

Prevent Risk Assessment

1. Statutory Prevent Duty Guidance, attached to the Counter Terrorism and Security Act 2015, makes clear that all schools, colleges and childcare providers are expected to assess the risk of children being drawn towards extremist ideologies or terrorism. This means being able to demonstrate both a general understanding of the risks affecting children and young people currently in education, as well as a specific understanding of how to identify and support individual children who may be at risk of radicalisation.
2. Safeguarding and promoting the welfare of children now explicitly includes protecting them from abuse, neglect, exploitation, and online harm, as well as providing help and support as soon as problems emerge. This risk assessment reflects these expanded responsibilities in line with KCSIE 2024 guidance.

*'Specified authorities are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This should be based on an understanding, shared with partners, of the potential risk in the local area.'*¹

3. To get in touch, or for further support and advice, please contact your local Prevent team at:

www.kingston.gov.uk/policing-community-safety/prevent

- prevent@kingston.gov.uk

¹ HM Government, *Prevent Duty Guidance*, 2015.

School/College: Spring School		DSL: Andy Nowak Deputy DSL: Sue Bisset		Date of Assessment: January 2026		Date for review: September 2026		
Risk Area	Hazard	Severity (A) 1 - 5	Likelihood (B) 1 - 5	Risk Rating (A x B)	Existing Measures	Proposed Actions	Risk Owner	Planned Completion Date
Welfare and Safeguarding	Staff or contracted providers are not aware of the school procedure for handling concerns and/or do not feel comfortable sharing issues internally.	3	1	3	All staff members have received appropriate training and are familiar with the safeguarding policy, which now includes early identification of exploitation and online maltreatment risks. Staff understand that safeguarding concerns may arise from persistent or unexplained absence, multiple suspensions, or family circumstances such as parental custody or offending. The identity of safeguarding lead is well known – with posters of who to	Laura Greenshields to ensure any new starters (post Sep 25) receive high-quality in-year induction regarding safeguarding and school and organisational procedures. Ensure monitoring systems flag persistent absence and repeated suspensions as safeguarding indicators. DSL to review Early Help pathways for children affected by parental offending or	Laura Greenshields	Ongoing throughout academic year 25-26

					<p>contact if you have a concern placed all across the school.</p> <p>Working Together to Improve School Attendance is now statutory; daily attendance data must be shared with the DfE and persistent absences monitored as part of safeguarding.</p>	<p>custody.</p>		
	<p>Learners are radicalised by factors internal or external to the college.</p>	3	2	6	<p>Students are encouraged to keep an 'open-mind' and the school fosters open and positive relationships with parents/carers and the local community. Staff are aware of how to identify concerns and the appropriate reporting measures to take if concerned. Effective filtering and monitoring systems are in place to reduce the danger and</p>	<p>All staff to read and access Prevent risk assessment Annual safeguarding training and update for all and quality in-year induction School to identify CEOP ambassador to directly engage in quality oversight of filtering and monitoring systems and</p>	<p>Andy Nowak Laura Greenshields Peter Walker Sue Bisset Jackie Cunningham Peter Foy</p>	<p>Ongoing Review points for EDI at termly governors meetings</p>

					<p>impact of online risk and behaviour. Secondary aged students received explicit training around how to validate and process online information. All students have explicit and whole-school teaching around core 'British Values' Working Together to Improve School Attendance is now statutory; daily attendance data must be shared with the DfE and persistent absences monitored as part of safeguarding.</p>	<p>online safety and behaviour of students Senior leaders engaged in EDI audit and evaluation of the school to ensure diversity of narrative and curriculum offer is explicitly considered, implemented and celebrated Ensure monitoring systems flag persistent absence and repeated suspensions as safeguarding indicators. DSL to review Early Help pathways for children affected by parental offending or custody.</p>		
	The school is not linked in with statutory partners	3	2	6	The school is a member of its local community	Continued collaborative work between Andy	Andy Nowak	Ongoing

