



**WROXALL  
PRIMARY SCHOOL**

CHALLENGE • ACHIEVEMENT • RESILIENCE • ENJOYMENT

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# **PREVENT RISK ASSESSMENT**

April 2025

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## **Introduction**

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 which 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 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 (2023) and Keeping Children Safe in Education (2024). 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:

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

## **Key Websites and Contact Information**

The Community Safety Operational Manager & Prevent Lead for the Isle of Wight is **Cameron Baxter**. [Cameron.baxter@iow.gov.uk](mailto:Cameron.baxter@iow.gov.uk)

[Prevent \(counter terrorism\)](#) – Local information for Isle of Wight - email: [preventreferralsisleofwight@hampshire.pnn.police.uk](mailto:preventreferralsisleofwight@hampshire.pnn.police.uk)

If someone close is expressing extreme views or hatred, you can contact the Act Early advice line. You will speak to a specially trained officer. All calls are confidential.

Phone: 0800 011 3764

Website: [Act Early](#)

***These websites offer useful advice for parents:***

[Protecting children from radicalisation | NSPCC](#)

[Parents' resources | Educate Against Hate](#)

[Parental controls offered by your home internet provider | UK Safer Internet Centre](#)

## Prevent Risk Assessment

Wroxall 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.

<i>Duty</i>	<i>What this means</i>	<i>Action</i>
<b>RISK ASSESSMENT</b>		
Assess the risk of children being drawn into terrorism	Staff can demonstrate a general understanding of the risks affecting children and young people	<ul style="list-style-type: none"> <li>• All staff attended Safeguarding Training September 2024</li> <li>• All staff have read "Keeping Children Safe in Education", September 2024</li> <li>• The Prevent Lead has informed staff of their duties as set out in "The Prevent Duty" (DfE, April 2021 updated Sept 23)</li> <li>• All staff have completed the online Prevent Training (Home Office)</li> <li>• All staff have been asked to refresh their Prevent awareness by April 2025 to accommodate changes to the Prevent Duty</li> <li>• Weekly updates from validated sources such as the NSPCC CASPAR email/ Educate Against Hate ensure staff remain apprised of the key safeguarding risks posed to children.</li> </ul>
	Staff can identify individual children who may be at risk of radicalisation and how to support them.	<ul style="list-style-type: none"> <li>• The DSL has informed staff about signs and indicators of radicalisation.</li> <li>• Weekly safeguarding question has served to keep awareness 'live'.</li> <li>• Staff alerted to 'notice' changes in behaviour that may cause concern and question whether the person might be susceptible to the risk of radicalization.</li> </ul>
	There is a clear procedure in place for protecting children at risk of radicalisation.	<ul style="list-style-type: none"> <li>• All staff have read the Safeguarding Policy which includes a statement regarding the school's "Prevent" duty.</li> <li>• All staff understand how to record and report concerns regarding risk of radicalisation.</li> </ul>

		Staff made aware of need to 'notice, check and share' information through Prevent training.
	Wider community have been made aware of The Prevent Duty and associated expectations upon the school to comply.	Information available on school website Updated risk assessment published on website April 2025

	The school has identified a Prevent Lead	<ul style="list-style-type: none"> <li>• All staff are aware to report any concerns regarding Prevent to Tara Hopkinson (Designated Safeguarding Lead and Prevent Lead).</li> <li>• Prevent Lead keeps up to date with emerging ideologies and extremist sign and symbols via updates from validated sources.</li> </ul>
	Prevent Lead takes a proactive approach to secure up-to-date knowledge of the national and local threat level.	<ul style="list-style-type: none"> <li>• Effective partnership working with local police, children's safeguarding board, attendance at regular safeguarding networking meetings.</li> <li>• Regular national updates via newsletters such as 'Educate Against Hate', NSPCC 'Casper', Andrew Hall and ensure key information shared more widely with all staff via email (Summer Term 2025 onwards)</li> </ul>
Prohibit extremist speakers and events in the school	The school exercises "due diligence" in relation to requests from external speakers and organisations using school premises.	<ul style="list-style-type: none"> <li>• Visiting Speaker Policy in place.</li> <li>• Request an outline of what the speaker intends to cover Ensure teacher presence at time of presentation</li> <li>• Research the person/organisation to establish whether they have demonstrated extreme views/actions.</li> <li>• Seek additional advice and support where necessary to determine the suitability of a speaker.</li> <li>• Deny permission for people/organisations to use school premises if they have links to extreme groups.</li> </ul>

<b>WORKING IN PARTNERSHIP</b>		
The school is using existing local partnership arrangements in exercising its Prevent duty.	<p>Staff record and report concerns in line with existing policies and procedures. The school has a culture of safeguarding that supports effective arrangements to:</p> <ul style="list-style-type: none"> <li>• identify children who may need early help or who are at risk of neglect, abuse, grooming or exploitation</li> <li>• help children reduce their risk of harm by securing the support they need, or referring in a timely way to those who have the expertise to help</li> </ul>	<ul style="list-style-type: none"> <li>• All staff record and report concerns to the DSL via CPOMs as well as verbal communication in emergencies</li> <li>• Use of CPOMs to recorded any evidence of 'notice, check and share' protocol being followed.</li> </ul>
	The Prevent Lead makes appropriate referrals to other agencies including the Multi- Agency Safeguarding Hub (MASH) and Channel Panel.	<ul style="list-style-type: none"> <li>• Records of any referrals to be kept on CPOMS</li> <li>• Referrals are followed up appropriately (and challenged if necessary).</li> </ul>

