



“Together we learn, Together we succeed”

Prevent Risk Assessment

This policy has been written to ensure that the school's ethos, curriculum, and practices promote shared values. It also encourages staff, children and other members of the Welbourne community to understand others and to value diversity, irrespective of gender, race, belief and sexual orientation.

As a Rights Respecting School, we put the United Nations Convention on the Rights of the Child at the heart of our planning, policies, practice and ethos.

Policy Agreed	Reviewed by	Ratified on	Approved by	Signature on behalf FGB	Next Review
November 2025	Clare Ejiogu				November 2026

SCHOOL	Welbourne Primary School
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DESIGNATED SAFEGUARDING LEAD	Clare Ejiogu
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DATE	November 2025	REVIEW INTERVAL	Bi-Annually	DATE FOR NEXT REVIEW	January 2027
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SCHOOL PROFILE

Welbourne Primary School is located in the London Borough of Haringey and has a student population of 416 (including the 2 year old & 3 year old nurseries).

The School has:

- High deprivation
- Significant mobility
- Diverse intake
- Increased vulnerability to online harm, misogyny narratives, county lines grooming and extremist content exposure.

BOROUGH SITUATIONAL PROFILE

Haringey is a highly diverse borough, with a significant proportion of residents from minority ethnic backgrounds and a large “White Other” population (2021 Census). Deprivation levels vary considerably across the borough, with the highest concentration in the North East. Educational outcomes for some groups remain lower than borough averages, particularly for Black Caribbean boys, which creates increased vulnerability to disengagement and reduced sense of belonging. The borough also experiences higher than average levels of youth violence and exploitation risk compared to many London areas, which impacts safeguarding approaches for primary pupils as they transition into adolescence. There are increasing concerns around online harm, including exposure to extremist content, misogynistic influencers and online radicalisation narratives. This context means it is essential for us to prioritise strong relationships, early identification of need, parental partnership, and proactive PREVENT education from primary phase — to strengthen resilience, critical thinking, respectful dialogue and pupil belonging.

STRATEGIES, POLICIES AND PROCEDURES

[The Prevent duty](#) ensures that individuals who may be vulnerable to radicalisation are supported in the same way as any safeguarding concern. At Welbourne Primary School, this underpins all aspects of our safeguarding practice. We mitigate Prevent-related risks through the following measures:

- **Curriculum Content:** Our curriculum reflects the diversity of the families in our community and is carefully balanced to avoid promoting resentment or bias. Content that could encourage extremism, such as sexism, inequality, unfairness, or discrimination, is actively excluded.
- **Promotion of British Values:** We embed British Values throughout school life, ensuring children understand democracy, the rule of law, individual liberty, and mutual respect.
- **Pupil Voice:** Children are encouraged to share their views in a variety of ways, and staff actively listen and respond. Any concerns raised are escalated through normal safeguarding procedures.
- **Staff Awareness:** Staff are trained to recognise and respond to potential risks of radicalisation. They remain vigilant during conversations and activities, and report any concerns immediately.
- **Community Awareness and Collaboration:** We maintain up-to-date knowledge of local issues, liaising regularly with neighbourhood policing teams and participating in local safeguarding forums to ensure a proactive approach to risks within our community.

PREVENT Risk Assessment

Risk Area	Potential Risk	Likelihood (H/M/L)	Impact (H/M/L)	Current Mitigation / Action	RAG	Review Date
Local Context	Pupils may be exposed to extremist narratives, gang/criminal exploitation, or online radicalisation due to local area vulnerability.	H	H	<p>Clear reporting procedures for staff to flag early signs of vulnerability.</p> <p>DSL monitors local intelligence - a member of the safeguarding team attends the monthly Haringey DSL network meetings;</p> <p>We link with the Haringey Safer Schools Officer and local police;</p> <p>Staff who live in the community report local risks they know of.</p> <p>Contextual safeguarding reviewed and discussed at biweekly safeguarding meetings.</p> <p>Child-friendly assemblies on community safety.</p>	Amber/Red	Termly
Pupil Vulnerability	Children with low attendance, SEND, mobility/family instability may be more vulnerable to influence or grooming.	M	H	<p>Clear reporting procedures for staff to flag early signs of vulnerability.</p> <p>Vulnerable cohort identified. Targeted children receive mentoring/learning mentor input and/or pastoral check-ins.</p> <p>The inclusion team receives updates from the safeguarding team.</p>	Amber	Termly

