



Woolmore
Primary School

PREVENT DUTY RISK ASSESSMENT

September 2026

Prevent Duty Risk Assessment – Woolmore Primary School 2026 - 2027

At Woolmore Primary School we believe that all pupils have a fundamental right to be protected from harm and that they cannot learn effectively unless they feel safe. We strive to build a school where pupils feel secure, their viewpoints are valued, they are encouraged to talk and adults listen to them and hear them.

Children are vulnerable to extremist ideology and radicalisation. Protecting children from this risk is part of the school's wider safeguarding responsibilities and Prevent Duty. As with other forms of abuse, harm and exploitation, radicalisation can have a significant impact on a child's safety, wellbeing and development. School staff should be alert to indicators of vulnerability and work within existing safeguarding procedures to identify, support and protect children who may be at risk of being drawn into extremism or terrorism.

- **Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- **Terrorism** is 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.

Schools are required to take a risk-based approach to Prevent Duty.

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

Pupils who cause concern for their extremist views should be referred to child protection agencies using a MAST form and emailing them to the following addresses:

Prevent.referral@towerhamlets.gov.uk AND MAST@towerhamlets.gov.uk

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

Risk 1 – Exposure to harmful and extremist content online

The online environment remains a significant pathway through which children and young people may be exposed to extremist narratives and harmful content. The widespread use of social media, online gaming, messaging platforms, video-sharing sites and emerging technologies means that children can encounter extremist views, misinformation, propaganda and other harmful influences at increasingly younger ages. Algorithms may direct users towards more extreme content over time, while AI-generated content can make harmful narratives appear more credible. Children may also be exposed to extremist, conspiracy-based or harmful online communities that promote intolerance, hatred, misinformation or anti-democratic views. While these communities may not directly encourage violence, they can normalise extreme viewpoints, increase vulnerability to radicalisation and contribute to community tensions. Exposure may occur through social media platforms, online gaming, messaging applications, influencers and other online spaces where harmful narratives are shared and amplified. The online environment continues to be a key driver across all forms of extremism and radicalisation.

Risk 2 – Impact of Terrorist Incidents and Significant National or International Events

The current UK terrorism threat level is SEVERE, meaning that a terrorist attack is assessed as highly likely. Terrorist incidents and significant national or international events can have an impact on community cohesion, pupil wellbeing and feelings of safety. Children may be exposed to distressing news coverage, misinformation, polarised viewpoints and extremist narratives following such events. These situations can contribute to fear, prejudice, discriminatory behaviour, hate incidents and increased vulnerability to radicalisation. Schools should be aware of the potential impact of current events on pupils and families and provide opportunities for age-appropriate discussion, reassurance and support where required.

Risk 3 - Artificial Intelligence and Emerging Technologies

Artificial intelligence and emerging technologies are changing the way children access information and engage online. Children may encounter extremist narratives, misinformation, propaganda, grooming and harmful content through AI-generated text, images, videos, chatbots and algorithmically targeted platforms. These technologies may make it more difficult for children to identify reliable information and can increase the speed at which harmful content is created and shared. Developing digital literacy, critical thinking and online safety skills is therefore increasingly important.

Risk 4 – National Extremist Narratives and Community Tensions

Extremist groups and individuals may seek to exploit significant national and international events to promote divisive, hateful or polarising narratives. Children and families may be exposed to misinformation, prejudice and intolerance through media coverage, social media, community discussions and other online platforms. Such influences can contribute to community tensions, discriminatory behaviour, hate incidents and increased vulnerability to radicalisation. Schools should remain alert to events that may affect pupils and families and promote critical thinking, respect, inclusion and community cohesion through the curriculum and wider school culture

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)

Risk 1 - Radicalisation linked to Islamist Extremist Narratives

Individuals vulnerable to radicalisation may be exposed to Islamist extremist narratives online or through grievance-based narratives relating to international conflict and political events. Islamist extremism remains the most prevalent ideology within Prevent casework across London. Individuals seeking to radicalise others may exploit international events, political developments and perceptions of injustice to encourage support for extremist ideologies. Children and families may be exposed to such narratives through online platforms, social media, community discussions and wider societal influences. Staff should remain alert to the impact of current affairs on pupils and families and respond through a safeguarding-first approach.

