

Northampton School

PREVENT Risk assessment September 2026

School Prevent Lead:	Risk assessment completed by:	Date:	Review Date:
Leanne Dodds	Leanne Dodds	24.09.2026	July 2027 – unless required beforehand

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, 2026) and [Keeping children safe in education](#) (DfE, 2025).

Designated Safeguarding Leads and other senior leaders in schools should familiarise themselves with the [Prevent duty guidance](#) (Home Office, 2023), 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, 2025).

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NATIONAL AND REGIONAL INFORMATION – AS AT September 2026 (information adapted from the Counter Terrorism Local Profile)

UK current threat level:	National information:	Eastern regional information/emerging vulnerabilities:
SEVERE – meaning an attack is highly likely (with effect from 30.04.26)	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.	▪ 26% decrease in referrals regionally during most recent reporting period (April 2025 to September 2025). ▪ Referrals remain 34% higher than the same period in 2024. ▪ Extreme Islamist Terrorism continues to pose the primary threat to the Eastern region. ▪ Increase in Extreme Right Wing (ERW) referrals. ▪ Poor mental health and / or neurodiversity more prevalent amongst the ERW cohort. ▪ Expressions of anxiety and suicidal ideation recurring themes more generally. ▪ Tensions remain around the ongoing Israel / Hamas conflict, with organised pro-Palestinian protests continuing to occur within the region (and nationally). Individuals continued to express support and sympathy for Hamas, without directly aligning to the group. ▪ Highly likely that intelligence relating to membership / support of Palestine Action from individuals in the Eastern region will continue to increase. ▪ Highly likely that aspirations to obtain a firearm for a terrorist attack will continue to be a prominent theme (strong barriers remain for access to firearms in the UK). ▪ Artificial Intelligence (AI) likely to be exploited and utilised in extremist activity going forward. Regional data: ▪ Education is highest referring agency to Prevent (40%). ▪ No ideology identified is the highest referral category, followed by ERW, then Fascination with extreme violence or Mass Casualty Attacks. ▪ ERW is most prevalent theme in Channel Panel. ▪ 67% cases (at various stages in the process) for under 18-year-olds / 16% for 18–24-year-olds / 16% for 25 years +. Essex data: ▪ Highest number of referrals from Education (20). ▪ Majority of referrals (across all agencies) – no ideology identified.

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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: ❖ Staff new to role ❖ Staff new to school ❖ New SLT / MLT structure ❖ Training is out of date	For example: ▪ Training is up to date (Prevent/Safeguarding) ▪ Local threats are considered ▪ Prevent updates have been acted upon	• Review staff PREVENT status annually in July (HT). Review again each term to capture any staff new to setting.
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: ❖ New staff in post ❖ DSL / Prevent Lead is / are not part of the SLT ❖ DSL/prevent lead communication is poor	For example: ▪ Effective induction processes both to role and to school ▪ DSL / Prevent Lead have sufficient authority and are member of the SLT ▪ Communication systems are effective and clear	• DSL and DDSL's in place. Prevent is included within Induction.
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	❖ Updates are not available ❖ DSL is unaware of/does not act on information	▪ Updates are attended and a record kept ▪ Information is used to update risk assessments and inform decision making	▪ Updates are received from Jo Barclay (Essex PREVENT Lead) and distributed to DDSLs and staff as appropriate. Annual refreshers used throughout year.
Governors, Trustees, Directors, Board Members are fully aware of and regularly updated of responsibilities and progress	Low	❖ No link governor ❖ Governors are unaware of the Prevent Duty ❖ Training is out of date/not attended	▪ SEMH QA Lead in place ▪ Regional Lead in place ▪ Updates are given at Governance	▪ QA Lead and Regional Lead in place to monitor Safeguarding. Both accesses training as required. Monitoring of PREVENT included within annual Safeguarding audit

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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.	Low	❖ Training is incomplete and out of date. ❖ New staff to the school	▪ Training is up to date including the DfE online training, current updates / trends and staff have an understanding of current risks. ▪ DSL / Prevent Lead has highlighted to staff signs and indicators of radicalisation. ▪ Training is broad, not just face to face/ online eg through bulletins, notices, briefings etc. ▪ Training is quality assured and reviewed ▪ School staff have access to relevant newsletters eg Educate Against Hate	▪ PREVENT updates are given annually in September. ▪ PREVENT certificate status is reviewed annually and re-reviewed each term. ▪ PREVENT is included within induction.
The school has clear and robust policies and procedures in place for protecting children at risk of radicalisation.	Low	❖ There is no safeguarding or other relevant policies ❖ School has no processes in place for escalation of concerns	▪ Staff have read and signed all relevant policies ▪ Policies have clear systems for reporting and escalating concerns. ▪ Staff are aware of these and act on them.	▪ There is an annually reviewed Child Protection/Safeguarding Policy. ▪ All staff sign to say they have read this policy. ▪ Staff use Behaviour Watch to report concerns.
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	❖ Staff unaware of channels for referrals	▪ Referral procedures clear in relevant policies and followed appropriately	▪ DSL/DDSL's know how to refer to Channel and will seek advice as required.

