Prevent Risk Assessment
2026-2027

Introduction
Everyone who comes into contact with children and their families has a role to play in safeguarding children. At Yalding Primary School, we recognise our responsibility to protect pupils from harm, including the risk of being drawn into terrorism or extremist activity.

Schools have a duty of care to their pupils and staff, which includes safeguarding children from radicalisation. This includes awareness of both violent extremism and non-violent extremist ideologies that may promote intolerance, division or views associated with terrorism.

Schools should provide safe environments in which children can develop the knowledge, skills and confidence to understand the world around them, discuss sensitive and controversial issues appropriately, respect different viewpoints and challenge harmful or discriminatory ideas.

School staff are particularly important in identifying concerns at an early stage. Through their everyday relationships with pupils, staff are well placed to recognise changes in behaviour, attitudes or circumstances that may indicate a child is vulnerable and may need additional support.

The Prevent duty forms part of the school's wider safeguarding responsibilities. It should be considered alongside Keeping Children Safe in Education (2026), Working Together to Safeguard Children and the Government's Prevent duty guidance: England and Wales (2023), together with relevant subsequent updates.

Section 26 of the Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including schools within its scope, to have due regard to the need to prevent people from being drawn into terrorism.

The Prevent Strategy has three main objectives:
- To tackle the ideological causes of terrorism.
- To intervene early to support people who may be susceptible to radicalisation.
- To enable people who have become involved in terrorism to disengage and rehabilitate.

Yalding Primary School recognises that Prevent is an integral part of safeguarding and that protecting children from radicalisation requires a whole-school approach, effective staff training, appropriate curriculum provision and partnership working.

Local Context and Assessment of Risk – Yalding and Surrounding Area

Yalding Primary School is situated within the rural parish of Yalding, in the Borough of Maidstone, Kent. The parish includes Yalding, Laddingford and surrounding rural communities. The school recognises that its rural setting, local community connections and links with neighbouring towns and villages should be considered when assessing potential safeguarding risks relating to radicalisation and extremism.

Yalding and the surrounding area have a strong community identity, with a range of local facilities and organisations, including churches, a chapel, village halls, sports facilities, community groups and a local library. These provide valuable opportunities for pupils and families to develop positive relationships, participate in community life and experience different perspectives.

The school recognises the following local contextual factors when assessing Prevent-related risks:

Rural location and potential isolation - As a rural village school, some pupils may have limited access to services, activities or support outside the immediate community. The school recognises that social isolation, vulnerability, loneliness or a lack of belonging can contribute to a child's wider safeguarding needs. Staff remain alert to changes in pupils' wellbeing, friendships, relationships and behaviour and provide opportunities for children to feel included and supported.

Links with neighbouring towns and communities - Yalding has transport links through the Medway Valley railway line and road networks connecting the village with Maidstone, Paddock Wood, Marden and other surrounding communities. The school recognises that children's experiences, relationships and exposure to information and influences may extend beyond the immediate village. Staff consider relevant information about a child's wider circumstances when responding to safeguarding concerns.

Local community facilities and organisations - The parish includes places of worship, village halls, sports clubs, youth activities and other community organisations. The school values these as positive opportunities for children and families to participate in community life. Where external organisations, visitors or speakers are invited into school, appropriate safeguarding checks and due diligence are undertaken.

Online exposure and digital influences - The school recognises that online radicalisation is not restricted by geographical location. Pupils may encounter harmful extremist material, misinformation, discriminatory views or attempts to influence them through social media, gaming platforms, video-sharing websites and other online communication channels. Given the primary age of the pupils, the school places particular emphasis on online safety education, age-appropriate filtering and monitoring, and helping children recognise unsafe online interactions.

Local and regional safeguarding intelligence - The school maintains awareness of relevant safeguarding information and Prevent advice provided by Kent County Council, Kent Police, the Kent Safeguarding Children Multi-Agency Partnership and other relevant safeguarding partners. The school recognises that local risks can change and will seek appropriate advice where necessary.

The school does not assume that any particular community, faith, nationality or background presents a risk. Concerns are assessed individually and proportionately, based on behaviour, vulnerability and relevant safeguarding information.

This local context is reviewed annually and whenever significant changes in local or national risk information arise.

Prevent Risk Assessment

Yalding Primary School recognises its responsibility to assess and manage the risk of pupils being drawn into terrorism, including risks arising online. This assessment identifies the key areas of responsibility and the measures required to reduce potential risks within the school environment.

