David Ross Education Trust
Broadening Horizons

Prevent Risk Assessment

LEADERSHIP INFORMATION

ROLE	NAME	CONTACT DETAILS
Principal	Emma Marshall	Emarshall@havelockacademy.co.uk
Designated Safeguarding Lead	Robyn Laurie	rlaurie@havelockacademy.co.uk
PREVENT Lead	Bridie Wilkinson	BWilkinson2@havelockacademy.co.uk
Local PREVENT Police Officer	Lee Ross	
PREVENT Schools Officer (if applicable)		

REVIEW TIMETABLE

Date of Review	Review Completed by:	Comments
20/10/23	1. Robyn Laurie 2. Mollie Whitehouse 3. Emma Marshall	Completed new risk assessment on updated DRET form
03/01/24	1. Robyn Laurie 2. Lauren Newport 3. Emma Marshall	New risk assessment checked by central team and ready to be uploaded to website
16/03/25	1. Robyn Laurie 2. Emma Marshall 3. Mollie Whitehouse	Local authority Prevent Audit completed 19/09/25 with RAG rating in all areas

19/01/26	1. Robyn Laurie 2. Emma Marshall 3. Mollie Whitehouse 4. Bridie Wilkinson	LA Prevent August completed 2025 (no further audits requested)

Current National Threat Level	SUBSTANTIAL

Threat levels

There are 5 levels of threat:

- low - an attack is highly unlikely
- moderate - an attack is possible but not likely
- substantial - an attack is likely
- severe - an attack is highly likely
- critical - an attack is highly likely in the near future

Point of note	Summary	Existing Controls	Vulnerability	Action to remove vulnerability (What/When/Who/How)	Owner	Deadline (DD/MM/YYYY
STRATEGY OBJECTIVE ONE: LEADERSHIP For all specified authorities, we expect that those in leadership positions: • establish or use existing mechanisms for understanding the risk of radicalisation • ensure staff understand the risk and build the capabilities to deal with it • communicate and promote the importance of the duty; and						

• ensure staff implement the duty effectively.						
The school must identify a Single Point of Contact for staff to raise concerns and report issues	Schools do not have a clear referral policy and process in place regarding safeguarding and PREVENT concerns. PREVENT concerns are not clearly identified and monitored.	Staff should identify a PREVENT SPOC as well as identifying other colleagues available to support safeguarding strategy. All concerns should be logged via safeguard software which is monitored throughout the day by the safeguarding team. If there is an immediate threat, staff must contact the safeguarding team or SLT in person, via telephone or using the Bromcom alert. All staff have annual training in relation to safeguarding and Prevent and are trained/refreshers given to identify signs of radicalisation & extremism. All staff complete online training (government) on Radicalisation & Prevent every two years. This is	Supply, new staff or ECT's may not know who the DSL is or how to report concerns.	Check to central training spreadsheet to check all existing staff are up to day and new staff have completed training within induction period (both face to face and online). If supply staff covering, ensure with agency (and check in with staff) that they have training/understanding (part of induction via admin team). INSET day – mandatory training all staff – Prevent part of this 02/09/25 Designated member of safeguarding team as Prevent specialist to support earlier intervention with radicalisation concerns Prevent information updated on Academy Contextual Appendices	RSL ECM RSL RSL BMW	Termly checks completed co-ordinated by Mrs Danielle Simons.

		logged on the central safeguarding training spreadsheet.			RSL	Ongoing – established Jun 2025 Miss B Wilkinson attended the North East Lincolnshire Prevent Conference on 06.11.2025 and Prevent & Counter Terrorism in Schools trainin on 21.11.2025. 01/10/2025
Leadership	Leaders within the organisation do	Policies and procedures refer to extremism and radicalisation	Staff understanding and ensuring that awareness is	Ongoing refreshers around awareness to be delivered to all leadership teams to ensure they spot the signs of extremism and radicalisation early.	ECM RSL MJW	Termly checks

