# Sir Edmund Hillary Academy Prevent Risk Assessment 2026-27

The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people being drawn into terrorism.

We are required to take a risk-based approach to the Prevent duty, under paragraph 14 of the Home Office's statutory guidance.

This document demonstrates our awareness of the specific risks of extremism and radicalisation in our school and our area.

**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.

Sir Edmund Hillary Academy recognises that vulnerability to radicalisation can exist in any community. The school acknowledges that changing attitudes, societal tensions and the increasing influence of online media can contribute to the spread of extremist narratives and intolerance the school has seen some evidence of this. Leaders regularly review local intelligence and Prevent updates provided by Nottinghamshire County Council and safeguarding partners to ensure that any emerging community risks are identified and addressed. Safeguarding arrangements remain responsive to local, national and online developments.

## Leadership

| HAZARD | WHO IS AT RISK? | ACTIONS IN PLACE | OWNER | RISK LEVEL | ADDITIONAL NOTES / NEXT STEPS |
|---|---|---|---|---|---|
| The values and ethos of the school are unsuitable for promoting resilience against extremist ideologies and promoting British values | Pupils, staff and governors | The school values clearly set out our commitment to British values.<br><br>Values are displayed on the home page of our website<br><br>Values include a commitment to tolerance, diversity and mutual respect<br><br>Values and British Values assembly take place weekly<br><br>PSHE and Safeguarding curriculum are in place<br><br>Strong culture of Safeguarding understood by all. | DE | | |
| Leaders are unaware of their responsibilities under the Prevent duty, and of the context of the school relating to the risk of extremism | Pupils and staff | School leaders undertake training to remind them of their duty to prevent pupils being drawn into terrorism.<br><br>School leaders stay up to date with local developments and risks.<br>• Leaders and Governing Body have a good understanding of risks.<br>• NCC Updates. TECT team). New members of the Governing Body to complete PREVENT training on induction | DE | low | |

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## Training and capability

| HAZARD | WHO IS AT RISK? | ACTIONS IN PLACE | PERSON RESPONSIBLE | RISK LEVEL | ADDITIONAL NOTES / NEXT STEPS |
|---|---|---|---|---|---|
| School staff are unaware of their responsibilities under the Prevent duty, and the need to promote British values | Pupils and staff | All staff have read our child protection policy and at least part 1 of Keeping Children Safe in Education.<br>Staff handbook and Code of conduct are shared with staff.<br>All staff have Prevent training DSL in person training Summer 26<br><br>Staff members are aware that they can go to the DSL and safeguarding team for advice, support, and to escalate concerns.<br><br>School leaders review Nottinghamshire County Council Prevent updates and local safeguarding intelligence to maintain awareness of local and emerging risks.<br><br>The school considers local authority guidance, regional threat assessments and emerging themes identified through Nottinghamshire safeguarding networks when reviewing this risk assessment.<br><br>The school maintains links with Nottinghamshire County Council safeguarding services(MASH) and the Prevent Team.<br><br>The DSL is aware of local referral pathways, including Channel referrals | DE/ AC | low | Update Safeguarding and child protection policy annually.<br><br>Prevent training planned for 2026<br><br>New members of the Governing Body to complete PREVENT training on induction |

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| | | where appropriate.<br><br>Local Authority safeguarding updates are shared with staff and governors through regular safeguarding briefings and posters. | | | |
| Governors cannot carry out their role to monitor the school's Prevent strategy effectively | Pupils and staff | All governors have read our child protection policy and Keeping Children Safe in Education.<br>We have a dedicated link governor that oversees our compliance with the Prevent duty and safeguarding | DE/ Chair of Governors | Low | |

| HAZARD | WHO IS AT RISK? | ACTIONS IN PLACE | PERSON RESPONSIBLE | RISK LEVEL | ADDITIONAL NOTES / NEXT STEPS |
|---|---|---|---|---|---|
| Staff do not support the school's values and ethos, or they support and promote extremist ideas | Pupils and staff | The staff recruitment process reflects the school's values and promotes good safeguarding practice.<br>• School values and commitment to safeguarding are included in job advertisements<br>• Safer recruitment procedures are followed including online and social media checks<br>• Confide reporting system is in place and training is provided to staff.<br>• Staff induction includes safeguarding and prevent | DE/ Office manager | low | |

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## Working in partnership

| HAZARD | WHO IS AT RISK? | ACTIONS IN PLACE | PERSON RESPONSIBLE | RISK LEVEL | ADDITIONAL NOTES / NEXT STEPS |
|---|---|---|---|---|---|
| Staff do not feel comfortable or capable working with external agencies and sharing concerns about extremism externally | Pupils and staff | We work and communicate with local safeguarding partners and other relevant agencies regarding concerns about extremism.<br>Clear and open partnership with the Nottinghamshire MASH team.<br><br>The DSL and safeguarding Lead is aware of the process to contact other agencies and expedite concerns about extremism.<br>Education Safeguarding, Health & Wellbeing Hub (ESHAWH)<br><br>Records of referrals are kept, and referrals are followed up appropriately.<br>Referral to be recorded on My Concern<br>Concerns to be reported and escalated appropriately e.g. MASH, (ESHAWH), Police | DE/ safeguarding team | | |