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Where risks are identified by Leaders an action plan has been developed that sets out steps taken to mitigate risk.	Low	❖ Risks have not been identified or have been missed through lack of knowledge and training ❖ No action plan is in place	▪ Risks are identified and action plans are in place to mitigate.	▪ Action plans would be created when necessary ▪ Lock down and critical incident procedure is in place
The school is alert to local, national, and international incidents which may affect the local community. Where appropriate these are discussed with pupils.	Low	❖ Updates are not available ❖ DSL is unaware of/does not act on information	▪ Staff attend relevant updates ▪ Staff are aware of current trends and risks within the local area.	▪ Information disseminated via local Safeguarding Forum
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	❖ Staff unaware of channels for information	▪ Staff aware of and use all relevant professional bodies in order to remain up to date and with relation to referrals.	▪ DSL attends regular multiagency Safeguarding Forums
The school has clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.		❖ Visitors deliver potentially damaging information	▪ The materials that visiting speakers deliver are discussed and approved prior to their visit	▪ Headteacher / SLT vets all visiting speakers and resources ▪ Supervision carried out in line with KCSiE
There is an effective due diligence process on the use of school premises and facilities by outside agencies and groups.		❖ School unaware of the practises and policies of groups using their facilities	▪ Thorough and effective lettings and hiring agreements are in place.	▪ School premises are not let

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The school has effective emergency response strategies in place such as evacuation/lockdown/invacuation. Staff and pupils are familiar with these.		❖ School has no lockdown/evacuation procedures.	▪ Policies and procedures are in place, staff and children are aware and they have been practised.	▪ Policies and procedures are in place, staff and children are aware and they have been practised.
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.		❖ Members of the school community do not feel supported to report concerns ❖ Members of the school community are not able to articulate and live out British values.	▪ 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.	▪ Pupil voice consistently shows that children feel safe and well supported in school. ▪ British Values are actively taught and upheld across the curriculum and embedded within our school values. ▪ Our core values are visible throughout the school environment and can be clearly articulated by pupils, staff, and wider community members. ▪ The school website explicitly reflects British Values and our ethos, making these accessible to parents, carers, and external stakeholders. ▪ British Values of tolerance and respect are fully embedded within the curriculum and consistently reflected in the behaviour and conduct of both pupils and staff.
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.		❖ Induction training and updates are irregular or do not occur ❖ Senior Leaders are not aware of current trends and developments	▪ Relevant training is delivered regularly. ▪ 2 johns video shared with staff termly.	▪ Cyber-security policy in place ▪ Staff complete annual training via Hippo ▪ Central communication sent out to staff directly with updates throughout the year

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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.		❖ Policies are not fit for purpose ❖ Inappropriate use of personal technology in school ❖ Online safety is not considered with regards to in line learning providers and systems.	▪ All policies are in place, cross referenced and reflect the current situation. ▪ The curriculum teaches digital resilience.	▪ All school policies are up to date, cross-referenced, and accurately reflect current practice and context. ▪ The curriculum explicitly teaches digital resilience, ensuring pupils are equipped to stay safe and make informed choices online.
Online safety is reflected in curriculum planning in line with Teaching Online Safety in Schools and other current guidance including how to share concerns.		❖ Online curriculum is not relevant or supportive of teaching online resilience and respect.	• Online curriculum is reflective of British Values and teaches respect, resilience and tolerance online.	▪ ICT curriculum in place ▪ PSHE Curriculum in place
The school has appropriate filtering and monitoring systems in place Ensure that children are safe from terrorist and extremist material when accessing the internet in schools		❖ SLT are unaware of systems in school for Filtering and Monitoring ❖ Filtering and monitoring are not in place	▪ Filtering and monitoring guidance and policies ▪ Annual review/records of checks ▪ Leaders aware of filtering and monitoring responsibilities ▪ Procurement procedures ▪ Remote access ▪ ICT providers are members of the Internet Watch Foundation Counter-Terrorism Internet Referral Unit list (CTIRU) ▪ Governance ▪ Filtering and monitoring are in place without hindering ability to teach the curriculum	▪ Filtering and monitoring systems are in place through FortiGate, with guidance and policies fully established and centrally managed. ▪ Annual reviews and recorded checks are carried out to ensure effectiveness and compliance. ▪ Leaders are fully aware of their responsibilities for filtering and monitoring and maintain oversight. ▪ Central procurement procedures ensure all systems and providers meet safeguarding standards. ▪ Remote access is controlled and monitored to maintain safety. ▪ ICT providers are verified members of the Internet Watch Foundation and the

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				Counter-Terrorism Internet Referral Unit (CTIRU). - Governance process provides oversight of filtering and monitoring arrangements. - Filtering and monitoring are robust, without restricting staff in delivering the full curriculum.
The school proactively engages with parents and carers to help promote online safety principles and reporting at home, including messaging, guidance and safety settings on home systems and these messages are regularly updated.		❖ Parents are not challenged about mis-use of technology / social media ❖ Support and guidance are not provided	- Signposting for parents on website / newsletters - Parental awareness sessions including an understanding of triggers and risks with regards to radicalisation.	- Communicated via newsletter and direct communication when needed 2 Johns parent sessions offered to all parents

Role	Signature:	Date
Headteacher	<i>Leanne Dodds</i>	24.09.26