The actions below set out the expected arrangements for the school. School-specific details, named responsibilities and evidence of implementation should be confirmed by the leadership team as part of the school's review and approval process.

Duty	What this means	Actions and control measures
1. School values and ethos	The school's values and ethos promote resilience against extremist ideologies and support the fundamental British values.	• Yalding Primary School promotes a caring, inclusive environment in which all pupils are valued and respected. • The school promotes kindness, tolerance, equality, diversity and mutual respect. • The fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs are promoted through school life and the curriculum. • The school's behaviour, equality and safeguarding policies make clear that discrimination, hateful behaviour and the promotion of extremist views are not acceptable. • Pupils are encouraged to develop a sense of belonging, personal responsibility and respect for others. • The school recognises the importance of positive community relationships in a rural village setting and encourages pupils to develop a strong sense of belonging within the school and wider Yalding community.
2. Leadership and governance	School leaders and governors understand their responsibilities and provide effective oversight of the school's Prevent arrangements.	• The Headteacher, Lucy Jackson, is the school's designated Prevent Lead and works alongside the DSL to oversee the school's Prevent arrangements. • The Prevent Lead is a source of advice and support for staff and oversees the response to Prevent-related concerns. • Governors or the appropriate governance body understand the school's responsibilities under the Prevent duty. • Safeguarding governance arrangements include oversight of Prevent, relevant training, risk assessment and policy implementation. • The risk assessment is reviewed periodically and when significant changes in local risks, national guidance or school circumstances occur. • The Headteacher and DSL/Prevent Lead consider the school's rural location, links with neighbouring communities and the particular safeguarding needs of primary-age pupils when reviewing potential risks.
3. Assessing the risk of radicalisation	Staff understand the risks affecting children and know how to	• Staff receive safeguarding training that includes awareness of radicalisation and extremism.

	recognise and respond to concerns about radicalisation.	• Staff are familiar with the school's safeguarding and child protection procedures and know how to report concerns. • The Prevent Lead ensures staff have access to appropriate information about indicators of vulnerability and relevant local risks. • Staff remain alert to concerning changes in a pupil's behaviour, language, relationships, online activity or expressed views, considering these in context and alongside other safeguarding information. • The school recognises that rural isolation, loneliness, difficulties forming friendships and a lack of belonging may contribute to wider vulnerabilities. Staff promote inclusion and remain alert to pupils who may need additional pastoral support. • The school considers that pupils' experiences, friendships and influences may extend beyond Yalding into neighbouring communities, including Maidstone, Paddock Wood and Marden. • Concerns are assessed individually and sensitively; no child is presumed to be at risk because of their religion, ethnicity, nationality, family background or political opinions.
4. Identifying and supporting vulnerable pupils	The school has clear arrangements for identifying children who may be susceptible to radicalisation and ensuring they receive appropriate support.	• Staff report concerns promptly to the DSL or Prevent Lead in accordance with the school's safeguarding procedures. • Concerns are recorded accurately, factually and confidentially using the school's approved safeguarding recording system. • The DSL considers the child's individual circumstances, vulnerability and wider safeguarding needs. • The school recognises that difficulties within family relationships, social isolation, changes in home circumstances or emotional vulnerability may increase a child's need for support. • Appropriate support is provided through the school's safeguarding and early help arrangements, working with parents and carers where appropriate and safe to do so. • Where necessary, the DSL seeks advice from relevant safeguarding partners and makes referrals to the appropriate local authority or specialist services. • Where a concern meets the threshold for a Prevent referral, the school follows the current local referral process and considers whether a referral to the Channel programme is appropriate.
5. Visitors, speakers and external organisations	Appropriate checks are undertaken before external speakers, visitors or organisations are permitted to deliver	• The school exercises due diligence when considering requests from external speakers, visitors and organisations. • The purpose, content and suitability of proposed talks, events and activities are considered in advance. • Appropriate checks are made to identify whether a speaker or organisation may promote terrorism, support terrorist