Risk 2- Radicalisation linked to the Extreme Right Wing Ideologies.

Although there is no significant footprint of organised Extreme Right-Wing (ERW) activity within Tower Hamlets, ERW extremism remains a national and regional threat. Children and families may be exposed to racist, anti-Muslim, antisemitic, anti-migrant or other hate-based narratives through social media, online gaming, influencers, online forums and wider media sources. Such narratives may contribute to prejudice, discrimination, community tensions and vulnerability to radicalisation. Staff should be aware that ERW radicalisation frequently occurs online and may be linked to broader safeguarding concerns.

Risk 3- MUUC Referrals

Mixed, Unclear or Unstable (MUUC) ideologies relate to individuals who present a combination of ideological influences, rapidly shift between different viewpoints, or do not display a coherent ideology but may still be vulnerable to radicalisation. A significant proportion of Prevent referrals within London and Tower Hamlets fall within this category. Such concerns are often associated with online harms, social isolation, mental health needs, neurodiversity, SEND, fixation on violent content or wider safeguarding vulnerabilities. Early identification and effective safeguarding intervention are therefore essential.

Risk 4 – Community Tensions and Polarising Events within the Local Community

Tower Hamlets is a diverse community with a wide range of faiths, cultures and backgrounds. Local, national and international events may have a significant impact on pupils, families and community cohesion. Conflicts overseas, terrorist incidents, hate crimes, political developments and other significant events may lead to increased tensions, misinformation, prejudice or discrimination. Children may experience anxiety, confusion or exposure to polarising narratives. The school should continue to promote inclusion, respect, equality, critical thinking and mutual understanding through its curriculum, safeguarding practice and wider school culture.

Leadership and Partnership

Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead staff	Date for completion	Wider Support Available
	What is the risk here?	What are the hazards?	What has your institution put in place to ensure sufficient understanding and buy-in from Leadership?		What does your institution need to further action to address the identified risk(s)?			
Leadership	The setting does not place sufficient priority to Prevent and risk assessment/action plans (or does not have one) and therefore actions to mitigate risks and meet the requirements of the Duty are not effective.	Leaders (including governors and trustees) within the organisation do not understand the requirements of the Prevent Statutory Duty or the risks faced by the organisation. The Duty is not managed or enabled at a sufficiently senior level.	Prevent training/briefing for staff (including SLT) and governors. By September 2nd all staff will have completed DFE Prevent training. Tas completed in June 2025. Last Prevent Training was delivered in house by the LA Prevent Co-Ordinator in June 2024 - but she informed us she is no longer able to deliver this .		Confirm governors have completed prevent training. DSL requested that all GB complete the Home Office e-learning package (July 2026)	DSL	Last Prevent training: June 2026 / September 2026	Prevent e-learning Home Office offer a free e-learning package on Prevent: https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/

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		Leaders do not have understanding and ultimate ownership of their internal safeguarding processes, nor ensuring that all staff have sufficient understanding and that staff implement the duty effectively.	The Safeguarding Governor – Sabrina Law - has strategic oversight of the school's Prevent Duty responsibilities and receives regular updates from the Designated Safeguarding Lead regarding Prevent-related safeguarding matters, training, risk assessment, referrals and emerging risks.		Add Prevent updates into Headteacher minutes for future GB meetings within the safeguarding section <i>(shared with Clerk and Safeguarding Gov – July 2026)</i> To include; • Annual Prevent Risk Assessment review. • Staff Prevent training compliance. • Filtering and monitoring arrangements. • Online safety and emerging risks (including AI). • Any Prevent concerns or referrals (anonymised where appropriate). • Curriculum coverage of British Values, citizenship, critical thinking and online safety. • Local and national Prevent risks	Sabrina Law Head Teachers SLT		
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		Leaders do not communicate and promote the importance of the duty.	Sufficient leadership ownership – risk assessments, safeguarding policies, etc. being signed off by SLT.			Sabrina Law Head Teachers SLT		
		Leaders do not drive an effective safeguarding culture across the institution.	Leadership have clear understanding of reporting and referral mechanisms.			Sabrina Law Head Teachers SLT		
		Leaders do not provide a safe environment in which children can learn.	DSL ensuring the sharing of safeguarding policies – staff sign a declaration to confirm the reading of policies such as KCSIE Part 1; Code of Conduct, Safeguarding and Child Protection Policy written in line with LBTH recommendation.		Yearly Safeguarding training to all staff to include Prevent Duty (see above)	DSL	Ongoing Safeguarding and Child Protection policy and KCSIE part one updated ready for sharing every September. Weekly safeguarding 60 seconds to include Prevent elements.	

