Cedar Road Primary School Prevent Risk Assessment 2026-27

LEADERSHIP INFORMATION

ROLE	NAME	CONTACT DETAILS
Principal	Clair Mills	cmills@cedarroadacademy.co.uk
Designated Safeguarding Lead	Clair Mills	cmills@cedarroadacademy.co.uk
Designated Safeguarding Lead	James Au	jau@cedarroadacademy.co.uk
PREVENT Lead	Clair Mills	cmills@cedarroadacademy.co.uk
Local PREVENT Police Officer	PC Ashley SPARKS	Ashley.sparks@northants.police.uk prevent@northants.pnn.police.uk

REVIEW TIMETABLE

Date of Review	Review Completed by:	Comments

Current National Threat Level	SEVERE

There are 5 levels of threat:

- low - an attack is highly unlikely
- moderate - an attack is possible but not likely
- substantial - an attack is likely
- severe - an attack is highly likely
- critical - an attack is highly likely in the near future

Point of note	Summary	Existing Controls	Vulnerability	Action to remove vulnerability (What/When/Who/How)	Owner	Deadline (DD/MM/YYYY)	Risk Rating
STRATEGY OBJECTIVE ONE: LEADERSHIP For all specified authorities, we expect that those in leadership positions: ● establish or use existing mechanisms for understanding the risk of radicalisation ● ensure staff understand the risk and build the capabilities to deal with it ● communicate and promote the importance of the duty; and ● ensure staff implement the duty effectively.							

The school must identify a Single Point of Contact for staff to raise concerns and report issues	Schools do not have a clear referral policy and process in place regarding safeguarding and PREVENT concerns. PREVENT concerns are not clearly identified and monitored.	• All staff have read "Keeping Children Safe in Education" September 2025 • All concerns are raised to the DSL in the school and referrals are made to partner agencies. • All staff have received annual training in relation to safeguarding and prevent. • All staff are trained to identify signs of radicalisation and extremism.	• Supply staff may not know who the DSL is or how to report.	• Familiarise all staff with the school's safeguarding policy and radicalisation and ensure the Channel process is included within it. • All staff to complete Prevent online training • Ensure all staff including supply know who the DSL is and the process for referrals in relation to Prevent concerns (visitor safeguarding leaflet, posters around the school)	CM		1

Leadership	Leaders within the organisation do not understand the requirements of the Prevent Statutory Duty or the risks faced by the organisation and the Duty is not managed or enabled at a sufficiently senior level. The result is that the organisation does not attach sufficient priority to Prevent Action plans (or does not have one) and therefore action to mitigate risks and meet the	• All leadership are trained to recognise the signs of radicalisation and extremism • Leaders complete and review paperwork and policies linked to Prevent	• Student not aware of why British Values are important	• Ongoing training to be delivered to all member of leaderships teams to ensure they spot the signs of extremism and radicalisation early • Ensure a whole school approach is taken to embedding British Values through curriculum and behaviours	CM		1

	requirements of the Duty are not effective.						
Local issues	Schools are not aware of contextual PREVENT Concerns and are not able to respond to specific risks posed. Staff are not able to identify local risks regarding extremism and radicalisation. Content delivered to students regarding extremism and radicalisation does not reflect national or local risks.	• The school has identified the local contextual issues in the local area, and this is documented in the Safeguarding Appendix. Some of the issues identified in the appendix relate to online activity. • All staff have access to the safeguarding appendix and can view the	• Continual changes in the local community could mean the school is not aware of all the issues • Regular contact is not kept with partner agencies • Contextual issues are not updated in the safeguarding risk assessment.	• All contextual concerns are outlined in the safeguarding risk assessment and regular links are kept with partner agencies to ensure any emerging risks are communicated and dealt with robustly • Extremism is embedded into the curriculum. This is also covered as part of RSE in relationship	CM DSLs		3

		contextual issues in the local area. ● The school has links with the local Police and the Prevent team and report any concerns.		to CSE, online safety and grooming			
STRATEGY OBJECTIVE TWO: WORKING IN PARTNERSHIP Prevent work depends on effective partnership. To demonstrate effective compliance with the duty, specified authorities must demonstrate evidence of productive co-operation, in particular with local Prevent co-ordinators, the police and local authorities, and co-ordination through existing multi-agency forums, for example Community Safety Partnerships.							
Partnership	The organisation does not establish effective partnerships with organisations such as the Local Authority, Police Prevent Team, DfE Regional	● The school has links with local Police and partner to address any Prevent risks that are identified.	● Partner agencies are available to deliver training to staff and students.	● The school has links with local PCSO and local Police officers, this ensures the school and partner agencies share information. ● Partner agencies are also invited into			2