	activities or use school premises.	groups or undermine the school's safeguarding responsibilities and fundamental British values. • Permission is refused where the proposed activity presents an unacceptable safeguarding or Prevent risk. • Visitors are managed in accordance with the school's visitor and safeguarding procedures and are appropriately supervised when required. • Staff know how to raise concerns about visiting speakers or materials. • Particular consideration is given to external organisations and individuals delivering activities through local community links, clubs, places of worship or other organisations working with pupils.
6. Working in partnership	The school works with appropriate local partners to safeguard pupils and respond effectively to concerns.	• The DSL or Prevent Lead maintains awareness of relevant local safeguarding arrangements and sources of Prevent advice. • The school maintains awareness of information and guidance provided by Kent County Council, Kent Police and the Kent Safeguarding Children Multi-Agency Partnership. • The DSL/Prevent Lead seeks relevant local and regional Prevent advice, particularly where changes in local circumstances or emerging concerns may affect the school. • Concerns are shared with the local authority children's services, police or other relevant agencies when appropriate and in accordance with safeguarding and information-sharing requirements. • The school seeks specialist advice where a concern is beyond its expertise. • Referrals are recorded, monitored and followed up appropriately. • The school works constructively with parents and carers, unless doing so would increase risk to a child or compromise safeguarding action. • Relevant staff access available local safeguarding and Prevent training, advice and partnership arrangements.
7. Staff training and awareness	Staff have the knowledge and confidence to recognise concerns and understand their responsibilities under the Prevent duty.	• All staff receive safeguarding induction and regular safeguarding updates, including relevant information about Prevent. • Staff are directed to the current version of Keeping Children Safe in Education and the school's safeguarding and child protection policy. • The DSL and Prevent Lead undertake appropriate role-specific training and maintain their knowledge of current guidance and referral arrangements. • Staff receive guidance on recognising possible indicators of radicalisation and responding proportionately to concerns. • Relevant staff undertake Prevent awareness training and additional Channel training where appropriate to their role and responsibilities.

		• Training completion is recorded and reviewed by school leaders. • Staff understand that potential vulnerabilities may include social isolation, emotional difficulties, family circumstances, online influences and exposure to prejudice or discriminatory views.
8. Online safety and IT policies	Pupils are protected from inappropriate, harmful or extremist material when accessing the internet and digital technologies.	• The school's online safety, acceptable use, behaviour and safeguarding policies address risks associated with online content and contact. • Appropriate filtering and monitoring arrangements are in place, proportionate to the school's setting and in line with current statutory guidance. • Filtering and monitoring systems are reviewed regularly, with concerns escalated to the appropriate staff. • Pupils are taught to recognise unsafe or unreliable online content, understand the risks of online manipulation and report material that makes them feel worried or uncomfortable. • The school recognises that pupils may encounter extremist content, misinformation, discriminatory views or harmful influences through social media, gaming platforms, video-sharing websites and other online communication channels, regardless of their geographical location. • Staff know how to report and respond to online safety concerns, including material that may promote terrorism or extremist ideologies. • Parents and carers are provided with appropriate information to support children's online safety at home.
9. Building pupils' resilience	Pupils develop the knowledge, skills and understanding to participate positively in society and recognise and challenge harmful ideologies.	• Through the curriculum and everyday school life, pupils are encouraged to ask questions, think critically and express their views respectfully. • PSHE and Relationships Education provide opportunities to explore identity, relationships, respect, equality, diversity and belonging in an age-appropriate way. • Pupils learn about different communities, cultures, faiths and beliefs and the importance of mutual respect. • Teachers create safe, supportive opportunities for pupils to discuss sensitive issues and learn how to disagree respectfully. • Pupils are supported to recognise manipulation, misinformation, prejudice and discriminatory behaviour. • The school promotes positive relationships and opportunities for pupils to feel connected to their school and wider community, helping to reduce feelings of isolation or exclusion. • Staff respond appropriately to concerns raised by pupils and reinforce the importance of speaking to a trusted adult.

10. Promoting British values and challenging intolerance	The curriculum and wider school culture promote fundamental British values and challenge behaviour that could contribute to division or intolerance.	• Opportunities to promote democracy, the rule of law, individual liberty, and mutual respect and tolerance are identified across the curriculum and wider school life. • Pupils are encouraged to understand fairness, rights, responsibilities and the importance of respecting the views and beliefs of others. • The school promotes inclusive attitudes and challenges racism, bullying, discrimination and hateful behaviour. • Staff understand how to respond to incidents involving prejudice, harassment or extremist language and how to record and report concerns. • Pupils are supported to develop the confidence to challenge harmful behaviour safely and seek help from trusted adults. • Teaching and discussion remain balanced, age-appropriate and consistent with the school's safeguarding responsibilities. • The school recognises the importance of promoting understanding and respect across the diverse communities within Yalding and the surrounding Kent area.

Risk Rating and Evaluation

In addition to identifying the school's Prevent responsibilities and control measures, the school will evaluate the likelihood and potential impact of the risks identified. This ensures that the assessment considers the effectiveness of existing arrangements and identifies any areas where further action may be required.

