

# **Bilton Community Federation**

## **Prevent Risk Assessment / Action Plan**



### **Prevent**

***“Safeguarding vulnerable people from radicalisation is no different from safeguarding them from other forms of harm.”***

As our part of our culture of safeguarding our school recognises the threat to our society from radicalisation of anyone within our community, including children of any age. Our school gives due regard to the need to prevent people from being drawn into such radicalisation and the links to terrorism and terrorist actions this can create.

We recognise the governments counter-terrorism strategy (CONTEST) and the 4 pillars of that: Prevent; Pursue; Protect and Prepare. We also embed the Prevent duty within our safeguarding practice across all elements of our school in line with current legislation (Counter-Terrorism and Security Act 2015).

As part of our management of this safeguarding risk our school holds the following risk assessment in regard to our Prevent duty.

*If you have any concerns about any member of our school community being at threat of radicalisation or displaying concerning behaviours then you can contact the Designated Safeguarding Lead (Charlotte Fawbert) who can support and act upon such concerns.*

*Our schools Prevent Lead is the Executive Headteacher, Mr Newton and he can also be contacted through the school office (admin2420@welearn365.com).*

*The Warwickshire County Council Prevent Officer is Geoff Thomas and he can be contacted via: [geoffthomas@warwickshire.gov.uk](mailto:geoffthomas@warwickshire.gov.uk)*


*If your concern needs immediate action and the school is not contactable please access this website:*



*<https://www.safeguardingwarwickshire.co.uk/safeguarding-children/i-work-with-children-and-young-people/prevent>*



*If you are concerned about the immediate safety of a child or other person in an emergency call 999.*



**PREVENT RISK ASSESSMENT / ACTION PLAN 2025-2026**  
**BILTON INFANT SCHOOL**

	Low risk
	Moderate risk
	Major risk

Risk Area	Hazard	Risk Management	Actions Required	Risk Level with Controls
Leadership	<p>Leaders within the setting 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.</p> <p>The setting does not attach sufficient priority to Prevent Action plans (or does not have one) and therefore action to mitigate risks and meet the requirements of the Duty are not effective.</p>	<ul style="list-style-type: none"> <li>All staff, including Leaders, Managers, Committee Members, Directors and / or Governors complete the online training provided by Home Office <a href="https://www.support-people-susceptible-to-radicalisation.service.gov.uk/">https://www.support-people-susceptible-to-radicalisation.service.gov.uk/</a> every two years.</li> <li>The setting holds a record of staff PREVENT training records.</li> <li>A Safeguarding audit completed /action plan is updated at least termly, with PREVENT actions reflected upon - this is monitored by the Lead DSL. Head of School (HoS) and Executive Headteacher (EHT).</li> <li>PREVENT risk assessment reviewed annually and ratified by Prevent Lead (EHT) with support of the Lead DSL and HoS.</li> <li>All staff receive annual safeguarding updates.</li> <li>All new staff receive a thorough induction which includes all aspects of safeguarding, this induction is reviewed regularly and supported by HoS and DSL's</li> </ul>	<ul style="list-style-type: none"> <li>Review Safeguarding Policy (in line with EYFS 2024 Working Together to safeguard Children and KCSiE24)</li> <li>PREVENT risk assessment and action plan</li> <li>Termly audit of safeguarding to include Prevent</li> <li>Annual Update of the safeguarding policy</li> <li>Annual safeguarding training all staff <i>to include appropriate reference to Prevent</i></li> <li>PREVENT refresher updates / training for all staff – every 2 years</li> <li>DSL roles to receive enhanced training through accessing DSL and termly network meetings.</li> </ul>	

Partnership	<p>Staff do not feel comfortable or capable working with other stake holder such as Governors and external agencies and sharing concerns about extremism externally.</p>	<ul style="list-style-type: none"> <li>• Staff work and communicate with local safeguarding partners and other relevant agencies regarding concerns about extremism.</li> <li>• The Lead DSL is aware of the process to contact other agencies and accelerate concerns about extremism. This includes both local authority and police contact details.</li> <li>• Records of referrals are kept, and referrals are followed up appropriately.</li> <li>• All staff receive annual Safeguarding updates each September and sign to say that they will read the information.</li> </ul>	<p>Annual review of PREVENT risk assessment.</p> <p>Annual Safeguarding refresher training is provided for all staff and a catch up for those who have not attended a thorough safeguarding induction process happen for in-year starters.</p> <p>Assigned DSL reviews safeguarding issues on daily basis to ensure all necessary follow up has been completed.</p>	
Staff Training	<p>Staff do not have sufficient knowledge and confidence to:</p> <p>Exemplify British Values in their management, teaching and through general behaviours in the setting.</p> <p>Understand the factors that make people vulnerable to being drawn into terrorism and to challenge extremist ideas which are used by terrorist groups and can purport to legitimise terrorism.</p>	<ul style="list-style-type: none"> <li>• All staff have received training on British Values and how to embed/develop within the setting.</li> <li>• British Values are threaded through all of the curriculum where appropriate.</li> <li>• Tolerance and respect for all groups is modelled in all communications and all areas of the setting celebrating diversity both as a reflection of the local community and also as a national awareness of our diversity as a country.</li> <li>• As a direct result of PREVENT training delivered all staff and Governors are aware of the factors that make an individual vulnerable and have a better awareness of stereotypes.</li> <li>• Safeguarding Policy includes reference to the Prevent Duty and radicalisation. This is expanded upon further in annual safeguarding refresher training for all staff every September.</li> <li>• Staff are clear that they must refer any concerns using the Safeguarding referral process (CPOMS).</li> <li>• Online Prevent training happens for new staff and all staff review this training every 2 years</li> </ul>	<p>New Staff PREVENT training is up to date.</p> <p>All staff have full awareness and understanding of the settings Safeguarding Policy (part of September refresher training &amp; new staff induction training).</p>	