	Coordinator and others. The result is that the organisation is not fully appraised of national and local risks and does not have access to developing good practice advice or supportive peer networks.			school to deliver training to students and staff in relation to Prevent.			
Channel Panel	The organisation does not have an effective working relationship with the Channel Panel, and this may cause delays in the effective reporting of concerns.	• The DSL is the Prevent SPOC for the school and all staff report concerns to them. • The DSL will represent the school at the Channel Panel meetings.		• Ensure the Channel process is included in the safeguarding policy			1

	Staff have a limited understanding of the Channel Panel process and the support available to vulnerable people.	• The contact details for the Channel Panel coordinator can all be found in the safeguarding appendix.					
Engagement with Parents	Parents are not aware of the risks posed by extremism and radicalisation. Parents are unable to identify vulnerabilities or risk factors in relation to PREVENT and Radicalisation. Parents failed to report concerns to school regarding	• Communication is sent to all parents via email/MCAS app to update them on any concerned raised and how to look out for signs of extremism or radicalisation • Parents are encouraged to share all their safeguarding		• All concerns are closely monitored, and appropriate information and guidance will continue to be sent to carers. • Ongoing communication with parents to support them when a risk is identified.			2

	local or individual related PREVENT concerns.	concerns with school. Teachers have communications with parents when issues arise.					
STRATEGY OBJECTIVE THREE: APPROPRIATE CAPBABILITIES Frontline staff who engage with the public should understand what radicalisation means and why people may be vulnerable to being drawn into terrorism as a consequence of it. They need to be aware of what we mean by the term "extremism" and the relationship between extremism and terrorism. Staff need to know what measures are available to prevent people from becoming drawn into terrorism and how to challenge the extremist ideology that can be associated with it. They need to understand how to obtain support for people who may be being exploited by radicalising influences. All specified authorities subject to the duty will need to ensure they provide appropriate training for staff involved in the implementation of this duty. Such training is now widely available.							
Staff Training	Staff are not aware of the factors that make people vulnerable to radicalisation and terrorism and are unable to recognise	• The Designated Safeguarding Lead (DSL) undertakes Prevent awareness training and can provide advice and		• The continual training of staff on the Prevent duty and updates on current concerns in the local community.			1

	the signs of vulnerability and therefore are unable or unwilling to refer concerns. Leaders and staff feel unable or unwilling to challenge extremist narratives or exemplify British Values throughout the organisation. Staff are unclear on how to deal with or refer concerns resulting in individuals not being supported and potentially radicalisation remaining unchecked.	support to other members of staff on protecting children from the risk of radicalisation. • The staff are trained to be vigilant in spotting signs of extremist views and behaviours and they know to report any concerns to the DSL. • The DSL will ensure that staff training is routinely updated. • All staff understand the					

		importance of monitoring pupil absences and promptly address concerns about irregular absence with parents and / or carers. • The staff and governors are aware of how to identify and respond to risks to children from extreme or radical views.					
Promoting British Values	The school does not have a culture and ethos where British Values are celebrated, which	• British Values are embedded across school via the PHSE curriculum and school values.		• PHSE curriculum is regularly reviewed and			2

	leads to a culture of disrespect and intolerance and where tensions are allowed to flourish. Staff and learners do not understand BV (or feel confident about) and extremist views and narratives are allowed to flourish unchallenged.	• Students can report any concerns to the DSL or class teacher. They can also report via anonymous reporting in worry boxes/monsters in each classroom.		kept current for students.			
School Site Security	The organisation does not have sufficient security of its premises and learners are targeted by individuals or groups seeking to share their extremist	• All visitors to the school are carefully vetted • Immediate action is taken if any individual or group is perceived to be	• Staff feel worried to confront an unknown person on site	• All staff are reminded of their responsibility to keep hazardous substances locked away. • Ensure that procedures in			2