Risk-rating framework

The school uses the following categories when assessing risk:

Rating	Likelihood	Impact
Low	Unlikely to occur	Limited impact on pupils or school safeguarding arrangements.
Medium	There is a realistic possibility of occurence	Potential for a significant safeguarding impact requiring additional action or support.
High	There is significant possibility of occurence	Potential for serious harm or significant safeguarding consequences.

Residual risk refers to the level of risk remaining after existing control measures have been considered.

School risk evaluation

The following ratings are proposed for Yalding Primary School for 2026–2027. They should be confirmed by the Headteacher and DSL/Prevent Lead against the school's actual circumstances, available local intelligence and evidence that the listed controls are operating effectively.

Identified risk	Likelihood	Impact	Existing controls	Residual risk
Pupils encountering extremist or harmful content online.	Medium	High	Filtering, monitoring, online safety education and safeguarding reporting.	Medium
Pupils being exposed to extremist views through online gaming, social media or other digital platforms.	Medium	High	Online safety curriculum, parental guidance and staff awareness.	Medium
Vulnerable pupils experiencing social isolation, exclusion or a lack of belonging.	Medium	Medium	Pastoral support, inclusive school ethos and early help arrangements.	Low
External visitors, speakers or organisations promoting inappropriate or extremist views.	Low	High	Visitor checks, due diligence, advance approval and supervision.	Low
Staff failing to recognise or report possible indicators of radicalisation.	Medium	High	Safeguarding training, Prevent awareness and DSL support.	Medium
Pupils being exposed to prejudice, discriminatory attitudes or intolerant views.	Medium	Medium	Curriculum provision, behaviour policy, equality procedures and promotion of British values.	Low
Concerns not being referred or escalated appropriately.	Low	High	DSL oversight, safeguarding procedures and partnership working.	Low

Overall Prevent risk rating: MEDIUM
The overall risk is assessed as Medium because pupils may encounter harmful or extremist influences, particularly online, and staff must remain alert to individual vulnerabilities and safeguarding concerns. The school's safeguarding arrangements, curriculum, staff awareness and partnership working help to manage these risks. The High impact ratings reflect the potential seriousness of the consequences if some risks materialise. They do not indicate that an extremist incident has occurred or that a particular pupil is considered at high risk. The residual ratings assume that the listed control measures are in place and working effectively. If controls are not operating as described, the relevant ratings must be reconsidered and additional actions identified.

Prevent Referral and Channel Arrangements
Yalding Primary School recognises the importance of responding promptly and proportionately to concerns that a pupil may be vulnerable to radicalisation or being drawn into terrorism. Prevent concerns are managed through the school's existing safeguarding and child protection arrangements. All members of staff are responsible for reporting concerns. The DSL/Prevent Lead oversees the school's response and seeks specialist advice where necessary.

Reporting and responding to concerns

The school follows the procedure below:

1. Any member of staff who identifies a concern reports it promptly to the DSL or Prevent Lead in accordance with the school's safeguarding procedures.
2. The concern is recorded factually and confidentially using the school's approved safeguarding recording system.
3. The DSL considers the concern alongside the child's individual circumstances, vulnerabilities and wider safeguarding needs.
4. Where appropriate, the DSL seeks advice from relevant local safeguarding partners, Kent Prevent representatives or the police.
5. Where a concern warrants a Prevent referral, the school follows the current local referral process.
6. The school cooperates with relevant agencies and shares appropriate information where this is necessary and lawful.
7. Decisions, advice received, referrals and subsequent actions are recorded and monitored appropriately.

Where a concern is referred through Prevent, the police and relevant partners assess the information and determine the appropriate response. Where suitable, the Channel programme may provide multi-agency support to an individual considered vulnerable to being drawn into terrorism.

The school recognises that Channel is a voluntary, confidential, multi-agency safeguarding programme. The school does not independently determine Channel eligibility or enrol a child onto the programme.

Parents and carers will normally be involved in safeguarding discussions where appropriate and safe to do so. However, the school will seek advice before informing parents where doing so could increase risk to the child, compromise an investigation or prejudice safeguarding action. Where a child is considered to be at immediate risk of harm, the school follows its usual urgent safeguarding and emergency procedures, including contacting the police where necessary.

Prevent Action Plan 2026–2027

To ensure that the arrangements identified within this risk assessment are implemented and monitored effectively, the school maintains the following action plan. Responsibilities and timescales will be confirmed by the leadership team.

