Oakway Academy

Prevent Risk Assessment

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.

Oakway Academy Prevent Risk Assessment

This Risk Assessment is updated and reviewed by the Trust Safeguarding Lead.

It is approved by the Trust Board and adapted and implemented by schools within the Trust.

Once completed by the school, it will be shared and approved by the Safeguarding director of each school.

This document will be subject to ongoing review.

It may be amended prior to the scheduled date of the next review in order to reflect changes in legislation where appropriate.

Reviewed: Jan 2026

Next Review: Jan 2027

Key contacts	
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Welfare & Prevent lead – Kelly Underwood	k.underwood@oakwayacademy.org.uk
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Trust safeguarding lead – Claire Byron	ByronC@hattonacademiestrust.org.uk
Safeguarding director – Helen	carvilleh@hattonacademiestrust.org.uk

Each hazard within the risk assessment is assessed according to risk and a RAG rating has been applied:

High- risk hazard	Medium-risk hazard	Low-risk hazard

Current National Threat level: Severe

Leadership

Hazard	Who is at risk?	Actions in place	Owner	Risk assessment level	Comments
The values and ethos of the school are unsuitable for promoting resilience against extremist ideologies and promoting British values	Pupils, staff and other stakeholders	Oakway Academy clearly sets out our commitment to British values. For example: • School values and rules are based around respect, tolerance and inclusion for all • Across the academic year, British values are referenced in assemblies and there are assemblies which are specifically dedicated to each individual British Value. • Questionnaires around understanding of the British values have been conducted in all classes.	SLT/DSLs	Low	

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. School leaders stay up to date with local developments and risks. For example: • The school is in regular communication with local police via our link PCSO • The Prevent Lead attends LA DSL forums where updates are given • LA safeguarding newsletters include Prevent updates Welfare team receive Prevent duty newsletters monthly from the East Midlands prevent co – ordinator. • Prevent lead attends F2F training delivered by local co Ordinator.	SLT/DSLs	Low	Refresh the leadership team on the school's responsibilities under the Prevent duty when required.

Training and capability

Hazard	Who is at risk?	Actions in place	Owner	Risk assessment level	Comments
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. • All staff have Prevent training at least every three years with annual updates. • All staff complete the online government training as part of their induction. • Staff members are aware that they can go to the DSL / Prevent Lead, for advice, support, and to escalate concerns. • Staff are aware that all referrals for concerns should be made through CPOMs & that they can discuss concerns with a DSL at any time.	SLT / DSL	Low	Our child protection policy is updated annually Prevent training on annual CPD calendar .
Directors cannot carry out their role to monitor the school's Prevent strategy effectively	Pupils and staff	All directors have read our child protection policy and Keeping Children Safe in Education. We have a dedicated Safeguarding link director, Helen Carville, that oversees our compliance with the Prevent duty. The link director attends training	Trust Safeguarding Lead	Low	

		regularly & HAT safeguarding meetings.			
Staff do not support the school's values and ethos, or they support and promote extremist ideas		The staff recruitment process reflects the school's values and promotes good safeguarding practice. For example: • School values and commitment to safeguarding are included in job advertisements • Safer recruitment procedures are followed including challenging gaps in employment or training and online searches • At least one member of any interview panel has completed Safer Recruitment training • Support staff who are new to the school start under a 6 month Induction Period with 3 formal reviews	SLT/DSL	Low	

Working in partnership

Hazard	Who is at risk?	Actions in place	Owner	Risk assessment level	Comments
Staff do not feel comfortable or capable working with external agencies and sharing concerns about extremism externally	Pupils & 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, and referrals are followed up appropriately. All concerns are recorded on CPOMS. This also records any referrals, outcomes and escalations made. The school has a Partnership co-ordinator from Early Help, Paulette Gibbons who can support with accessing external agency support. DSLs are aware they are able to contact Simon Bateson, from MASH education or Sam Slack – East Midlands, Prevent Co - ordinator, or Ashley Sparks, Prevent constable who has delivered school F2F training.	SLT/DSLs	Low	
School unaware of how to access statutory assistance to support vulnerable individuals	Pupils & staff	DSL attends LA DSL forums regularly. School website shares resources and websites for support for parents and carers	DSL/SLT	Low	

