

The Edith Borthwick School

PREVENT Risk assessment template – September 2025

School Prevent Lead:	Risk assessment completed by:	Date:	Review Date:
Lisa Solvey	Lisa Solvey / Maggie Loveday	October 2025	September 2026

All schools and colleges are subject to a duty under section 26 of the Counter Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

The aim of Prevent is to reduce the threat to the UK from terrorism by stopping people being drawn into terrorism.

Settings are required to take a risk-based approach to the Prevent duty, under paragraph 14 of the [Prevent duty guidance](#) (Home Office, 2023). This document demonstrates our awareness of the specific risks of extremism and radicalisation in our school and our area.

Terrorism is action that endangers / causes serious violence to a person/people; causes serious damage to property; or seriously interferes with / disrupts an electronic system.

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.

School staff are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance [Working together to safeguard children](#) (DfE, 2023) and [Keeping children safe in education](#) (DfE, 2024).

Designated Safeguarding Leads and other senior leaders in schools should familiarise themselves with the [Prevent duty guidance](#), especially page 33, which is specifically concerned with schools.

Schools should also consider the government's [Filtering and monitoring standards for schools and colleges guidance](#). The appropriateness of any filtering and monitoring systems are a matter for individual schools and colleges and will be informed in part, by the risk assessment required by the Prevent duty ([Keeping children safe in education](#), DfE, 2024).

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This template can be adapted to reflect the specific context of your school. Included are some examples of possible risks and prompts for actions you may already be taking, although this is not exhaustive or specific.

NATIONAL AND REGIONAL INFORMATION – AS AT JUNE 2024 (information adapted from the Counter Terrorism Local Profile)

UK current threat level:	National information:	Eastern regional information/emerging vulnerabilities:
SUBSTANTIAL – meaning an attack is considered likely	The primary threat nationally is from Islamist Extremist Groups, whilst an attack from individuals with an Extreme Far Right mindset/ideology remains a realistic possibility.	<p>Eastern regional information reflects national information: the primary threat regionally is also from Islamist Extremist Groups, and an attack from individuals with an Extreme Far Right mindset/ideology remains a realistic possibility.</p> <p>Regional data:</p> <ul style="list-style-type: none"> ▪ slight increase in Islamist extremist referrals ▪ slight decrease in Extreme Right Wing and Mixed, Unclear and Unstable referrals ▪ 84% of referrals were closed before case management as ‘vulnerability present, but no Counter Terrorism ideology or risk identified’ ▪ 54% of Channel Panel cases are for under 18-year-olds / 18% for 18–24-year-olds ▪ 28 Prevent referrals across the region in the last reported quarter ▪ majority of referrals continue to be from education (15) ▪ for the majority of referrals, vulnerability was deemed to be present, but no Counter Terrorism ideology or risk

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Training/Updates	Who and When	Next steps
Prevent Awareness and Update	Lisa Solvey – 02/07/2025	

Requirements	Rating High/medium/low	Current Risk/concerns	Current risk mitigation	Next steps by whom/when
Senior Leaders (or an identified senior member of staff) are trained and aware of their responsibilities under the Prevent Duty.	Low	For example: <ul style="list-style-type: none"> ❖ Staff new to school 	For example: <ul style="list-style-type: none"> ▪ Training is carried out as part of staff induction ▪ Prevent is included in annual safeguarding update training 	
A Designated Safeguarding Lead is appointed for the setting & either leads on implementation of Prevent activities or works closely with a nominated Prevent Lead who in turn has sufficient authority to enable them to undertake the required actions.	Low	For example: <ul style="list-style-type: none"> ❖ None at present 	For example: <ul style="list-style-type: none"> ▪ DSL / Prevent Lead have sufficient authority and are member of the SLG ▪ Communication systems are effective and clear ▪ The DSL has joined the DSL Supervision programme to gain further support, knowledge and understanding 	