			Woolmore has established a strong safeguarding culture through regular training, discussions, with clear and robust procedures for recognising and reporting concerns. Clear induction for new members of staff and trainee teachers.			DSL/ Head Teachers	Add DFE prevent training to Induction Checklist (July 2026)	
			Leaders use self-evaluation to identify key priorities for continuous improvement		Regular attendance of DSL forums Designated Safeguarding Lead and Deputies attend renewal training every 2 years.			
Working	The setting is not fully appraised of national and local risks, does not work with partners	The organisation does not establish	Woolmore Primary School maintains effective partnerships with key safeguarding and Prevent partners, including Tower Hamlets Children's			DSL and Head	Ongoing	Prevent Duty Guidance https://www.gov.uk/government

	to safeguard children vulnerable to radicalisation, and does not have access to good practice advice, guidance or supportive peer networks.	effective partnerships with organisations such as the Local Authority and Police Prevent Team.	Services, the Prevent Education Officer, the Local Authority Prevent Team, Police Prevent Team, the Local Safeguarding Children Partnership and relevant education networks. The Designated Safeguarding Lead (DSL) regularly attends safeguarding briefings which often include Prevent updates, receives local and national updates, and seeks advice from partners when concerns arise. Clear referral pathways are understood and implemented where appropriate.			Teachers		nt/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales#c-a-risk-based-approach-to-the-prevent-duty Understanding channel https://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance
Capabilities								

Staff training	Staff do not recognise signs of abuse or vulnerabilities and the risk of harm is not reported properly and promptly by staff.	Frontline staff including governors, do not understand what radicalisation means and why people may be vulnerable to being drawn into terrorism	Training is broader than face to face or e-learning. Information, updates and training needs are communicated to staff via regular staff updates through weekly 60second safeguarding briefings. Or communicated through targeted notices and emails			DSL Headteacher	ongoing	Prevent e-learning Home Office offer a free e-learning package on Prevent covering: - Prevent awareness - Prevent referrals - understanding Channel
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		Frontline staff including governors, do not know what measures are available to prevent people from being drawn into terrorism and do not know how to obtain support for people who may be exploited by radicalising influences. Staff do not access Prevent training or refresher training.	Ensure all staff attend safeguarding training and are familiar with key school safeguarding and statutory policies for the welfare of the child.		Whole staff and Governors Safeguarding attend training. September Safeguarding Training following KCSIE updates. Mop up training for staff where necessary. Effective Induction including key safeguarding policies as recommended by the KCSIE. 60 second safeguarding bulletins shared with whole staff on weekly basis.	DSL	Ongoing	Users that complete this training will receive a certificate. https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/
		Staff do not access Prevent training or refresher training.	Ensure all staff complete Prevent Training			DSL / Head Teachers	Annually	
			Ensure governors complete Prevent training		Prevent included in SG governor Safeguarding Training.	Sabrina Law and DSL	Annually	

