

Spring 2025

Review: Spring 2026



SHEEN MOUNT PRIMARY SCHOOL

Prevent Risk Assessment

INTRODUCTION

At Sheen Mount we are committed to promoting equality of opportunity and tackling discrimination in all its forms. The school is a very positive, supportive and caring environment, in which we aim to make everyone feel valued and secure. We strive to ensure that our whole school community respects everyone's needs, beliefs and cultures.

Everyone who comes into contact with children and their families has a role to play in safeguarding children. Schools have a duty of care to their pupils and staff which includes safeguarding them from the risk of being drawn into terrorism - this includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views that terrorists exploit. Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of the terrorist ideology and learn how to challenge these ideas.

School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and their staff form part of the wider safeguarding system for children. This system is described in the statutory guidance 'Working Together to Safeguard Children' (2023) and 'Keeping Children Safe in Education' (2023). Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

Radicalisation is listed as a specific safeguarding issue within this statutory guidance and is addressed within the Government Prevent Strategy. The Counter-Terrorism and Security Act 2015 places a duty on Schools to 'have "due regard to the need to prevent people from being drawn into terrorism"'.

The Prevent Strategy has three main objectives:

- to respond to the ideological challenge of terrorism & the threat we face from those who promote it
- to prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support
- to work with sectors and institutions where there are risks of radicalisation which we need to address

Prevent Risk Assessment

Sheen Mount Primary School recognises that it has a duty under Section 26 of the Counter-Terrorism and Security Act, 2015, in the exercise of its functions, to have due regard to the need to prevent people from being drawn into terrorism.

Duty	What this Means	Action
The aims, values and ethos of the school promote resilience against extremist ideologies and encourage British Values.	The school values clearly set out our commitment to British Values.	Promoting our aims and values, including a commitment to tolerance, diversity and mutual respect.
Identifying a Prevent Lead.	Maria O'Brien – Deputy Headteacher and DSL – has this role.	All staff, governors and parents know who the Prevent Lead is and that this person acts as a source of advice and support.
Governors carry out their role to monitor the school's Prevent strategy effectively.	Governors have a good understanding of their duty.	<ul style="list-style-type: none"> • All governors have read our Safeguarding and Child Protection Policy and Keeping Children Safe in Education (2023). • We have a dedicated safeguarding link governor that oversees our compliance with the Prevent duty. • AfC provides additional training for governors on roles and expectations.
Staff assess the risk of children being drawn into terrorism.	<ul style="list-style-type: none"> • Staff can demonstrate a general understanding of the risks affecting pupils. • Staff can identify individual pupils who may be at risk of radicalisation and how to support them. • There is a clear procedure in place for protecting pupils at risk of radicalisation. 	<ul style="list-style-type: none"> • All staff attended Safeguarding Training - September 2024. • All staff have read 'Keeping Children Safe in Education' - September 2024. • The Prevent Lead has informed staff of their duties as set out in 'The Prevent Duty Guidance'. • All staff have attended Prevent Training led by the Prevent Lead – February 2025.
Speakers and Events		
Speakers and events in the school are clearly vetted, to prohibit extremist views.	The school exercises 'due diligence' in relation to requests from external speakers and organisations using school premises.	<ul style="list-style-type: none"> • Request an outline of what the speaker intends to cover/meet prior to event. • Research the person/organisation to establish whether they have demonstrated extreme views/actions. • Never leave visitors alone with pupils. • Deny permission for people/organisations to use school premises if they have links to extreme groups.
Working in Partnership		
The school is using existing local partnership arrangements in exercising its Prevent duty.	Staff record and report concerns in line with existing policies and procedures.	<ul style="list-style-type: none"> • All staff record and report concerns to the Prevent Lead or DSLs. • School leaders stay up to date with local developments and risks. • The school knows how to communicate with local police. • The DSL attends the termly Safeguarding Network Forum, with other DSLs, to discuss extremism and other linked topics. • Advice and training is sought from AfC.

<p>Staff are confident and capable of working with external agencies and sharing concerns about extremism externally.</p>	<p>The Prevent Lead makes appropriate referrals to other agencies including the Multi-Agency Safeguarding Hub (MASH) and Channel Panel.</p>	<ul style="list-style-type: none"> • Records of referrals are kept on CPOMS. • Referrals are followed up appropriately (and challenged if necessary). • DSL knows the process to contact other agencies and expedite concerns about extremism. • Records of referrals are kept, and referrals are followed up appropriately.
Staff Training		
<p>Ensure that pupils are safe from terrorist and extremist material when accessing the internet in schools.</p>	<p>The school has policies in place which make reference to the “Prevent” duty.</p> <p>Pupils are taught about on-line safety with specific reference to the risk of radicalisation.</p>	<ul style="list-style-type: none"> • Online safety policy. • Acceptable IT Use policy. • Positive Behaviour and Relationship Policy including Anti-Bullying. • Pupils are encouraged to report any material they come across online which makes them worried or uncomfortable. • The curriculum reflects this duty. • Assemblies promote tolerance, diversity and mutual respect. • IT safety and monitoring systems, for example: the school IT network has appropriate filters to block sites deemed inappropriate or unsafe. • School email accounts are monitored by IT staff.
Building Children’s Resilience to Radicalisation		
<p>Ensure that pupils have a “safe environment” in which to discuss “controversial issues”.</p>	<p>Pupils develop “the knowledge, skills and understanding to prepare them to play a full and active part in society”.</p>	<ul style="list-style-type: none"> • Through PSHE/RSE and other curriculum 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. • Staff are aware of the current government guidance relating to British Values.
<p>The curriculum promotes British Values and a culture of equality.</p>	<p>Clearly identified opportunities to promote British Values and challenge extremist ideologies.</p>	<ul style="list-style-type: none"> • Opportunities to promote British values are clearly identified within all curriculum areas. • Use of PSHE or RSE lessons for sensitive and supportive discussions on radical issues and extreme ideologies. • Our Positive Behaviour and Relationships 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 and report it to a teacher.