	and/or does not feel comfortable sharing extremism related concerns externally.				safety/safeguarding forum. The school is aware of local resources to use for support and to share concerns if needed. Working Together to Improve School Attendance is now statutory; daily attendance data must be shared with the DfE and persistent absences monitored as part of safeguarding.	Nowak and local community policing team and, where appropriate, specific Chanel/Prevent resources Ensure monitoring systems flag persistent absence and repeated suspensions as safeguarding indicators. DSL to review Early Help pathways for children affected by parental offending or custody.		
Curriculum and learning	Learners are exposed by school staff or contracted providers to messaging supportive of extremism or which contradicts 'British Values'.	3	1	3	Appropriate whistleblowing and safeguarding policies exist for assessing concerns raised by staff or learners. Curriculum planning includes opportunities to challenge	School to identify CEOP ambassador to directly engage in quality oversight of filtering and monitoring systems and online safety and behaviour of	Laura Greenshields Sue Bisset Jackie Cunningham Peter Foy	Ongoing

					<p>misinformation and conspiracy theories, promoting critical thinking and resilience to online harm.</p> <p>Opportunities to promote school values are clearly identified within all curriculum areas. External visitors and trips into the community are explored and vetted by staff before students experience them and if needed additional risks and hazards are identified.</p>	<p>students</p> <p>Senior leaders engaged in EDI audit and evaluation of the school to ensure diversity of narrative and curriculum offer is explicitly considered, implemented and celebrated</p>	
	<p>Extreme or divisive behaviours, and cultural adaptations which harm the ability of different groups and individuals to learn and work together, are left unchallenged.</p>	4	2	8	<p>The school values are both robust and well observed. These are regularly articulated within the premises and throughout the curriculum. Where appropriate space and time is provided for students</p>	<p>Sue Bisset to review Spring School PSHE and/or social curriculum and how to provide safe spaces for discussion of sensitive issues and views/issues</p>	Sue Bisset

					<p>to discuss potentially divisive issues, with guidance and education sensitively provided about positive thinking and the acceptance and valuation of all.</p> <p>Begin planning to align RSHE curriculum with upcoming national guidance (effective September 2026), ensuring content addresses respectful relationships, positive consent, and support for gender-questioning pupils.</p> <p>Curriculum planning includes opportunities to challenge misinformation and conspiracy theories, promoting critical thinking and resilience to online harm.</p>	<p>that may challenge perspectives</p> <p>Continue to ensure all staff are aware of how to report concerns and feel equipped and confident to do so</p>		
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Organisational culture	Governors, teaching staff and contracted providers are not aware of /do not subscribe to the values of the school.	5	1	5	<p>The school engages in strong safer recruitment practices and carefully considers all applications and appointments.</p> <p>Governors and staff are briefed on updated extremism definitions (March 2024) and understand that Prevent indicators should never be considered in isolation.</p> <p>Recruitment and induction programmes are held regularly, including ongoing staff development.</p> <p>All staff and governors to receive annual Safeguarding, E-Safety and Prevent training and updates</p> <p>All staff and governors receive quality training on</p>	<p>All staff and governors to complete induction training pathways when joining the organisation</p> <p>Senior leaders to regularly review and revisit culture and values around the school and to address concerns quickly through effective probation systems and performance management of staff</p>	<p>Laura Greenshields Sue Bisset Peter Foy Siobhan Lowe AaA ELT members</p>	Ongoing
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					culture and values at the school, The Ambitious Approach and induction from ELT Safeguarding approaches are informed by equality and human rights legislation, ensuring equitable support for all children.			
	Staff are unable to raise extremism related organisational concerns due to the lack of an appropriate mechanism.	5	1	5	Appropriate policy and awareness raising training is provided to all staff and governors All staff and governors to receive annual Safeguarding, E-Safety and Prevent training and updates Governors and staff are briefed on updated extremism definitions (March 2024) and understand that Prevent indicators should never be considered in isolation. Safeguarding	All staff and governors to complete induction training pathways when joining the organisation	Laura Greenshields	September 2025 Ongoing

					approaches are informed by equality and human rights legislation, ensuring equitable support for all children.			
Alternative Provision	Pupils placed in AP or kinship care are not subject to robust safeguarding checks or oversight.	4	2	8	DSL monitors all AP placements and liaises with Virtual School Head where applicable. Records of safeguarding checks are maintained.	Formalise AP risk assessment process; ensure termly review of AP safeguarding arrangements; update policy to reflect KCSIE 2024 guidance.	Jackie Cunningham	Termly Review
	Lack of communication between AP provider and school leads to missed Prevent or safeguarding concerns.	4	2	8	School requires AP providers to share safeguarding policies and contact details before placement.	Establish written agreements with AP providers for immediate reporting of Prevent concerns; DSL to maintain regular contact schedule.	Jackie Cunningham	Ongoing
	Curriculum at AP does not promote British Values or address online safety risks.	3	2	6	AP providers are vetted prior to placement; school requests curriculum overview.	Include British Values and online safety compliance in AP vetting checklist; DSL to review annually.	Jackie Cunningham	Annual Review

