Francis Askew Primary School

'Working together to make a positive difference for every child.'

Prevent Risk Assessment 2026-27

School Profile

Francis Askew is a large mainstream primary school which serves the Gipsyville and Newington area of Hull. The level of deprivation in the school is above the LA average with 63.4% of households categorised as being within 10% of the most deprived households nationally. The School itself is considered to be located in one of the 10% most deprived areas in the country. The percentage of pupils eligible for Pupil Premium Funding (Disadvantaged) is 48% which is above both the LA and England averages. The number of pupils at the school with English as an additional language is above the LA average, but broadly in line with the England average 16.7% of pupils are categorised as needing SEN Support, which is 2.6 percentage points above the England average and 1.7 percentage points above the LA average.

At Francis Askew Primary School we make a positive difference to every child. Working together with parents, families and the community we create a positive, calm and nurturing environment where all members of the school community feel safe, valued and respected.

Prevent

The aim of Prevent is to stop people from becoming terrorists or supporting terrorism. Prevent also extends to supporting the rehabilitation and disengagement of those already involved in terrorism. 14. The Prevent duty requires specified authorities such as education, health, local authorities, police and criminal justice agencies (prisons and probation) to help prevent the risk of people becoming terrorists or supporting terrorism.

The Prevent Strategy has three main objectives:

- Tackle the ideological causes of terrorism
- Intervene early to support people susceptible to radicalisation
- Enable people who have already engaged in terrorism to disengage and rehabilitate

In fulfilling the Prevent duty in Section 26 of the Counter-Terrorism and Security Act 2015 (CTSA 2015), Francis Askew Primary School will participate fully in work to prevent the risk of people becoming terrorists or supporting terrorism.

Counter Terrorism Local Profile *(provided by Humberside Police)*

The current threat to the UK from terrorism is SUBSTANTIAL (as of 07/03/2024).

Key risk themes for Humberside 2024:

- **Extreme Right-Wing terrorism** remains the primary threat to the Humberside area. The risk is most likely to be low complexity, from lone, self-initiated terrorists.
- **Online influences** occur in almost every single investigation, intelligence development and Prevent referral within CT Policing.
- **Minors**; Region has seen a significant increase in under 18's being investigated for terrorism offences. Casework numbers now comparable to that within ERWT
- **Increasingly LASIT and Conspiracy** type theories are requiring assessment. We must prioritise providing support for those with mixed and unclear ideologies (MUU) who are at risk of committing acts of violence.
- **Daesh/ISIS Inspired:** Poses a significant regional threat within the NE Region.
- **Self-initated Terrorism (SIT):** A Self-Initiated Terrorist is defined as "Person(s) who threaten or mobilise to violence without material support or personal direction from a terrorist organisation; but who may still be influenced or encouraged by the rhetoric or ideology or a group". (1)Self-Initiated Terrorists have previously been referred to as 'Lone Actors'.

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Duty School to provide a broad and balanced curriculum that helps protect students against extremism and radicalisation and promotes British values and a culture of equality.

Duty Appropriate policies and procedures are in place to manage external speakers.

Duty School work in partnership with other agencies to ensure appropriate reporting and recording processes are in place and referrals are managed effectively.

Duty The school will ensure staff and the LAB are Prevent trained according to role and clear leadership and accountability structures are in place.

Duty Ensure that staff, children and visitors are protected against accessing extremist material on the internet.

School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating.

Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance Working Together to Safeguard Children (2023) and Keeping Children Safe in Education (2024). Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

Radicalisation is listed as a specific safeguarding issue within this statutory guidance and is addressed within the Government Prevent Strategy. The Counter-Terrorism and Security Act 2015 places a duty on Schools to 'have "due regard to the need to prevent people from being drawn into terrorism."

For further advice and support:

Prevent duty guidance: England and Wales (2023) - GOV.UK (www.gov.uk)
Keeping children safe in education - GOV.UK (www.gov.uk)
Prevent – Hull Collaborative Partnership

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School Based Risks

- External visitors influencing ideas/views of pupils
- Pupils accessing extremist content online
- Possibility of a terror attack/threat being made towards the school
- Community gang culture places children at increased risk of being radicalised/exploited

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Duty	What this means	Actions
Curriculum School to provide a broad and balanced curriculum that helps protect students against extremism and radicalisation and promotes British values and a culture of equality.	The values and ethos of the school promote resilience against extremist ideologies and promoting British values. Ensure that pupils have a safe environment in which to discuss controversial issues. Pupils develop "the knowledge, skills and understanding to prepare them to play a full and active part in society." The curriculum promotes British Values and a culture of equality. The school REACH drivers clearly set out our commitment to British values and citizenship. Clearly identified opportunities to promote British Values and challenge extremist ideologies.	• Through PSHE/RSE 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. • Relevant staff are aware of the government guidance : Guidance on promoting British values in schools published - GOV.UK (www.gov.uk) • Opportunities to promote British values are clearly identified within all curriculum areas and through the full safeguarding curriculum (incl. Jigsaw curriculum). Specific areas of the Jigsaw curriculum, such as community relations, promote British Values and a culture of equality. • Regular British values assemblies are held • Use of PSHE or RSE lessons for sensitive and supportive discussions on radical issues and extreme ideologies. • Special curriculum days/weeks (annual) place safeguarding at the core of our curriculum offer, including Safer Internet Day, • 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.
Speakers and Events Appropriate policies and procedures are in place to manage external speakers.	Prohibit extremist speakers and events in the school.	• Request an outline of what the speaker intends to cover/meet prior to event. • Research the person/organisation to establish whether they have demonstrated extreme views/actions.

