School Prevent Self-Evaluation Framework and Risk Asssessment

Extremism

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. As well as calls for the death of members of UK armed forces, whether in this country or overseas.

Non-Violent Extremism: is extremism as defined above, which is not accompanied by violence.

Radicalisation

The process by which a person comes to support terrorism and extremist ideologies associated with terror groups.

Terrorism

An action that endangers or causes serious violence to a person/people, causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Prevent

The early intervention support provided by Prevent addresses the personal and social factors which make people more receptive to radicalisation, diverting people away from being drawn into violent ideologies and criminal behaviour.

National Risks – risk of radicalisation generally
What national risks are you aware of that could impact to your area, setting, students or families? For example, online radicalisation

- Israel/Hamas conflict
- Islamic Terrorism
- Extreme Right-Wing Terrorism
- Far Left Wing, Anarchist and Single-Issue Terrorism
- Misogyny
- Incel

- Homophobic or Transphobic Radicalisation
- Sectarianism (e.g., Religious Conflict)
- Foreign Fighters and Returnees
- Ethnic Nationalism (e.g., Scottish Independence or Catalan Separatism)
- Anti-Government Sentiment
- Cyber Extremism (Dark Web/Online Radicalisation)

Local Risks – risk of radicalisation in your area and institution

What specific local risks are you aware of that could impact to your area, setting, students or families? E.g. local extremist activity (groups active in the area).

- Extreme Right Wing Terrorist (ERWT) threat in South East

- Islamist Terrorism (IT)

- Online Radicalisation and Digital Networks

- Far and Extreme Right Ideologies (UKIP and White Supremacist Groups)

- Proximity to London and International Routes

- Proximity to Refugee and Asylum Seeker Areas

- Environmental and Activist Movements

- Youth Disaffection and Social Isolation

- Proximity to Military Bases and Defence Installations

Prevent Objective 1	**Leadership:** structures are in place and visible throughout the school
Prevent Objective 2	**Capabilities:** staff and governors are adequately trained on Prevent Duty
Prevent Objective 3	**Risk Assessment:** Risks around extremism are understood and appropriate referral process is in place
Prevent Objective 4	**Working in Partnership:** develop multi-agency approaches to address safeguarding issues and deliver quality curriculums
Prevent Objective 5	**Teaching and Learning:** develop effective learning opportunities to safeguard children from extremism and promote community cohesion
School Name	Elmley Dray School

Name of Assessor	Emily Hollis MBE	Assessment date	22/01/2025 (following receiving CTLP) Reviewed 09/04/2025 Reviewed 12/08/2025 Reviewed 06/11/2025	To be reviewed on	03/2026 (or before based on incidents and lessons learnt)

Red (R): Limited/No Progress Amber (A): Green (G): Completed - Reviewed 3 x annually

1. Leadership *structures are in place and visible throughout the school*	Completed (yes / no)	Evidenced by: *What are you already doing*	Examples of practice, progress or action to be taken. *Do you need to do anything else to control this risk?*	Action by who?	Action by when	RAG Rating
a) SLT and Governors are aware of the Prevent Strategy and its objectives and have a good understanding of their own and school responses in relation to Prevent. b) The Senior Leadership Team drives the implementation of the Prevent Duty. c) There is a clear awareness of roles and responsibilities throughout organisation regarding Prevent d) There is an identified strategic Prevent lead within the school who understands the expectations and key priorities to deliver the Prevent Duty e) We have a Prevent Governor Lead f) There is someone who has responsibility for checking visitors to the school. Staff (including sub contracted	Yes Yes Yes Yes Yes Yes	• Prevent Lead has been identified - Emily Hollis MBE • DSLs are aware of statutory duty in relation to Prevent - Emily Hollis MBE and Hayley Furnell • Prevent Duty forms part of annual Safeguarding Training. Sign to say they have received and read the relevant sections of KCSIE. • Training Logs are held. • All staff and Governors complete Home Office Prevent training annually - Prevent duty training - GOV.UK • Safeguarding team complete the Home Office Prevent Referrals course • Ian Wyles has taken on the role of Prevent Governor Lead. • All staff and Governors complete National College elearning on Prevent annually. • Staff provide the Lead DSL with copies of their elearning certificates and National College elearning tracking and certificates can be found on the online portal.	**Training Attended:** • Home Office Prevent Awareness - All staff and Governors • Home Office Prevent Referrals - Safeguarding Team • Home Office Channel - DSL • National College Prevent - All • Prevent in Education Training for DSLs - DfE • DDSL and Safeguarding Governor to also complete Home Office Channel training - DSL requested 04/25, completed 09/04/25 • Build understanding of the Prevent Strategy and your role within it. • Develop your existing expertise and professional judgement to recognise individuals who may be vulnerable or susceptible to radicalisation. • Provide a clear picture of the risks and threats both	DSL / Prevent Lead	Term 5 for curriculum review and prevent statement on website	Green