Online Safety / Radicalisation	Pupils may access extremist content, harmful influencers, online grooming or be exposed to radicalising material via social media/apps outside school.	H	H	<p>Internet Safety sessions, Computing and PSHE mapped to cover PREVENT themes (age-appropriate).</p> <p>Local authority parental workshops “Online Safety & Radicalisation Awareness” shared with parents.</p> <p>Online safety messages shared through the biweekly newsletter.</p> <p>School filtering and monitoring systems in place.</p> <p>All staff alerted to early signs through safeguarding training, briefings, posters in the toilets.</p>	Red	Reviewed Autumn & Spring
Visitors / Speakers	External visitors or workshop providers may inadvertently or maliciously promote extremist or biased ideologies, or inappropriate messages.	M	H	<p>All external providers risk-assessed by SLT -</p> <ul style="list-style-type: none"> ➤ Conduct online and social media checks on the speaker or organisation to ensure no links to extremist or inappropriate content ➤ Require advance submission of all presentation materials for review. <p>Visitors Code of Conduct in place. Visitors are required to sign in and abide by the visitors are supervised by trained staff at all times.</p>	Amber	Reviewed annually

				<p>The supervising staff member has the authority and confidence to immediately interrupt and stop the visitor/session if inappropriate material is introduced.</p> <p>Speaker log maintained by the office.</p>		
Curriculum & Resources	Lack of embedding of critical thinking, British values, respect & tolerance may leave pupils less resilient to harmful influence.	M	M	<p>Assemblies cover key themes: critical thinking, respectful debate, recognising influence, online safety.</p> <p>Critical thinking and questioning is embedded into the PSHE and Internet Safety curriculum.</p> <p>Ensure every child feels heard and valued through Smart School Council, giving pupils a voice in small, meaningful decisions and teaching respect for majority choices.</p> <p>Use our work on Rights to teach children that freedom comes with responsibility to respect the rights of others and avoid causing harm.</p> <p>Use Jigsaw PSHE lessons, assemblies and our English texts to learn about different faiths and cultures and celebrate differences.</p>	Green/Amber	Review end of academic year

Staff Training & Awareness	Staff may lack awareness of early signs of radicalisation or online grooming; may not know referral pathways.	M	H	<p>Clear reporting procedures for staff to flag early signs of vulnerability.</p> <p>PREVENT refresher training provided Autumn 2025 for all staff. Online training for all staff who miss in-person training.</p> <p>Regular safeguarding reminders in Tuesday staff briefings include PREVENT scenario discussions.</p> <p>Safeguarding link governor to attend PREVENT training. All governors attend safeguarding training and read KCSIE part 1.</p>	Amber	<p>Autumn 2025</p> <p>Spring 2026</p>
Reporting & Record Keeping	Concerns around radicalisation or grooming may not be recorded/tagged clearly, leading to delays in action.	L	H	<p>CPOMS taxonomy includes “Radicalisation / Extremism” and “Grooming”.</p> <p>DSL & DDSLs check daily for any tagged items; patterns reviewed fortnightly in safeguarding team meetings.</p>	Green	Reviewed termly

<p>Parental / Community Awareness</p>	<p>Parents may not understand radicalisation, online grooming risk or the school's role; may not engage with workshops or communications.</p>	<p>M</p>	<p>M</p>	<p>Ensure parents understand radicalisation, online risks, and the school's safeguarding responsibilities by sharing information in fortnightly newsletters.</p> <p>Use multi-channel engagement to try to reach parents who may not read newsletters, e.g. text messages, emails, share videos or info graphics. Offer translated materials.</p> <p>Signpost external support services (e.g., online safety advice, family support services).</p>	<p>Amber</p>	<p>Review Spring 2025</p>
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