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Requirements	Rating High/medium/low	Current Risk/concerns	Current risk mitigation	Next steps by whom/when
The Designated Safeguarding Lead (DSL) / Prevent Lead has access to up-to-date risk information about extremism and terrorism (and other important local community risk issues) that may affect pupils (or the school).	Low	For example: ❖ Records of attendance to update training	For example: ▪ Updates are attended ▪ The DSL has joined the DSL Supervision programme to gain further support, knowledge and understanding	▪ Records to be kept in school of attendance at update training – DSL to develop training log, September 2025
Governors, Trustees, Directors, Board Members are fully aware of and regularly updated of responsibilities and progress	Low	For example: ❖ None at present	For example: ▪ Link Governor is in place ▪ Link Governor accesses training and updates ▪ Link Governor carries out effective and robust monitoring ▪ Updates are given at FGM/Board meetings	▪ Safeguarding forum to be booked for link governor by Oct. 25
Staff are given access to regularly updated Prevent awareness training that gives them the knowledge and confidence to identify those who may be vulnerable to radicalisation and know what to do when such concerns are identified.	Medium	For example: ❖ New staff to the school ❖ Prevent has been highlighted as part of Level 2 training – further access for staff to ensure that they are able to identify indicators to be displayed in school.	For example: ▪ Training is up to date including the DfE online training ▪ Training is quality assured and reviewed ▪	▪ Ensure regular input linked to Prevent is delivered as part of safeguarding training throughout the year. ▪ DSL / Prevent Lead to highlight to staff signs and indicators of radicalisation. ▪ Broaden training, not just face to face/ online eg through bulletins, notices, briefings etc. ▪ Ensure school staff have access to relevant newsletters eg Educate Against Hate

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Requirements	Rating High/medium/low	Current Risk/concerns	Current risk mitigation	Next steps by whom/when
				▪
The school has clear and robust policies and procedures in place for protecting children at risk of radicalisation.	Low	For example: <ul style="list-style-type: none"> ❖ Staff awareness and confidence of reporting concerns 	For Example: <ul style="list-style-type: none"> ▪ Staff have read and signed all relevant policies ▪ Policies have clear systems for reporting and escalating concerns. 	<ul style="list-style-type: none"> ▪ Follow up on 2024/2025 training – share to all staff reporting mechanisms and escalation methods via training, Parentmail, staffroom display – Lisa Solvey – October 2025
The school's DSL (and any deputies) have access to relevant Prevent advice and are aware of local procedures for making a Prevent referral. This is reflected in the school's Safeguarding Policy.	Low	For example: <ul style="list-style-type: none"> ❖ None at present 	For example: <ul style="list-style-type: none"> ▪ Referral procedures clear in relevant policies and followed appropriately 	
Where risks are identified by Leaders an action plan has been developed that sets out steps taken to mitigate risk.	Low	For example: <ul style="list-style-type: none"> ❖ None at present 	For example: <ul style="list-style-type: none"> ▪ 	
The school is alert to local, national, and international incidents which may affect the local community. Where appropriate these are discussed with pupils.	Low	For example: <ul style="list-style-type: none"> ❖ None at present 	For example: <ul style="list-style-type: none"> ▪ Staff attend relevant updates ▪ Staff are aware of current trends and risks within the local area. 	

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Requirements	Rating High/medium/low	Current Risk/concerns	Current risk mitigation	Next steps by whom/when
The school has a good working relationship with safeguarding partnerships in the area, including the Local Safeguarding Children's Partnerships and Police. Partnership working should include as a minimum access to Prevent training, risk assessment and awareness and implementation of developing good practice.	Low	For example: ❖ None at present	For example: ▪ Staff aware of and use all relevant professional bodies in order to remain up to date and with relation to referrals. ▪ DSL attends termly updates from Essex Safeguarding and any additional training offered.	
The school has clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.	Low	For example: ❖ None at present	For example: ▪ The materials that visiting speakers deliver are discussed and approved prior to their visit	
There is an effective due diligence process on the use of school premises and facilities by outside agencies and groups.	Low	For example: ❖ None at present	For example: ▪ School is not currently used by outside agencies and groups; no hire agreements in place.	
The school has effective emergency response strategies in place such as evacuation/lockdown/invacuation. Staff and pupils are familiar with these.	High	For example: ❖ School has no lockdown/evacuation/invacuation procedures.	For example: ▪ Policies and procedures are in place, staff and children are aware and they have been practised.	DSL to arrange meeting with relevant parties to develop approach to lockdown and invacuation protocols. Plans for invacuation/lockdown to be developed, shared with relevant parties, shared more widely