staff) and governors are carefully selected and vetted according to statutory requirements to ensure they have no links to extremism and no potential to put children and learners at risk of radicalisation.		• Safeguarding and Child Protection Policy and Prevent Policy are in place and updated at least annually and shared via MyConcern policy share, with a clear log that staff and Governors have read said policies. • Prevent Officer details to be shared with staff – Emily Hollis MBE • Name and contact details on school safeguarding posters - emily.hollis@elmleydrayschool.co.uk • Headteacher report – provides safeguarding update • Annual Safeguarding report / action plan • Safeguarding Governor – meets with Lead DSL across the year to review safeguarding approach. • DSL is a member of the NADSL. • Weekly updates and circulars are shared with all staff and Governors • Safeguarding noticeboard in reception – Prevent Duty leaflet attached. • Staff code of conduct distributed annually all staff	nationally, in Kent and Medway, and as well as your local area. • Highlight emerging issues that could increase vulnerability for your students and school community. • A clear understanding of how to develop a whole-school approach to the Prevent duty to safeguard students and meet Ofsted requirements. • How to evaluate concerns relating to radicalisation and how, when, and who to share information with and make a Prevent referral. • Case studies to build on existing safeguarding processes and develop an understanding of modern extremist narratives, risk and issues. • Create Prevent statement for the website (term 5) • Curriculum mapping activity to be undertaken Term 5 and 6 - Mapping has begun Term 4 - Whole curriculum review Term 6 against frameworks and legislation • Key focus on SPHERE curriculum and Fundamental British Values (FBV)			

		are required to sign that they have read this document. ● Kent Education Child Protection Newsletters shared with staff and CASPAR weekly briefing. ● Emily Hollis MBE has signed up to the Educate Against Hate monthly newsletter which is shared with staff in weekly briefing ● Weekly briefing links to circulars each week (NADSL and CASPAR for example). ● Any information, training, updates and trends are shared with all staff and Governors via the weekly briefing ● Trends is a standing agenda item during weekly meetings and board meetings ● All contractors are DBS checked. The majority of work is undertaken in school holidays or before/after school. Those working during school hours must have an enhanced DBS or are supervised by a site manager. Contractors working during school hours where possible are kept away from pupils. ● Pre-agreed visitors to the school, must sign in via office and agree to Prevent Protocol. Where possible Internet and	● Map curriculum enrichment linked to Fundamental British Values - Events clearly mapped throughout the year.			

		social media checks are undertaken. ● Governor vetting process in place.				
2. Capabilities *staff and governors are adequately trained on Prevent Duty*	**Completed** **(yes / no)**	**Evidenced by:** *What are you already doing*	**Examples of practice, progress or action to be taken.** *Do you need to do anything else to control this risk?*	**Action** by who?	**Action** by when	**RAG** Rating
a) Training is in place to raise awareness of Prevent so that key staff and Governors understand the risk of radicalisation and extremism and know how to recognise and refer children who may be vulnerable. This training is updated regularly to take into account staff turnover and emerging local or national risks. b) Further training on the Prevent agenda is made available to the Strategic Prevent lead, Designated Safeguarding leads and other relevant staff where appropriate.	Yes Yes	● Prevent Duty forms part of annual Safeguarding Training. Sign to say they have received and read the relevant sections of KCSIE. ● Training Logs are held. ● Home Office Prevent Awareness is completed annually for all staff and Governors ● Home Office Prevent Referrals course completed by safeguarding team, annually. ● National College training completed annually. ● Weekly circulars shared with all staff and Governors via the weekly briefing and email. ● Staff provide the Lead DSL with copies of their elearning certificates – these are held on staff files and also on the National College tracking. ● Safeguarding Policy and Prevent Policy in place.	**Training Attended:** ● Home Office Prevent Awareness - All staff and Governors ● Home Office Prevent Referrals - Safeguarding Team ● Home Office Channel - DSL ● National College Prevent - All ● Prevent in Education Training for DSLs - DfE ● DDSL and Safeguarding Governor to also complete Home Office Channel training - DSL requested 04/25, completed 09/04/25	DSL / Prevent Lead	Ongoing based on new recruits	Green