	Have sufficient training to be able to recognise this vulnerability and be aware of what action to take in response.	<ul style="list-style-type: none"> <li>• New starters receive Safeguarding training delivered face to face at induction.</li> <li>• Prevent online training introduced for new starters to take within first weeks of starting as part of the induction process.</li> <li>• All Governors also undertake this online training as well.</li> </ul>		
Building children's resilience to radicalisation	Children and young people are exposed to intolerant or hateful narratives and lack understanding of the risks posed by terrorist organisations and extremist ideologies that underpin them. enabling extremist ideology and hate to develop	<ul style="list-style-type: none"> <li>• Our settings behaviour policy clearly sets out that hateful behaviour is not tolerated.</li> <li>• Staff know how to respond to witnessing harassment and abusive behaviour.</li> <li>• Children are encouraged to challenge harassment or abusive behaviour among their peers.</li> <li>• Appropriate Internet filtering is in place and nominated DSLs check the report and act accordingly to the clear reporting system highlighting safeguarding or Prevent- related concerns.</li> <li>• Children are regularly taught about on-line safety in a developmentally appropriate way and are equipped with the skills to stay safe online, both in the setting and outside.</li> <li>• A clear process is in place to manage site visitors, including sub-contractors, so children are safeguarded at all times which includes safeguarding checks and adequate supervision.</li> </ul>	<p>Review and update behaviour policy annually</p> <p>Anti-Bullying week annually</p> <p>Regular discussions with children re: expectations, how to report &amp; strategies to resolve conflict &amp; knowing the school values and behaviour expectations.</p> <p>The school curriculum has specific explicit focus on British Values</p> <p>Continue with pupil on-line safety education so children are equipped with the skills to stay safe online, both in setting and outside.</p>	
IT policies	Ineffective IT policies increases the likelihood of children and staff being drawn into extremist material and narratives online. Inappropriate internet use by children is not identified or followed up.	<ul style="list-style-type: none"> <li>• The settings Acceptable Use Policy &amp; Online Safety Policy makes reference to the risks of inappropriate online material and children are encouraged to report any material they come across online which makes them worried or uncomfortable.</li> <li>• The settings IT network has appropriate filters to block sites deemed inappropriate or unsafe</li> <li>• The settings online activity is monitored by DSLs with clear follow-up protocols in place.</li> </ul>	<p>Continue to ensure staff &amp; governors are kept up-to-date with the schools online safety policies annually.</p> <p>The curriculum provided in the setting reflects this duty.</p>	

		<ul style="list-style-type: none"> <li>All children and staff have an individual log in for all computers so that use of the internet can be identified.</li> </ul>	Ensure all systems are in place to monitor and prevent access to any inappropriate sites and DSLs continue to access and act on weekly reports	
Visitors	External speakers or visitors being given a platform to radicalise children and young people or spread hateful or divisive narratives.	<ul style="list-style-type: none"> <li>Materials to be delivered by external speakers are discussed with the speaker prior to delivery</li> <li>Visiting speakers are not left alone with children - Staff are required to remain in the room with external speakers so they can address issues as they arise.</li> <li>Regular visitors/volunteers are subject to DBS checks.</li> <li>All visitor identification is checked and safeguarding processes are then implemented and all visitors issued with a lanyard.</li> <li>Where possible, contractors are booked in outside the settings day.</li> <li>The appropriateness and relevance of all materials or literature are considered prior to display</li> </ul>	Safeguarding procedures in regard to visitors are adhered to.	
British Values	<p>Children are exposed by setting staff or contracted providers to messages supportive of extremism, terrorism or which contradicts British Values.</p> <p>Behaviours which harm the ability of different groups and individuals to learn and work together are left unchallenged</p> <p>A culture of disrespect and</p>	<ul style="list-style-type: none"> <li>There are a range of appropriate whistleblowing procedures, to highlight staff concerns about the conduct of another member of staff towards children. Plus a range of safeguarding policies which are known and understood by staff, volunteers and regularly contracted staff.</li> <li>Staff and other adults working with children are challenged if opinions or language expressed are contrary to British Values.</li> <li>Opportunities to promote British Values are clearly identified within all curriculum areas</li> <li>Areas of the curriculum are used for controlled and safe debate and discussion on radical or extreme issues and ideologies, where age appropriate.</li> <li>Children are taught about respect for other cultures and gain an understanding of community cohesion. The setting explicitly signposts how people in the settings community are expected to conduct themselves.</li> </ul>	<ul style="list-style-type: none"> <li>Through curriculum activities and provision children are able to explore political, religious and social issues and children are taught about the diverse national, regional and ethnic identities in the UK and the need for mutual respect.</li> <li>Discussions are used to explore the above through the settings values and focus on British Values. Increase focus on other world religions/faiths.</li> </ul>	

	<p>Intolerance and where tensions are allowed to flourish.</p>	<ul style="list-style-type: none"> <li>• Displays and other literature available in the setting reflect and encourage diversity and community cohesion. This includes adherence to the settings values and displays reminding what the British Values are.</li> <li>• The Behaviour Policy and Anti-Bullying Policy includes information on anti-bullying strategies and preventative measures for dealing with bullying. Inappropriate behaviour, language and attitudes are challenged by staff and, where staff or other adults are involved, which may include leaders and Governors.</li> </ul>		
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