



St Nicholas of Tolentine RC Primary School,  
 Pennywell Road, Easton, Bristol, BS5 0TJ  
 Tel: 0117 3772260 / 0117 3772259  
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[www.stnicholas.bristol.sch.uk](http://www.stnicholas.bristol.sch.uk)  
 Principal: Mrs Rachael James

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## St Nicholas of Tolentine RC Primary School Prevent Risk Assessment 2024-2025

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

Safeguarding							
Potential Hazard	Who is at risk?	Actions in Place	Owner	Severity (A)	Likelihood (B)	Risk Rating AXB	Additional notes/next steps
Staff are unaware of the Prevent agenda or of radicalisation and extremism as safeguarding issues	Pupils and staff	CP updates for all staff in September. All staff to complete the Prevent Strategy online training module. NCT Safeguarding and CP Policy updated Sept 2024 – read by all on induction. Staff training records show training completed	HT	3	1	3	Familiarise staff with the school’s safeguarding policy and radicalisation and ensure the processes are included within it. Staff training around the safeguarding policy in Term 1 Make staff aware of the implications of the Prevent duty in schools.
Staff are unaware of the school procedure for handling concerns, or staff are reluctant to raise concerns in relation to extremism or radicalisation.	Pupils and Staff	All staff are aware of procedures to report Prevent concerns via CPOMS and SPOC Safeguarding and CP policy available on the website	SGT	4	1	4	Staff training around safeguarding policy to ensure that they are comfortable sharing concerns around radicalisation and extremism and they are aware of how to do so. Ensure staff and new staff are aware of the reporting process.



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Staff are unaware/unsure of how to identify children at risk of radicalisation	Pupils and staff	Staff training on Prevent and undertaking of online training.	HT SBM	3	1	3	Staff to complete online training on the Prevent Strategy using I am Compliant. All staff to repeat Prevent training in Sept 2024.
Staff do not feel confident about raising concerns about risks to pupils safety	Pupils and staff	Staff training on Prevent and undertaking of online training.	HT SBM	4	1	4	Inclusion of whistleblowing mechanism within the safeguarding process
Risk to students in external learning environments/students working with sub-contracted education providers	Pupils	The identification of all visitors on site are checked. School hold a central document for all DBS clearance.	HT SBM	3	1	3	

**Leadership**

Potential Hazard	Who is at risk?	Actions in Place	Owner	Severity (A)	Likelihood (B)	Risk Rating AXB	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. For example: Values are displayed on the home page of our website Values include a commitment to tolerance, diversity and mutual respect Regular assemblies to promote British Values Embedded PSHE curriculum linked to Kapow and 'Ten Ten' programme	HT/SLT	2	2	4	Continue to ensure British Values are promoted in all aspects of school life. Monitoring through pupil voice children's understanding of British Values and importance in society.

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		Annual focus days through year such as online safety week, wellbeing week, safeguarding week.					
Leaders are unaware of their responsibilities under the Prevent duty, and of the context of the school relating to the risk of extremism	Pupils, staff and governors	School leaders are aware of their duty to prevent pupils being drawn into terrorism, and make sure all staff know the same. School leaders stay up to date with local developments and risks. Include any specific steps taken, for example: The school is in regular communication with local police / PCSO The school is in regular communication with local safeguarding briefings including those involving Prevent.	HT/SLT	4	1	4	Regular briefings to include Prevent duty. DSL to complete Home Office E-learning training  Refresh the leadership team on the school's responsibilities under the Prevent duty  Ensure Governors are fully aware of their responsibilities under the prevent duty
Arrangements and resources in place to provide pastoral care and support as required are not in place. Monitoring arrangements to ensure that this support is effective and supports the school's welfare and equality policies are not in place.	Pupils and Staff	Class teachers & support staff trained to identify any concerns relating to extremist behaviour. CPOMs system used to alert and monitor any concerns. Support provided R James as Safeguarding & Attendance Lead, SLT All relevant policies in place.	HT/SLT	3	1	3	Continue to update staff training Monitor concerns on CPOMs & ensure all actions are logged
<b>Training and Capability</b>							

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Potential Hazard	Who is at risk?	Actions in Place	Owner	Severity (A)	Likelihood (B)	Risk Rating AXB	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	<p>All staff have read our child protection policy and at least part 1 of Keeping Children Safe in Education.</p> <p>Update our child protection policy annually.</p> <p>Staff members are aware that they can go to SLT for advice, support, and to escalate concerns.</p> <p>Induction process in place to include Prevent training &amp; KCSIE CPD course through I am compliant</p> <p>The school community actively embraces British values.</p> <p>Assemblies, whole school events and medium-term plans, where appropriate ( Mental Health &amp; Wellbeing week, World Book day, World War 2, Nativities, choir, class dojo points, PSHE, RE curriculum, peer mentors,)</p>	Ht/SLT	4	1	4	<p>All school staff, including support staff and admin staff to have regular safeguarding briefings, including the Prevent duty.</p> <p>All staff to be able to report safeguarding concerns, including those of extremism and radicalisation through CPOMS.</p> <p>All staff to refresh Prevent duty training this academic year.</p>
Governors cannot carry out their role to monitor the school's Prevent strategy effectively	Pupils and Staff	All governors have read our Safeguarding and child protection policy, anti-bullying policy, and Keeping Children Safe in Education.	HT/SLT/Governors	3	2	6	<p>Board of Governors – Provided with Prevent guidance from Gov.uk.</p> <p>Training – regular updates to be provided Risk assessment and</p>