c) There is appropriate staff guidance and literature available to staff on the Prevent agenda and staff have a good understanding of their own and school's responsibility in relation to the Prevent duty.	Yes	• Staff to report concerns to the DSL or Deputy DSL • Prevent information on posters around the site including who to report to and how to make a referral. • Prevent leaflet on safeguarding board in reception • School signed up for Regional Prevent Newsletter.				
d) Governors receive training on Prevent	Yes	• Candidates being selected for interview will under go social media and internet search. • New staff undertake safeguarding training which, includes Prevent.				
e) Induction programme covers Prevent i.e. new staff, supply teachers and PGCE students and any other ITT programme	Yes	• All staff and Governors read and sign receipt of all policies via MyConcern. • ITT and PGCE students expected to undertake Safeguarding training and read all associated policies • School currently does not use Supply teachers – HLTAs cover classes.				
f) Policy makes explicit how Prevent concerns should be reported within the school by staff	Yes					
g) Staff know what they should do if they have a Prevent concern and to whom it should be reported	Yes					

3. Risk Assessment: Risks around extremism are understood and appropriate referral process is in place	Completed (yes / no)	Evidenced by: What are you already doing	Examples of practice, progress or action to be taken. Do you need to do anything else to control this risk?	Action by who?	Action by when	RAG Rating
a) There a clear vetting policy on the use of setting premises and facilities by outside agencies and groups	Yes	• Home Office Prevent Referrals course completed by safeguarding team • Prevent Policy and Educational Visits Policy • Site is not used by external organisations • Commissioned services such as OT - all steps are taken to ensure that checks are in place. • School to request an outline of what speaker intends to cover. Research person/organisation to establish whether they have demonstrated extreme view/actions. • Staff aware that any concerns they have regarding the conduct of any commissioned service or contractors is reported to a DSL immediately.	• Develop a Prevent Section on the website Term 5.	DSL / Prevent Lead	Term 5	Green
b) A single point of contact [SPoC] for any Prevent concerns raised by staff, students or parents within the school has been identified	Yes					
c) SPoC understands when it is appropriate to make a referral to the Channel programme	Yes					
d) Prevent referrals/notifications are being managed or overseen by relevant staff	Yes					

e) An audit trail for notification reports/referrals exists	Yes	• Deny permission for people/organisations if they have links to extreme groups or movements.				
f) A process is in place to identify and develop 'lessons learnt'	Yes	• Visiting speakers/performers not to be left alone with children. Identification checked upon arrival and entry not allowed unless ID in place for individuals such as KCC, Ofsted. Parent/carer visitors to be escorted at all times.				
g) Reasonable checks are carried out on visitors and volunteers to the schools who are intending to work with children, learners and/ or staff to ensure they have no links with extremism	Yes	• Visitor check flowchart in place. • Safeguarding leaflet handed to all visitors.				
h) Off-site visits - terrorist related incidents and security risks are identified in setting trip risk assessments and participants are briefed of any emergency procedures	Yes	• Red lanyard and escorted at all times for those without a check in place. • Myconcern is used to log concerns, categories can be allocated to each concern – Extremism and radicalisation. • Myconcerns has a section for referrals to be logged. Any referral made to be shared with the DSL • Myconcern contains a Lesson Learnt action. • Staff taking trips to check to see if location/establishment is				

3. Working in Partnership *develop multi-agency approaches to address safeguarding issues and deliver quality curriculums*	Completed (yes / no)	Evidenced by: *What are you already doing*	Examples of practice, progress or action to be taken. *Do you need to do anything else to control this risk?*	Action by who?	Action by when	RAG Rating
a) Effective links established with local Prevent team for support on radicalisation and extremism b) There is a clear understanding of information sharing and when cases should be referred to Prevent or other support c) Works with the wider community such as Police, children's services, partner	Yes Yes Yes	● DSL's attend local network training where Prevent is an agenda item. ● As a school we are part of Operation Encompass, There is a statement on our website relating to this and all parents have been informed but we are part of this system. The school receives alerts and responds to these as appropriate	● Continue to build network as we are a new school - Network is being developed - Network developed with the Police with regular school visits and workshops, engagement with children's services, KCC travel training, KCC SEND team, DWP. Further network building with community groups and schools required.	DSL / Prevent Lead	Ongoing	Ongoing

schools and community groups to share good practice and build resilience		- The school is in receipt of a range of newsletters and circulars which are shared with staff and Governors via our weekly briefing. - The Prevent Lead and DSL is in liaison with Rachel Murray, Kent and Medway Prevent Education Officer - Signed up to Kent and Medway Prevent team newsletters - Signed up to ACT. - Linked to local Police Officer responsible for our school. - Attend DSL catch up meetings organised through KCC where Prevent is agenda item				