Management of space	Learners/staff are exposed by visiting speakers to messaging supportive of terrorism- or which contradicts 'British Values' of individual liberty and mutual respect and tolerance for those of different faiths and beliefs	3	1	3	External visitors and trips into the community are explored and vetted by staff before students experience them and if needed additional risks and hazards are identified.	n/a	n/a	n/a
	Extremist or terrorist related material is displayed within school premises.	3	1	3	The school operates on autism-specific low-arousal principles and so there are no non-learning/non-functional displays in school	n/a	n/a	n/a
	Prayer and contemplation space is not equally accessible for all learners.	3	1	3	The school considers all requests from parents relating to specific cultural and religious practices. These are accommodated with understanding and compassion. Throughout the school safe and quiet spaces are provided	n/a	n/a	n/a

					to staff and students when needed.			
	School premises are used to host events supportive of terrorism, or which popularise hatred or intolerance of those with particular protected characteristics.	1	1	2	The school is currently located in temporary premises and so there is no facilitated external use of the building	n/a	n/a	n/a
ICT and online study	Learners access extremist or terrorist material whilst using school networks.	4	2	8	Use of the internet is carefully monitored by staff and wherever possible website and internet-based resources are vetted by staff. Effective filtering and monitoring systems are in place to reduce the danger and impact of online risk and behaviour, including exposure to misinformation, disinformation, conspiracy theories, and extremist content. Systems	School to liaise with parents to better understand internet usage in the home and where needed or appropriate provide training and guidance for families. Introduce staff and student awareness sessions on risks from generative AI and misinformation. Conduct termly cybersecurity	Laura Greenshields Sue Bisset Jackie Cunningham Holgar Marson Francesco Rucco	Ongoing Family engagement

					<p>comply with DfE Data Protection guidance and cybersecurity standards.</p> <p>Secondary aged students received explicit training around how to validate and process online information.</p>	<p>checks aligned with DfE technology standards.</p>		
	<p>Online/social media communications relating to extremist material feature the school branding.</p>	4	1	4	<p>The school does not use social media as an outlet for communication. The school website is closely monitored and staff are educated about conduct/content via social media relating to the school during annual ELT induction and code of conduct training</p> <p>Ambitious About Autism has a centralised communication and ICT team who monitor and support social media, wider</p>	n/a	<p>Laura Greenshields Sue Bisset Jackie Cunningham Peter Foy Francesco Rucco</p>	Ongoing

					communication and marketing of the school and organisation			
Trips & Visits	Host families for exchange visits are not appropriately vetted or supervised.	3	1	3	Trips and homestays follow safeguarding procedures; DBS and suitability checks are undertaken where required; visiting arrangements are supervised.	Implement host family suitability assessments and vetting in line with KCSIE Annex D; ensure clear supervision plans and emergency contacts.	Laura Greenshields	Ongoing
Staff and Visitors	Low-level concerns are not captured or escalated appropriately, increasing risk of cumulative harm.	3	2	6	Low-level concerns policy in place; staff trained to report behaviours that do not meet the harm threshold.	Update policy to reflect KCSIE 2025 expectations; provide refresher training; ensure clear recording, triage and review processes.	Laura Greenshields	By July 2026
Welfare and Safeguarding	Responses to child-on-child sexual violence and sexual harassment are inconsistent or lack appropriate support.	4	2	8	Staff trained on KCSIE Part 5; clear reporting routes; age-appropriate support and safety planning available.	Review procedures to ensure timely risk assessments, parental communication, and multi-agency working; integrate planned RSHE updates.	Laura Greenshields	By April 2026