		MASH has an Education Officer to link support between schools and other agencies			

Speakers and events

Hazard	Who is at risk?	Actions in place	Owner	Risk assessment level	Comments
Pupils are exposed to extremist ideologies by visiting speakers	Pupils	The school exercises “due diligence” in relation to requests from external speakers and organisations using school premises. Prior to visitors speaking to pupils and visiting our school: • The materials that visiting speakers deliver are discussed and approved prior to their visit • Visitors are never left alone with pupils • Request an outline of what the speaker intends to cover •Research the person/organisation to establish whether they have demonstrated extreme views/actions • Deny permission for people/organisations to use school premises if they have links to extreme groups • At least one member of school staff is also present during events or assemblies.	SLT/DSLs Teachers	Medium	Recommendations of other schools or organisations could be sought if appropriate

School curriculum and culture

Hazard	Who is at risk?	Actions in place	Owner	Risk assessment level	Comments
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. • Posters of British values are displayed in classrooms. • Use of PSHE or RSE lessons, in an age-appropriate way for sensitive and supportive discussions on issues which arise.	RO/JG/TP/KT/SP	Low	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. Staff know how to respond to witnessing harassment and abusive behaviour through the dignity at work policy. Pupils are encouraged to challenge harassment or abusive behaviour among their peers.	RO/JH/AA	Low	Review Behaviour Policy yearly to ensure the reflection of positive behaviour and a culture of challenge and reporting.

British values are not promoted outside of the classroom	Pupils and staff	British values are promoted within school; • Pupils participate in democracy through school council representation • Assemblies include promoting diversity, human rights, and respect • Celebrations from multiple religions and cultures are celebrated around the school	RO/JG/TP/KT/SP	Low	

IT and online safety

Hazard	Who is at risk?	Actions in place	Owner	Risk assessment level	Comments
Pupils use the school network or school hardware to access extremist material	Pupils	Our online safety & 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 policies are in place to ensure that staff and pupils are protected from terrorist related content. IT safety and monitoring systems: • The school IT network has appropriate filters to block sites deemed inappropriate or unsafe • Trust IT staff also support the monitoring and updating of devices in school. • Smoothwall monitors any unusual activity from staff and children's devices and reports information to the school. This is a human facing system which is thorough and regularly tested.	RO/JG/TP/KT/SP/JB	Low	Online safety policy is reviewed annually. Ensure online safety training is undertaken by all staff using a provider such as the National College. Ensure that pupils have a "safe environment" in which to discuss "controversial issues" Through PSHE, and other curriculum activities, pupils are able to explore political, religious and social issues. Pupils are taught about the diverse national, regional and ethnic identities in the UK and the need for mutual respect
Pupils access extremist material on their own devices or on social media, or	Pupils	• The ICT curriculum includes teaching pupils how to stay safe online.	SLT/ DSL / JB	Medium	

are specifically targeted for online radicalisation		• Parents/carers are provided with support on how to help their children access the internet safely and spot the signs of online radicalisation. • Parents are sent online wake up Wednesday guides which support parents supporting their children safe online.			

School security

Hazard	Who is at risk?	Actions in place	Owner	Risk assessment level	Comments
Non-approved visitors access the school site to spread extremist ideology	Pupils and staff	All Trust schools have clear and robust visitor procedures: • All visitors to the school must be signed in at reception and wear ID badges Visitor read safeguarding noticed on arrival and agree to the terms of this on screen. • Visitors are to be accompanied around the school site by a member of staff at all times where appropriate • Any visitors who have a DBS will be checks and ID badges seen. • Lanyard card provided for all visitors which detail names of designated safeguarding leads. • Contractors safeguarding policies will be requested prior to working on a school site. • Key entrances onto site are monitored at key times of the day.	KP/SLT	Medium	

Localised Prevent Risk Profile – Northamptonshire (2026)

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1. Local Context Overview

Northamptonshire organisations emphasise radicalisation as a safeguarding issue and stress early intervention. The county is generally safe but influenced by national and global risks.

2. Key Vulnerability Factors

- Radicalisation considered alongside other safeguarding issues.
- Notice–Check–Share framework used for identifying concerns.

3. Local Threat Landscape

- Youth vulnerability consistent with national trends.
- High proportion of cases with no specific ideology identified nationally influences local readiness.

4. Sector-Specific Risks

- Education is the primary environment for early detection.
- Strong engagement with community and voluntary groups.

5. Local Risk Themes

- Youth vulnerability.
- Diverse ideological exposure.
- Non-ideological vulnerability.

6. Local Capability and Response Strengths

- Multi-agency Channel Panels.
- Extensive partnership networks.
- Public reporting pathways (Prevent team, 101, ACT Early).

7. Summary

Northamptonshire faces moderate but evolving Prevent risks. Priorities include early intervention, staff training, community trust-building and monitoring national shifts.