4. **Teaching and Learning:** *develop effective learning opportunities to safeguard children from extremism and promote community cohesion*	**Completed (yes / no)**	**Evidenced by:** *What are you already doing*	**Examples of practice, progress or action to be taken.** *Do you need to do anything else to control this risk?*	**Action** by who?	**Action** by when	**RAG Rating**
a) School has a range of initiatives and activities that promote the spiritual, moral, social and emotional needs of children aimed at protecting	Yes	- Development Diary maps events throughout the academic year. - SPHERE curriculum in place.	- FBV linked under SMSC but could be more explicit - review Term 6 - Whole review Term 6 against frameworks and legislation - All SOW rewritten - Whole school curriculum review - being undertaken Term 6 - All	Curriculum Lead and Prevent Lead	Term 6	Green

them from radicalisation and extremist influences		• ICT curriculum including online safety • Communication curriculum	SOW rewritten following full curriculum review			
b) Staff can give examples of how they promote British Values within their work	Yes	• Online safety covered as a session during transition week • SOW highlight links to SMSC				
c) We have mapped examples of how we promote British Values	Yes	• Acceptable Use Policy on website				
d) The school delivers training that helps students develop skills to critically assess information, particularly on-line and through social media – supporting students to recognise risk and make safe choices.	Yes	• Students know to inform adults of any inappropriate online material immediately and switch off monitor. • Filtering and monitoring system in place. • Daily filtering and monitoring reports sent directly to email inbox				
e) School has systems in place to safeguard students from accessing extremist websites, including on their own devices via Wi-Fi e.g. IT filters/firewalls in place and digital footprints monitored so repeated breaches of the policy can be detected.	Yes	• Staff report online filtering and monitoring incidents immediately and these are logged. • ICT manager can block additional online content on request. • School Vision in place – 'CARING'.. All members of the community expected to model this.				
f) Students are aware of the benefits of community cohesion and the damaging	Yes	• Prevent Duty Training – highlights to staff the				

effects of extremism on community relations		factors that make students vulnerable to being drawn into terrorism.				
g) School is able to provide a safe environment for dialogue around controversial issues and support students to understand how they can influence and participate in decision-making.	Yes	● The Prevent curriculum provides opportunities to discuss key issues in a supportive environment e.g. Anti-Bullying Week - 'What is bullying?'.				
h) Staff have sufficient knowledge and confidence to exemplify British Values in their leadership, teaching and through general behaviours in school.	Yes	● Teaching – link, provides ideas for topics to be debated.				
i) Staff understand the factors that make students vulnerable to being drawn into terrorism and have the confidence to challenge extremist ideas used by terrorist groups, when working with young people.	Yes					

Prevent Risk Assessment

POTENTIAL RISK AREA	Current Position	Action to be taken	When
Learner population lacks knowledge and understanding and is extremely vulnerable to extremism and radicalisation. The entire learner population are identified as vulnerable young learners.	Bespoke education provision which promotes emotional resilience and awareness of safeguarding needs Projects are focused on improving learner's ability to make good positive choices for their own safety Learner voice ensures that Safeguarding is a key consideration.	Review of personalised learning programmes at Interim, Transitional and Annual Reviews Project programmes which are personalised to the learners need Online Safety Policy to be reviewed and updated annually Learner Voice Policy to be reviewed and updated annually	ongoing, termly ongoing, termly review Annual Annual

POTENTIAL RISK AREA	Current Position	Action to be taken	When
Communication between Elmley Dray School Directors, Professional Advisory Team and Staff Staff being aware of the identified Single Point of Contact.	Staff have information on the Single Point of Contact and the Senior Designated Safeguarding Professionals within the school receive regularly updated policies relating to Safeguarding, Child and Vulnerable Adult Protection and Prevention of Extremism and Radicalisation Policy. The safeguarding policy and annual training ensures that staff are knowledgeable on the processes of ensuring that communication of concerns are made.	Weekly circulars shared and information shared via the weekly briefing Annual, update and ongoing CPD	Weekly, as relevant Annual and ongoing
Failure to meet the needs of learners with respect to safeguarding, pastoral care and support within the school	Individualised learning programmes for all learners	To ensure that all staff have awareness training in the area of Prevent and other areas of safeguarding and child/vulnerable adult protection That all staff have the Extremism and Radicalisation Policy shared with them via MyConcern 'Teaching approaches that help build resilience to extremism among young people' DfE 2011 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment	Ongoing as per the CPD schedule Annually following review Annually and new starters