	The school exercises "due diligence" in relation to requests from external speakers and organisations using school premises.	• Visitors are never left alone with children. Deny permission for people/organisations to use school premises if they have links to extreme groups. • All offsite events are risk assessed and carefully planned/managed by staff.
Working in Partnership School work in partnership with other agencies to ensure appropriate reporting and recording processes are in place and referrals are managed effectively.	The school is using existing partnership arrangements in exercising its Prevent Duty. Staff report and record concerns in line with policies. Staff are confident and capable of working with external agencies. The Prevent Lead makes appropriate referrals to agencies. The MAT and LAB carry out their role to monitor the school's Prevent strategy effectively. Staff assess the risk of children being drawn into terrorism. Staff can demonstrate a general understanding of the risks affecting children and young people.	• All staff record and report concerns to the Prevent Lead or safeguarding leadership team. • School leaders stay up to date with local developments and risks. • The school is in regular communication with local police (PCSO). • Member of the safeguarding team attends the LA DSL meetings where updates on extremism and other topics are often given. • Advice and training is sought from the academy trust. • Records of referrals are kept on CPOMS. • Referrals are followed up appropriately (and challenged if necessary). • DSL knows the process to contact other agencies and expedite concerns about extremism. • All concerns regarding extremism are reported to the Head of Safeguarding (Hull City Council). • Records of referrals are kept, and referrals are followed up appropriately. • All staff attended safeguarding training in September 2024. • All staff have read "Keeping Children Safe in Education 2024". • The DSL has informed staff of their duties as set out in "The Prevent Duty Guidance" (DfE, December 2024). • All staff have completed the online Prevent Training (Home Office). • The DSL has informed staff about signs and indicators of radicalisation. • All staff have read the safeguarding policy which includes a statement regarding the school's "Prevent" duty.

	Staff can identify individual children who may be at risk of radicalisation and how to support them. There is a clear procedure in place for protecting children at risk of radicalisation.	• All staff understand how to record and report concerns regarding risk of radicalisation.
Staff Training The school will ensure staff and the LAB are Prevent trained according to role and clear leadership and accountability structures are in place.	There is an identified Prevent/safeguarding lead within the school The Prevent lead has been suitably trained, understands Prevent and its key priorities/objectives within the school The Senior Leadership Team are aware of the Prevent Strategy and its objectives Prevent is embedded within the school's safeguarding policy The Prevent lead provides regular updates to staff, SLT and governors in relation to Prevent Equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas.	• There are 4 trained DSLs in school. All staff, visitors and children are made aware of who they are (posters, induction, leaflet). • The safeguarding leadership team and Prevent Lead undertakes Prevent Awareness Training. • All staff are aware that they must report concerns to DSL verbally and via CPOMS as they would with any other safeguarding incident • Ensure that the DSL is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation. • All staff completed online Prevent Training. • Updates given in safeguarding briefings, staff insets and half-termly safeguarding reviews. • All governors have read our child protection policy and Keeping Children Safe in Education (2024). • We have a dedicated safeguarding link governor that oversees our compliance with the Prevent duty. • The LAB undertakes training for governors on roles and expectations. • Reviews are conducted to continuously review and reflect procedures regarding Prevent. This leads to refresher training and feedback for staff.

	Assess the training needs of staff in the light of the school's assessment of the risk to pupils at the school of being drawn into terrorism. Governors have a good understanding of their duty. A process is in place to prevent concerns, reports and referrals being discussed, overseen and managed by SLT.	
IT Policies Ensure that staff, children and visitors are protected against accessing extremist material on the internet.	Ensure that children are safe from terrorist and extremist material when accessing the internet in schools. The school has policies in place which make reference to the "Prevent" duty. The Smoothwall system alerts DSL and HoS to serious and/or reported breach of policy.	• Online safety policy is in place and all staff are aware and follow. • Acceptable use policy is in place and all staff are aware and follow. • Anti-bullying policy is in place and all staff are aware and follow. • Pupils are encouraged to report any material they come across online which makes them worried or uncomfortable. • Curriculum planning (computing and PSHE) reflects this duty. • IT safety and monitoring systems are in place and are reviewed regularly, these include: ➢ The school IT network has appropriate filters to block sites deemed inappropriate or unsafe. ➢ Smoothwall filtering and monitoring system is in place and tested by the DSL and computing lead regularly ➢ School email accounts are monitored by IT staff/Smoothwall. ➢ Any breaches are reported to DSL and HoS and these are discussed and investigated; actions are then taken accordingly.