<b>STAFF TRAINING</b>		
Equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas.	Training needs of staff are assessed in the light of the school's assessment of the risk to pupils at the school of being drawn into terrorism.	<ul style="list-style-type: none"> <li>• The DSL completes Prevent Awareness Training and other relevant training as signposted. This ensure that the DSL is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.</li> <li>• All staff completed online Prevent Training</li> <li>• All staff new to the School complete Prevent training as part of their induction.</li> <li>• Staff have completed a renewal Prevent training – April 2025</li> </ul>

	Following training, teachers planning and resources are specifically chosen to represent and reflect the diversity of cultural experiences in modern Britain.	<ul style="list-style-type: none"> <li>Curriculum audits are planned to take place to ensure difference and diversity celebrated within and across the entire curriculum.</li> <li>Enrichment activities are carefully planned to further embrace experiences that the children may not otherwise be afforded or those that are beyond their immediate experience e.g. Residential, off island opportunities, culturally based activities and workshops, etc</li> <li>Virtual tours are used wherever possible when locality and geographical restraints make access prohibitive.</li> </ul>
	Promotion of equality of opportunity and inclusion.	<ul style="list-style-type: none"> <li>Publishing of Single Equalities Policy</li> <li>Publishing and review of Equality objectives.</li> <li>Ensure any training needs that arise linked to equality objectives set is carried out in a timely manner.</li> </ul>
<b>IT POLICIES</b>		
Ensure that children are safe from terrorist and extremist material when accessing the internet in schools	The school has policies in place which refer to the “Prevent” duty – these are updated regularly in line with changing guidance and robustly monitored by the Governing Body.	<ul style="list-style-type: none"> <li>Safeguarding Policy</li> <li>Online safety policy</li> <li>Acceptable use policy</li> </ul>
	Some staff have undertaken filtering and monitoring training and a reminder email has been shared by the SBM Spring 2025	<ul style="list-style-type: none"> <li>Staff appraised of filtering and monitoring systems in Spring 2025</li> </ul>

		<ul style="list-style-type: none"> <li>• Staff appraised of how to block content via email from Headteacher – Summer 2025</li> <li>• Staff appraised of how to unblock content necessary to educate the children via email from Headteacher – Summer 2025</li> <li>• Staff appraised about Classroom Cloud and staff who monitor this are aware of the necessity to act swiftly to any alert raised.</li> </ul>
	Half termly checks are undertaken to ensure that IT safety systems remain fit for purpose.	<ul style="list-style-type: none"> <li>• Checks scheduled each term with DSL/ IT provider (evidence in file).</li> <li>• All new devices have appropriate safeguards installed prior to use.</li> </ul>
	Children are taught about on-line safety with specific reference to the risk of radicalisation	<ul style="list-style-type: none"> <li>• Children are able to recognise online risks.</li> <li>• Specific reference and curriculum time devoted to identified days such as internet safety day</li> <li>• Regular updates to online safety to share on the newsletter</li> </ul>

#### **BUILDING CHILDREN'S RESILIENCE TO RADICALISATION**

Ensure that pupils have a "safe environment" in which to discuss "controversial issues".	Pupils develop "the knowledge, skills and understanding to prepare them to play a full and active part in society".	<ul style="list-style-type: none"> <li>• School values of CARE include a clear focus on Resilience and identifies the building of resilience through every aspect of school life.</li> <li>• All children are aware and frequently reminded of a trusted adult to whom they can talk.</li> <li>• Positions of responsibility available for children in Year 6 as House Captains and further opportunities planned to be developed as part of the SIP</li> <li>• Debates embedded within the curriculum to encourage the discussion of different opinions safely.</li> <li>• Real life decision making embedded and opportunities for children to make informed decisions that impact their own lives and others.</li> </ul>
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	British Values are promoted within the curriculum and beyond.	<ul style="list-style-type: none"> <li>Assemblies are prepared with British values in mind.</li> <li>British Values are explicitly and frequently referred to as a point of reference.</li> </ul>
	Positive Mental Health is promoted	<ul style="list-style-type: none"> <li>Children are encouraged to 'make healthy choices' linked to both physical and mental health.</li> <li>MyHappyMind programme helps to prepare today's children for tomorrow's world linked to creating a culture of mental wellbeing</li> <li>Zones of regulation and emotional literacy support helps children to identify their emotions and regulate their actions accordingly.</li> <li>School environments are created to create calm, safe and therapeutic areas.</li> </ul>
	Real life decision making encouraged	<ul style="list-style-type: none"> <li>Children encouraged to be proactive in suggesting ideas to enhance school life.</li> <li>House Captains voted for using a democratic process in place to represent the views of each class.</li> <li>Consultation with pupils as stakeholders in school policy making e.g. Positive Behaviour Policy.</li> </ul>
	Children are made aware of what healthy age-appropriate relationships look like	<ul style="list-style-type: none"> <li>Use of MyHappyMind resources to provide age appropriate and comprehensive understanding of healthy relationships.</li> <li>Key messages such as 'no means no' taught from the very earliest age</li> </ul>

<p>Ensure those working with children are appropriately vetted and a strong infrastructure supports their work.</p>	<p>Robust safer recruitment protocols are followed. Staff are fully aware of the strong safeguarding culture that is adopted within the school.</p>	<ul style="list-style-type: none"> <li>• Safer recruitment protocols are followed for all staff.</li> <li>• Additional safeguarding measures are followed for adults wishing to volunteer within the school</li> <li>• The school has a code of conduct that applies to all adults working within the school</li> <li>• A process is in place to manage all visitors to site – including contractors.</li> </ul>
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