RG	

						Agency staff, contractors, students and visitors are given visitors leaflets which informs them of who the DSLs are and the procedures for reporting concerns			
	School unaware of how to access statutory assistance to support vulnerable individuals	5	1	5	*In Place*	*The Prevent Lead makes appropriate referrals to other agencies*	*SPOC to continue to attend relevant briefings/webinars to understand the support available*	RG	
	School has limited access to resources/ best practice	3	2	6	*In Process New SLT members*	*DSL/SPOC to read/use the information provided by 'Birmingham Education Resilience Curriculum Group' to develop sustainable opportunities for networking and sharing good practice within the classroom and to address the curriculum challenges*	*All staff to utilise the partnerships within the Trust and other local schools to share information and best practice in relation to the Prevent agenda* *SLT to read DfE guidance* *The Prevent duty: safeguarding learners vulnerable to radicalisation - GOV.UK (www.gov.uk)*	RG / NC/ PK	
Teaching and Learning	*British values are considered only superficially with no opportunity within the school for students to engage and/or experience them*	3	2	6	*In Process Curriculum review*	*Pupils develop the knowledge, skills and understanding to prepare them to play an active part in society* *Through PSHE/Personal Development/Citizenship and other curriculum*	*Continue to ensure that British Values are taught across the curriculum and are embedded in learning activity* *Continue to give opportunities to promote values within the curriculum and focus weeks*	RG/PK	

						activities, pupils are able to explore political, religious and social issues *Pupils are taught about the diverse national, regional and ethnic identities in the UK and the need for mutual respect* *No Platform Policy available on the staff drive, school and FET website*	*Continue to build pupils' understanding of and engagement with British Values through curriculum and pupil voice activities.*		
	There are known risks of radicalisation in relation to school aged children and young people with SEND are/ may be more susceptible to extremist messages and ideology	3	2	6	*In Process Curriculum review*	*Existing activities within lessons support pupil resilience* *PSHE sessions explore how to recognise information that could be extremist ideology*	*Continue to raise awareness amongst pupils to develop more critical thinking skills*	RG/PK	
	Students are accessing inappropriate or extremist content online, using school facilities and servers or, in the course of undertaking legitimate research, students are exposed to extremist content or material online	4	1	4	*In place*	*Pupils develop the knowledge, skills and understanding to prepare them to be safe online both in and out of school with a specific reference to the risk of radicalisation*	*Review and report any inappropriate materials that pupils have accessed to make sure it is blocked* *Use of 'Safe Share' for websites such as You Tube* *Continue to ensure that staff undertake training so that*	RG / NC	

						Filtering and monitoring system on all school devices that not only block users from accessing extremist/terrorist material but also flags up to the DSL to investigate online search/activity *Mobile technology use is banned and strongly enforced* *DSL holds responsibility for online safety*	*they are aware of what extremist materials look like* *Any pupil concerns to be recorded on CPOMS* *Regular reviews of Securly data to review any extremist incidents to help shape what work may be required for pupils*		
	Visitor policy does not effectively mitigate the risk of extremists attending or hosting events on school premise	4	2	8	*In Process*	*Visitors to school (presenters) are discussed and agreed by the Headteacher* *Visitors to School form and checklist in place* *The No Platform Policy is in place*	*Provide the Code of Conduct to all visitors*	RG	
Local contextual risks	*CSE (child sexual exploitation) and CCE (child criminal exploitation)*	5	1	5	*In progress*	*Existing activities within PSHE lessons support pupil understanding of how to identify healthy relationships, to keep themselves safe.*	*Continue to develop our PSHE/RSE offer to provide our young people with the tools they need to keep themselves safe.*	RG	

							Continue to develop our safeguarding communication with our parents/carers to ensure they are able to identify and support concerns associated with CSE and CCE.		
	Radicalisation and extremism – Palestine/ Israel conflict, Far Right ideology	5	1	5	*In progress*	*Existing activities within PSHE lessons support pupil understanding of how to tackle challenging topics and conversations, to explore topics with maturity, aligning with British values – of respect and diversity.*	*Continue to develop our safeguarding communication with our parents/carers to ensure they are able to identify and support concerns associated with radicalisation and extremism.*	RG	