		Maintain records of all staff and governor training			Sabrina Law and DSL and SBM Jonathan	Ongoing	
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Information Sharing	Staff do not share information with relevant partners in a timely manner.	Staff do not feel confident sharing information with partners regarding radicalisation concerns.	Woolmore Primary has a strong safeguarding culture in which all staff understand that radicalisation is a safeguarding concern and are expected to share concerns promptly with the Designated Safeguarding Lead (DSL). Staff receive regular safeguarding training, information-sharing responsibilities. Clear procedures are in place for recording and escalating concerns, and the DSL works closely with relevant partners, including MASH, Children's Social Care, the Local Authority Prevent Team and the Police Prevent Team. Concerns are acted upon promptly, recorded appropriately and shared with partner agencies where necessary to safeguard children. Woolmore Primary has a culture of safeguarding that supports effective arrangements to: • identify children who may need early help or who are at risk of neglect, abuse, grooming or exploitation • help children reduce their risk of harm by securing the support they need, or referring in a timely way to those who have the expertise to help		DSL Head Teachers	Ongoing	If you have a concern about the welfare or safety of a child during the office hours of 9am-5pm, you should contact the Tower Hamlets MASH: Tel: 020 7364 5006 option 3 Extensions: 5606/5601/5358 /7796 Email: mast@towerhamlets.gov.uk Government guidance on making a Prevent referral. https://www.gov.uk/guidance/making-a-referral-to-prevent
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		Staff are not aware of the Prevent referral process.	Woolmore has clear processes for raising radicalisation concerns and making a Prevent referral.		The referral process is through established procedures = MAST referral – School to always contact Prevent team about concern before/as well as referring to MAST.	DSL	Ongoing	
Reducing Permissive Environments								
Building	Children and young people are exposed to intolerant or hateful narratives and lack	The setting does not provide a safe space	Woolmore Primary School promotes a culture of respect, inclusion and belonging through its curriculum,					

	understanding of the risks posed by terrorist organisations and extremist ideologies that underpin them.	in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.	values and wider safeguarding practice. Pupils are taught about and taught to value diversity, equality, protected characteristics, democracy, the rule of law, individual liberty and mutual respect through PSHE, Religious Education, Computing and the wider curriculum. Children are provided with opportunities to discuss current issues in an age-appropriate and supportive environment, helping them to develop critical thinking skills and challenge misinformation, prejudice and harmful stereotypes. Online safety, media literacy and digital resilience are explicitly taught to help pupils recognise and respond to harmful content. As part of the school's consultation process for the RSHE curriculum (<i>July 2026</i>), parents and carers have been invited to share their views regarding online safety, emerging technologies and the risks associated with artificial intelligence, helping to inform the school's approach to educating pupils about these issues and strengthening partnership working with families.			headteacher	At point of advertising vacancies and recruitment	
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		The setting does not teach a broad and balanced curriculum which promotes spiritual, moral, cultural mental and physical development of students and fundamental British values and community cohesion.	Teaching and Learning is monitored by senior leaders through observations, book checks and is quality assured to ensure: • A broad and balanced curriculum promotes Fundamental British Values. • PSHE and RE develop understanding of diversity, tolerance and respectful and healthy relationships. • Pupils are taught critical thinking and online safety. • Opportunities are provided for age-appropriate discussion of current affairs and controversial issues. • School values promote inclusion, respect and community cohesion. • Staff challenge discriminatory language, prejudice and stereotypes. • Online safety education includes recognising misinformation, disinformation and harmful online content. • Pastoral support is available for pupils affected by local, national or international events.		The Deputy head/DSL is the induction tutor for ECT's ensuring quality assurance for teachers developing their practice as they enter the profession.	headteacher Deputy head SLT	ongoing	
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			There opportunities within the curriculum to discuss controversial issues and for students to develop critical thinking and digital literacy skills and explicit and direct learning of this through our PSHE curriculum.	PSHE built into the thematic curriculum ensuring regular and robust coverage. Appointment of 2 PSHE Leads (<i>Summer 1, 2026</i>) to reflect the level of vulnerability of our children. We plan to further refine our curriculum and ensure our PSHE curriculum continues to adapt to the needs of our community.	SLT	ongoing	
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			We ensure that discussions of controversial issues are carried out in a safe space.			SLT	ongoing	Political Impartiality Guidance When using external agencies, schools in England must be mindful of their existing duties regarding political impartiality and to ensure the balanced presentation of political issues. https://www.gov.uk/government/publications/political-impartiality-in-schools/political-impartiality-in-schools#the-law
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		The setting does not teach about online risks and links to potential extremist ideologies accessed online.	Woolmore delivers a robust PSHE curriculum that teaches about online safety and identifying safe and unsafe behaviours or situations online and how to get help. We have gathered pupil voice relating to wellbeing, belonging, safety and wider safeguarding issues (<i>Summer 2026</i>). This information is used to identify emerging concerns, inform curriculum design, strengthen pastoral support and ensure that pupils have opportunities to discuss issues that are important to them. Pupil voice will help us respond proactively to local, national and global events that may impact upon children's wellbeing, sense of safety and vulnerability to harmful influences.					
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			Online safety policy ensures children are taught how to access the internet and online platforms or games safely. They are taught how to get help if they feel at risk or have seen something that doesn't feel safe.	Explore additional lessons for Year 6 - Teach about online extremism The 'Going Too Far?' resource from Educate Against Hate and the London Grid for Learning – Adapt the Believe it or Not resource for Year 6 student during their PSHE digital media/fake news unit. https://goingtoofar.lgfl.org.uk/believeit.htm			
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			Low parental awareness of how to monitor their child's online activity – children are aware of strategies to avoid safeguarding controls their parents have set up		Continue to engage parents in online safety workshops/awareness . Continued safeguarding and online safety sections in the school Newsletter. Results of parent consultation asks how parents would like to receive online safety updates and also asks if delivery in different languages would help better protect children.	DSL Computing Lead Head Teachers	Build a cycle of parental engagement 2026-2027	
IT policies	Ineffective IT policies increases the likelihood of students and staff being drawn into extremist material and narratives online. Inappropriate internet use by students is not	Leaders do not provide a safe space for children to learn.	A robust and clear safeguarding process is in place to manage site visitors, including sub-contractors. Including SENSO (2025-2026) in budget and ensuring all staff are aware of how to use it and how it incorporates and compliments our existing safeguarding procedures.					