	views or endanger their personal safety. Charities are allowed on campus without effective checks or charitable collections are inadvertently diverted to inappropriate or unlawful causes. On site dangerous or hazardous substances are not kept secure and are allowed into the possession of individuals or groups seeking to use them unlawfully.	attempting to harming a student • "Open source" check any organisations which wish to have relationships with the school, particularly those in the voluntary sector. • A DRET vetting procedure template is available and should be used to show that the school has considered the suitability of		relation to visitors on site are up to date • Ensure that staff feel confident to challenge any person on site who is not wearing the correct lanyard			

		visiting speakers well in advance of any invitation to visit the school. ● All hazardous substances are kept away in a safe lockable space and student are monitored if they do have access to them. ● Visitors at the school do not have access any hazardous substances					
STRATEGY OBJECTIVE FOUR: MONITORING							

All specified authorities must comply with this duty and will be expected to maintain appropriate records to show compliance with their responsibilities and provide reports when requested.							
Online Safety	Extremist organisations can radicalise students online and encourage them to commit acts of violence or incite others to commit acts of violence as 'lone actors'. Learners (and staff) can access unlawful radicalising material which promotes proscribed terrorist groups.	• Firewalls and online security systems are monitored by Trust/school IT systems. • Named ASC colleague with designated responsibility for meeting the technology standards. • Safer internet day/safety lessons - children will be reminded of the danger online. Activities will be available for	• Student may view extremist material out of the school setting • Controls are not enforced on mobile devices by parents and student are free to access inappropriate material on their devices	• Ensure the inclusion of the Prevent duty within the IT policy. • Ensure the firewall and security is updated an appropriate. • When inappropriate material is viewed on sites which is permitted for learning staff must be trained to deal and act appropriately • Relevant staff to keep up to date with current trends online and issues around extremist material.			3

		student to ensure they are educated on spotting the possible signs of online abuse and how to keep themselves safe.		• Senso is use to alert nominated person			
Speakers and Events	Extremist organisations are given a platform to radicalise young people because the organisation has ineffective processes in the place for vetting speakers and events. Inappropriate or extremist materials are shared with learners (face to face	• All visitors to the school are carefully vetted and the school takes immediate action if any individual or group is perceived to be attempting to influence members of the school community, either physically or electronically.	• Staff feel they can't report concerns	• Ensure all staff are familiar with the whistleblowing policy.			2

	or via weblinks) because insufficient checks are made of external speakers and materials that they promote or share.	• "Open source" check any organisations which wish to have relationships with the school, particularly those in the voluntary sector. • A DRET vetting procedure template is available and should be used to show that the school has considered the suitability of visiting speakers well in advance of					

		any invitation to visit the school.					
Welfare and Pastoral Care	The organisation does not provide effective welfare and pastoral support which results in learners (and staff) being unsupported and the risk of vulnerabilities being exploited. Welfare & learner support is inadequately signposted, or needs are not identified either early enough or often enough to allow learners to access	• The school has strong pastoral support for all students and the students know to raise concerns with class teachers/DSLs • Staff are trained to spot concerns/signs of radicalisation and extremism • Low level concerns are reported to the Head and action taken if appropriate.		• All staff are to remind children of the support available to them if they want to speak about concerns, they have. • Staff to be updated regularly on the support available to students. • Staff reminded of their duty of care to students at the school and how to access support if needed • Continued training for staff in relation to identifying signs of			1

	welfare/learner support.			radicalisation and extremism.			
Prayer and Faith Facilities	Requirements of learners (or staff) requiring faith support, or the use of facilities are not met by the organisation resulting in individuals seeking external support of unknown suitability. Facilities (either prayer rooms or quiet space type facilities) provided are not effectively managed or supervised and become ungoverned spaces where	Prayer rooms/facilities can be provided if needed, this needs to be on approval by SLT.		• Prayer and faith facilities are equally available to students from all faiths. • Establish rules around the use of such facilities, for example, they can only be used at certain times during the day and staff are aware when they are in use.			1

	radicalising, inappropriate or dangerous activities can take place.						

Risk Rating			
Likelihood of occurrence For each issue/occurrence, determine the likelihood it will occur	High (3) Likely to occur sometime	Impact of Harm For each issue/occurrence, determine the potential impact of harm.	High (3) Causes physical or mental harm
	Medium (2) May occur sometime		Medium (2) Causes discomfort
	Low (1) Unlikely to occur		Low (1) None or trivial