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							Prevent statement shared in Governor's meeting & on website
							All governors to be provided with the link in order to complete online Prevent training: <a href="https://www.elearning.prevent.homeoffice.gov.uk/">https://www.elearning.prevent.homeoffice.gov.uk/</a>
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. School values and commitment to safeguarding are included in job advertisements Safer recruitment procedures are followed	HT/SLT	4	1	4	SLT to attend regular 'safer recruitment' training and updates Follow NCT guidance for recruitment as per policy
<b>Working in Partnership</b>							
Potential Hazard	Who is at risk?	Actions in Place	Owner	Severity (A)	Likelihood (B)	Risk Rating AXB	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.  The DSL/Prevent lead is aware of the process to contact other agencies and expedite concerns about extremism.  Records of referrals are kept on CPOMS, and referrals are followed up appropriately	All staff	4	1	4	Use of CPOMS to share concerns

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Speakers and Events							
Potential Hazard	Who is at risk?	Actions in Place	Owner	Severity (A) 1 -5	Likelihood (B) 1-5	Risk Rating AXB	Additional notes/next steps
Pupils are exposed to extremist ideologies by visiting speakers	Pupils and Staff	Details of your procedures for visiting speakers, for example: The materials that visiting speakers deliver are discussed and approved prior to their visit Visitors are never left alone with pupils All visitors are agreed prior by the Principal of the school	All staff	4	1	4	Robust policies and checks in place to ensure visitors do not hold extremist views Ensure staff aware of expectations for all visitors in school, including check of content & evaluations from other schools where content has been delivered Staff are reminded to immediately report any concerns they have the DSL
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	HT/SLT	3	1	3	Development of a robust venue hire policy which spans across different types of booking including private events and use of facilities by supplementary education providers and out of hours' providers. Adequate measures are put in place to monitor the groups adherence to this policy.
Curriculum and Culture							
Potential Hazard	Who is at risk?	Actions in Place	Owner	Severity (A) 1 -5	Likelihood (B) 1-5	Risk Rating AXB	Additional notes/next steps
The curriculum teaches damaging material or	Pupils	Opportunities to promote British values are clearly identified within all curriculum areas.	HT/SLT/A ll staff	4	1	4	Review our current practices for promoting British values and



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fails to challenge extremist ideologies and promote British values		Use of agreed PSHE (Kapow) or RSE (Ten Ten Resources) lessons for sensitive and supportive discussions on radical issues and extreme ideologies. Weekly assemblies' reference British values led by school staff					consider where we could do more to embed these values into our curriculum. Map out British Values through the curriculum and ensure appropriate materials in all curriculum areas.
A culture of inequality or abuse is allowed to grow, enabling extremist ideology and hate to develop	Pupils and Staff	Our behaviour policy clearly sets out that hateful behaviour is not tolerated. Staff know how to respond to witnessing harassment and abusive behaviour. Pupils are encouraged to challenge harassment or abusive behaviour among their peers. Through PSHE/RE and other curriculum activities, pupils are able to explore political, religious and social issues	All staff	<b>3</b>	<b>2</b>	6	Regular discussions with children re: expectations, how to report & strategies to resolve conflict. Ensure all new staff understand our restorative approach. All incidents of 'hate' are recorded on CPOMS and parents to be informed
British values are not promoted outside of the classroom	Pupils and Staff	Steps taken to promote British values around the school include: Pupils participate in democracy through school council and student leadership elections Assemblies promoting diversity, human rights, and respect Celebrations from multiple religions and cultures are celebrated around the school Through PSHE/RE and other curriculum activities, pupils are able to explore political, religious and social issues	All staff	<b>4</b>	<b>1</b>	4	Build in more opportunities for pupils to be taught about the diverse national, regional and ethnic identities in the UK and the need for mutual respect.

**IT and Internet Safety**

Potential Hazard	Who is at risk?	Actions in Place	Owner	Severity (A) 1 -5	Likelihood (B) 1-5	Risk Rating AXB	Additional notes/next steps
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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. Pupils are encouraged to report any material they come across online which makes them worried or uncomfortable. IT safety and monitoring systems, for example: The school IT network has appropriate filters to block sites deemed inappropriate or unsafe School email accounts are monitored by IT staff	HT/SLT	4	1	4	Review our online safety policy annually, ensuring links to the Prevent Duty Ensure all systems are in place to monitor and prevent access any inappropriate sites and that all staff are aware of these.
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.  The curriculum for computing and PSHE reflects this duty. Parents are provided with support on how to help their children access the internet safely and spot the signs of online radicalisation. We share online safety factsheets with parents to help them support their children	HT/SLT/A ll Staff	4	1	4	Ensure all IT policies are updated regularly Online safety policy Acceptable use policy Preventing bullying policy
<b>Headteacher/DSL/Prevent Lead</b>							
<b>Mrs R James</b>				<b>September 2024</b>			
<b>Review</b>				<b>September 2025</b>			