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## Speakers and events

| HAZARD | WHO IS AT RISK? | ACTIONS IN PLACE | PERSON RESPONSIBLE | RISK LEVEL | ADDITIONAL NOTES / NEXT STEPS |
|---|---|---|---|---|---|
| Pupils are exposed to extremist ideologies by visiting speakers | Pupils | Details of your procedures for visiting speakers, for example:<br>• The materials that visiting speakers deliver are discussed and approved prior to their visit<br>• School safeguarding arrangements for booking visitors into school.<br>• Visitors are never left alone with pupils. | Office staff and teachers | | |
| The school site is used to host events which support extremist ideologies or promote hatred | Pupils and staff | All hiring and lettings agreements state that the school site will not be hired to groups who support extremist ideologies or promote hatred.<br>School lettings policy | Office manager | | |

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## School curriculum and culture

| HAZARD | WHO IS AT RISK? | ACTIONS IN PLACE | PERSON RESPONSIBLE | RISK LEVEL | ADDITIONAL NOTES / NEXT STEPS |
|---|---|---|---|---|---|
| The curriculum teaches damaging material or fails to challenge extremist ideologies and promote British values | Pupils | Opportunities to promote British values are clearly identified within all curriculum areas.<br>Use of PSHE or RSE lessons for sensitive and supportive discussions on radical issues and extreme ideologies. | DE curriculum leaders | | Review our current practices for promoting British Values and consider where we could do more to embed these values into our curriculum. |
| A culture of inequality or abuse is allowed to grow, enabling extremist ideology and hate to develop | Pupils, staff, governors and parents | Our behaviour policy clearly sets out that hateful behaviour is not tolerated.<br>Staff know how to respond to witnessing harassment and abusive behaviour.<br>Pupils are encouraged to challenge harassment or abusive behaviour among their peers.<br>RE and PSHE curriculums (currently being re-written) are particularly<br>orientated at helping children ask and think about big questions. | DE | | |

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| HAZARD | WHO IS AT RISK? | ACTIONS IN PLACE | PERSON RESPONSIBLE | RISK LEVEL | ADDITIONAL NOTES / NEXT STEPS |
|---|---|---|---|---|---|
| British values are not promoted outside of the classroom | Pupils and staff | Pupils participate in democracy through school council and student leadership elections<br><br>Assemblies promoting diversity, human rights, and respect<br><br>Celebrations from multiple religions and cultures are celebrated around the school<br>Job shop and the high importance placed on roles and responsibilities within school, promote inclusion, belonging and community. | Whole school staff | | Increase the participation of parents and their involvement with the curriculum. |

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## IT and internet safety

| HAZARD | WHO IS AT RISK? | ACTIONS IN PLACE | PERSON RESPONSIBLE | RISK LEVEL | ADDITIONAL NOTES / NEXT STEPS |
|---|---|---|---|---|---|
| Pupils use the school network or school hardware to access extremist material | Pupils | Our online safety/IT/child protection policy makes reference to the risks of online extremist material.<br>Pupils are encouraged to report any material they come across online which makes them worried or uncomfortable.<br><br>IT safety and monitoring systems, for example:<br>• The school IT network has appropriate filters to block sites deemed inappropriate or unsafe<br>• School email accounts are monitored by IT staff | DE<br>School staff | | Review online safety policy at academy level annually and user agreements. |

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| HAZARD | WHO IS AT RISK? | ACTIONS IN PLACE | PERSON RESPONSIBLE | RISK LEVEL | ADDITIONAL NOTES / NEXT STEPS |
|---|---|---|---|---|---|
| Pupils access extremist material on their own devices or on social media, or are specifically targeted for online radicalisation | Pupils | The ICT curriculum includes teaching pupils how to stay safe online.<br>Parents are provided with support on how to help their children access the internet safely and spot the signs of online radicalisation.<br><br>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<br><br>Any current issues are addressed in a proactive approach. The whole school events calendar ensures key events are covered like Anti-bullying week, Clever Never PREVENT issues in wider society. | | | Share online safety materials/ sessions with parents to help them support their child |
| Monitoring and filtering levels are set inappropriately allowing pupils to view content that could lead to radicalisation | Pupils | The Trust filtering and monitoring systems are robust and tested regularly. All breaches are reported to academy DLSs/Leaders to review and take action. | | | |

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## School security

| HAZARD | WHO IS AT RISK? | ACTIONS IN PLACE | PERSON RESPONSIBLE | RISK LEVEL | ADDITIONAL NOTES / NEXT STEPS |
|---|---|---|---|---|---|
| Non-approved visitors access the school site to spread extremist ideology | Pupils and staff | • All visitors to the school must be signed in at reception and wear ID badges.<br>• Visitors are to be accompanied around the school site by a member of staff at all times<br>• The school has effective emergency response strategies in place such as evacuation/lockdown. Staff and pupils are familiar with these.<br>• Visitor policy is in place<br>• | DE /office staff | | |
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| HEADTEACHER | |
|---|---|
| <br>D Eccles | 01/09/26 |

| DSL/PREVENT LEAD | |
|---|---|
| [Signature]<br>As above | 01/12/26 |

| DATE OF NEXT REVIEW: | Nov 27 |
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