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				across the school and rehearsed and reviewed accordingly to ensure efficacy. SLG/Estates/Admin – Autumn 2025 SLG – update Fire evacuation guidance – Autumn 2025
Leaders, staff, and pupils reflect a positive and respectful environment; pupils are safe, they feel safe and understand how to share any concerns. Leaders, those responsible for governance and all staff exemplify British Values in their attitudes and behaviours.	Low	For example: ❖ None at present	For example: <ul style="list-style-type: none"> ▪ Pupil voice demonstrates children feel safe ▪ British Values are taught and upheld through the school curriculum / values ▪ Values are displayed around the school and can be articulated by all members of the community. ▪ Website reflects British Values and the school's ethos ▪ British Values of tolerance and respect are embedded within the curriculum and the expectations of behaviour from children and staff. ▪ School council takes place weekly ▪ Multi-schools council 	
All staff receive appropriate online safety training (including cyber awareness) at induction as well as regular updates to equip them with relevant skills and knowledge of trends and developments.	Low	For example: ❖ Updates are irregular	For example: <ul style="list-style-type: none"> ▪ Relevant training is delivered regularly. ▪ 2 Johns video shared with staff termly. 	<ul style="list-style-type: none"> ▪ Develop plan for forthcoming academic year to build on recent training and ensure that regular input is given to ensure that awareness remains high – Lisa Solvey – September 2025

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The school's approach to online safety is reflected in the child protection and Safeguarding policy and other relevant policies including mobile, social media, smart technology, and remote learning.	Medium	For example: <ul style="list-style-type: none"> ❖ Policies require updates ❖ Curriculum is under development 	For example: <ul style="list-style-type: none"> ▪ All policies are in place, cross referenced and reflect the current situation. ▪ The curriculum teaches digital resilience. 	<ul style="list-style-type: none"> ▪ Policies to be updated, ratified by Governors and added to the school website as appropriate – Darryl Lidford/Governing Body ▪ Curriculum development to include digital resilience.- Lucy Crisp – Ongoing
Online safety is reflected in curriculum planning in line with Teaching Online Safety in Schools and other current guidance including how to share concerns.	Low	For example: <ul style="list-style-type: none"> ❖ Curriculum is under development. 	For example: <ul style="list-style-type: none"> ▪ Moving On Curriculum reflects units related to Functional ICT as well as E-Safety ▪ Online curriculum is reflective of British Values and teaches respect, resilience and tolerance online. 	<ul style="list-style-type: none"> ▪ Curriculum development to include online safety throughout.- Lucy Crisp – Ongoing
<p>The school has appropriate filtering and monitoring systems in place</p> <p>Ensure that children are safe from terrorist and extremist material when accessing the internet in schools</p>	Low	For example: <ul style="list-style-type: none"> ❖ 	For example: <ul style="list-style-type: none"> ▪ Filtering and monitoring is in place ▪ Leaders aware of filtering and monitoring responsibilities - policy reviewed and ratified ▪ ICT providers are members of the Internet Watch Foundation Counter-Terrorism Internet Referral Unit list (CTIRU) ▪ Link governor – Safeguarding Kate Stannard ▪ Filtering and monitoring are in place without hindering ability to teach the curriculum 	<ul style="list-style-type: none"> ▪ Sign off for remote access - ML
The school proactively engages with parents and carers to help promote	Low	For example:	For example:	

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As part of a whole school approach to building resilience to radicalisation, the school provides a safe environment for dialogue about challenging and controversial issues, supporting pupils to understand how they can influence and participate in decision-making.	Low	For example: ❖ None at present	For example: <ul style="list-style-type: none"> British Values are embedded in the curriculum There is a culture of respect and tolerance of others' views both off-line and online. Children feel safe to discuss sensitive subjects and have a safe space to do so. 	
The school delivers provision that helps pupils develop skills to critically assess information, supporting them to recognise risks and make safe choices online and offline.	Low	For example: ❖ Curriculum is under review/development	For example: <ul style="list-style-type: none"> Curriculum is thorough, sequenced and teaches these skills in an age appropriate and effective way. 	
Requirements	Rating High/medium/low	Current Risk/concerns	Current risk mitigation	Next steps by whom/when
online safety principles and reporting at home, including messaging, guidance and safety settings on home systems and these messages are regularly updated.		❖ Support and guidance for the wider school could be developed further	<ul style="list-style-type: none"> Signposting for parents on website / newsletters 	<ul style="list-style-type: none"> Develop parental awareness sessions including an understanding of triggers and risks with regards to radicalisation.

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Role	Signature:	Date
Headteacher		
Prevent Lead		
Chair of Governors		