		_data/file/197224/DFE-RB119.pdf to be read by all staff.	
		Review of learner needs being meet	Annual, Interim and Transitional Reviews

POTENTIAL RISK AREA	Current Position	Action to be taken	When
Extremism and Radicalisation Policy within the School is out of date	The school has an up to date Safeguarding Policy and Extremism and Radicalisation Policy which is reviewed at least annually	To review policies at least annually	August every year or sooner if there are any updates required by DfE
Policies are not communicated to staff.	All policies are shared with staff and Governors via MyConcern All staff and Governors sign via MyConcern that they have read all policies All staff have safeguarding training New staff are trained during their probationary period.	Ensure policies are uploaded to MyConcern and shared with staff when any changes are made, including sharing with any new starters All staff and Governors complete annual safeguarding training, Home Office Prevent Duty training and KSCMP courses	Annually and as required for new starters September each year or when join for mid-year starters
The management of the school environment ensures safety of learners (and staff).	Safeguarding procedures are all in place. Policies are all in place. Training is all in place.	Regular training events for staff To ensure that all visitors have escorted around the school.	Ongoing, CPD calendar Annual review of policies, or more frequent if any

	The school to be aware of the necessity of complying with safeguarding procedures for visitors Health, Safety and Welfare Policy is reviewed regularly	Regularly, at least annually, review policies.	legislative changes and/or lessons learnt

POTENTIAL RISK AREA	Current Position	Action to be taken	When
Online Safety Policy does not reference the Prevention of Extremism and Radicalisation Online	The Online Safety Policy does reference Extremism and Radicalisation and is linked to Safeguarding Policy	Online Safety Policy to be reviewed annually in order to keep up with Online Safety procedures	August each year
Learners are able to access websites using their own devices via WiFi.	Mobiles are handed in at the start of the day. Strict filtering and monitoring systems in place. Filtering and monitoring report is automatically shared with the safeguarding team. Use is monitored by staff.	Ongoing monitoring	Ongoing
The system fails to alert to serious and / or repeated breaches or attempted breaches of the policy.	Tracking, testing and monitoring processes in place.	Constant review of policy and procedure with DSL activating emergency measures and training as appropriate.	As required
The school has no facility for prayer	The school values difference and will always provide access to a private space for pray and/or meditation. The wellbeing room is currently the place of use for prayer.	To review the development of a more dedicated area.	Ongoing, and reviewed with each learner enrolment

The school does not have a policy/statement covering the distribution (including electronic) of leaflets and other publishing materials	A statement has been written and is available on our website	Annual review of statement	August of each year, or more regularly based on legislation
The staff wear ID badges, and all visitors are identified with Visitor Badges including service and maintenance. Elmley Dray School Governors have their own ID badges.	All visitors are issued with numbered badges for their visit, they have to sign in at reception. All visitors are escorted throughout the day. Red lanyards are used when DBS / KCC or Ofsted ID has not been seen All staff have to wear their ID at all times, and failure to do so is a serious matter.	Constant monitoring of ID presentation and visitors	Ongoing

POTENTIAL RISK AREA	Current Position	Action to be taken	When
COSHH regulations are adhered to always, and staff have an awareness of Health and Safety	Overall responsibility for Health and Safety is with the H&S Lead and Proprietor. The COSHH guidelines are followed and staff are trained to comply with these rules. Clear procedures, logs and risk assessments are in place. H&S posters around site	Review policy and risk assessments. Reviewing and update training before expires	Annually, more frequently as required and due to lessons learnt
Safeguarding and welfare staff receive additional and ongoing training to enable the effective understanding and handling of referrals relating to radicalisation and extremism.	Training is available including access to policies and procedures	Refresher training added to CPD calendar	As and when required
Freedom of Expression is valued within the Learning Community	Freedom of Expression is enabled within the school and is referenced within the Prevention of Extremism and Radicalisation Policy	Review of policy	August each year, more regularly following legislation and/or lessons learnt