Action	Responsibility	Timescale	Evidence of completion
Review and approve the Prevent Risk Assessment.	Headteacher and Prevent Lead / DSL	Annually	Updated within the Prevent Risk Assessment
Confirm the school's designated Prevent Lead.	Headteacher	September 2026	Lucy Jackson Headteacher and Designated Prevent Lead
Ensure staff receive appropriate Prevent	DSL / Headteacher and Prevent Lead	Annually and as required	Training records

awareness and safeguarding training.			
Review staff understanding of reporting and referral procedures.	DSL / Headteacher and Prevent Lead	Annually	Staff briefing and safeguarding updates
Review filtering and monitoring arrangements.	DSL / IT Team	At least termly	Filtering and monitoring records
Review visitor and external speaker procedures.	Headteacher and Prevent Lead	Annually	Visitor procedures and checks
Review local Prevent information and advice.	DSL / Headteacher and Prevent Lead	Annually and when necessary	Local advice and review records
Review curriculum opportunities to promote British values, inclusion and resilience.	Headteacher and Prevent Lead	Annually	Curriculum planning and evidence
Review online safety education and parental guidance.	DSL / Computing Lead	Annually	Curriculum and communication records
Report relevant Prevent arrangements and identified actions to governors.	Headteacher and Prevent Lead / DSL	Annually	Governor meeting minutes

Any actions identified as a result of incidents, concerns, changes in local intelligence or updates to statutory guidance will be added to the action plan, allocated to an appropriate member of staff and given a clear timescale for completion.

Monitoring and Review

The Prevent Risk Assessment will be reviewed by the Headteacher, DSL/Prevent Lead and appropriate governing body representative to ensure that arrangements remain effective and reflect the needs of the school.

The review will consider:

- Changes to national Prevent guidance and safeguarding requirements.
- Relevant local risks and information from safeguarding partners.
- Staff training and awareness.
- The effectiveness of safeguarding reporting and referral arrangements.
- Online safety, filtering and monitoring arrangements.
- Curriculum opportunities to promote resilience, respect and fundamental British values.

- Any incidents, concerns or lessons learned that indicate changes to practice may be needed.
- The effectiveness of existing control measures and whether assessed residual risks remain appropriate.
- Progress against the Prevent Action Plan and any outstanding actions.
- Any advice received from Kent Prevent representatives, Kent Police or other relevant safeguarding partners.

Any identified gaps will be recorded with appropriate actions, named responsibility and timescales. Evidence of implementation will be retained in accordance with the school's policies and procedures.

The assessment will also be reviewed sooner than the annual review date where there is a significant change in the local or national threat picture, an emerging safeguarding concern, a relevant incident or a change in statutory guidance.

Evidence of Implementation

The school will retain appropriate evidence to demonstrate that its Prevent arrangements are understood, implemented and reviewed. This may include:

- The approved Prevent Risk Assessment and subsequent review records.
- Staff safeguarding and Prevent training records.
- Records of staff briefings and safeguarding updates.
- Filtering and monitoring reviews and records of actions taken.
- Visitor and external speaker checks and relevant approval records.
- Curriculum planning and evidence of teaching relating to British values, equality, diversity and resilience.
- Records of relevant safeguarding concerns, referrals and follow-up actions, held securely and confidentially.
- Records of local Prevent advice and partnership working, where appropriate.
- Governing body minutes and evidence of oversight.
- Completed actions from the Prevent Action Plan.

Evidence will be retained in accordance with the school's safeguarding, data protection and record-keeping procedures. Confidential safeguarding information will only be shared with those who have a legitimate need to access it.

Document Approval and Accountability

The Headteacher, Lucy Jackson, is the designated Prevent Lead and is responsible for overseeing the implementation and review of this risk assessment, working alongside the DSL and reporting relevant matters to the governing body.

The document should be formally approved and dated, with the next review scheduled for September 2027, or earlier if significant changes occur.

Key Guidance and Legislation

This risk assessment should be read alongside the following documents and guidance:

- Counter-Terrorism and Security Act 2015, particularly Section 26.
- Prevent duty guidance: England and Wales (2023), including subsequent updates.

- Keeping Children Safe in Education (2026).
- Working Together to Safeguard Children (2026).
- The school's Safeguarding and Child Protection Policy.
- The school's Online Safety Policy.
- The school's Acceptable Use Policy.
- The school's Behaviour Policy.
- The school's Equality Policy.

The school will ensure that references to statutory guidance are checked and updated when new editions or amendments are published.