	identified or followed up.	Settings do not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.	Woolmore has a robust risk assessment and carries out due diligence checks on visitors, speakers, the organisations they represent and the materials they promote or share.					
		The setting does not conduct any due diligence checks on visitors or the materials they may use.	Woolmore Primary or any of its spaces are not used for external private/commercial institutions.					
			The school seeks advice and support from partners where it is necessary to assess suitability.					

		Online access and content is not filtered or monitored for risks of online harm	Woolmore primary implements robust filtering and monitoring mechanisms. - SENSO cloud to live filter & monitor access to online content - SENSO cloud to digitally report and log potential risks/concerns which are then followed up by the safeguarding team. - SLA with Clever ICT and LGFL to ensure filtering systems are robust. - DSL and Governor for filtering and monitoring test filtering system throughout the year and share results with Clever ICT - Breaches of filtering system are responded to quickly by all staff		All staff have been trained to use SENSO to help monitor children's online access when in school or when using school chrome book at home. Any concerns are reported in line with the school's Safeguarding and child protection policy and procedures.	all staff DSL Headteacher	ongoing	https://saferinternet.org.uk/guide-and-resource/teachers-and-school-staff/appropriate-filtering-and-monitoring/appropriate-monitoring You can test whether your internet service provider removes terrorist content at http://testfiltering.com/
						DSL		
		The filtering and monitoring system is not regularly tested.	Every term, filtering and monitoring systems are checked to make sure that the system setup has not changed or been deactivated. Testfiltering.com Used by DSL and logged each time. Where questions exist re results DSL reaches out to Clever ICT for explanations. Checks that SENSO and firewalls work on new devices and services before releasing them to staff and pupils.		Checks on the system are logged so they can be reviewed. Logs will include: • when the checks took place • who did the check • what they tested or checked • resulting actions	DSL ICT manager/Clever ICT SBM Computing Lead	Ongoing	

					All staff know how to report and record concerns filtering and monitoring			
			Blocklists are reviewed and they can be modified in line with changes to safeguarding risks.					