	not understand the requirements of the Prevent Statutory Duty or the risks faced by the organisation and the Duty is not managed or enabled at a sufficiently senior level. The result is that the organisation does not attach sufficient priority to Prevent Action plans (or does not have one) and therefore	Introduction to Prevent and online training part of the academy induction process and all leadership are trained to recognise the signs of radicalisation & extremism.	ongoing (two year gap between online training courses) Students not aware of why British Values are important.	Include middle leadership (pastoral and HOF within this training for wider awareness) Ensure a whole school approach is taken to embedding British Values through curriculum and behaviours – clear focus through Curriculum for life HT1 – "Coping with Change" (resilience, managing pressure, individual liberty), HT3 – "Diversity and Inclusion" (extremism, prejudice, discrimination, tolerance, privilege, stereotypes, racism, democracy, the rule of law, Britishness, identity and shared values). HT4 "Careers" (developing informed choices with individual liberty, understanding the workplace and the rule of law for diversity and equality) HT5 "RSE" (exploring healthy relationships, consent, respect for diversity, personal responsibility and making safe choices) HT6 (protected characteristics, personal safety, gangs and pressure). FBV are further reinforced through year group assemblies across the year, planned assembly themes where no national awareness day exists (for example, resilience and accepting diversity in Years 7 and 8), and whole-school "Word of the Week" for the next 16 weeks are all related to Fundamental British Values.	ECM RSL LJW BS RSL MJW	

	action to mitigate risks and meet the requirements of the Duty are not effective.			All staff receive CPD in relation to Prevent throughout the year Training around Notice/Check/Share completed 20th November 2024 DSL & DDSL to attend annual Prevent Conference		Miss B Wilkinson attended the North East Lincolnshire Prevent Conference on 06.11.2025.
Local issues	Schools are not aware of contextual PREVENT Concerns and are not able to respond to specific risks posed. Staff are not able to identify local risks regarding	The academy has identified the local contextual issues within our catchment area and this is documented within the Safeguarding Appendices. This is revisited regularly as the safeguarding team ensure they are monitor prevalent issues within the locality via networking and relationships with external agencies. All staff have access to the safeguarding appendices and can view contextual issues within the	The academy safeguarding team might not always be aware of issues due to continual and rapid changes within the locality or a delay in any intel being shared with the academy. The academy has a high percentage	Safeguarding team to attend termly safeguarding meetings co-ordinated by the Local Authority or to update via catch up recordings/presentation Safeguarding team to complete local training offered around contextual issues around Prevent. Focused training being put in place for Dedicated Prevent Specialist. Extremism is embedded into the curriculum. This is also covered as part of RSE in relationship to CSE, online safety and grooming. Increased capacity within the safeguarding team (recruitment of new safeguarding officer) in place	RSL MJW	Ongoing 2025 onwards (training attended as it

	extremism and radicalisation. Content delivered to students regarding extremism and radicalisation does not reflect national or local risks.	area. All staff are invited to join the attendance team on home visits and for a tour of the local area if they feel this would be beneficial to their understanding. The academy works closely with the local policing team and with the police Prevent team for any concerns or issues. North East Lincolnshire have a Prevent, Protect and Prepare Strategy NEL-Prevent-Strategy-2023.pdf (safernel.co.uk) Educational provisions aren't part of the sharing information agreement for the LA, but the academy can feed in via Childrens Services (Local Authority) and via the means below. Close working relationship with the local policing team.	of students who are classed as vulnerable (SEND, Open at Service, EAL, FSM & PP) and context the academy is based around is an area of high deprivation with high crime levels which also add to the concerns (see academy contextual appendices for further information). The safeguarding team is incredibly busy with a high number of students open to service and in areas, sporadic	from January 2024. Designated roles within the safeguarding team for CP/CIN/CIC/EH/TAC/Prevent/Exploitation/Domestic Abuse.	LJW BS	becomes available) Throughout academic year (see Leadershi section)

		Pitstop meeting information regarding contextual issues or concerns are shared with the academy on a daily basis.	support from social workers which means that there could be delays in identifying concerns.			
STRATEGY OBJECTIVE TWO: WORKING IN PARTNERSHIP Prevent work depends on effective partnership. To demonstrate effective compliance with the duty, specified authorities must demonstrate evidence of productive co-ope particular with local Prevent co-ordinators, the police and local authorities, and co-ordination through existing multi-agency forums, for example Community Safety Partne						
Partnership	The organisation does not establish effective partnerships with organisations such as the Local Authority, Police Prevent Team, DfE Regional	The academy can contact the local Prevent team via prevent@humberside.pnn.police.uk for information and support. Lee Ross is the contact point that the academy works in conjunction with following any Prevent Referrals Any issues raised via training or CP co-ordinators meetings, are shared with staff via training sessions or email updates where relevant. The academy safeguarding team attend wider local authority events	Partnership agencies having the capacity to deliver training to students and staff CPD allocated time to safeguarding issues over the academic year	The academy has strong links with local policing team and we share information informally as well via the daily police meeting (Pitstop) and the online information forms. The academy regularly share intelligence with the police via PIF forms Partner agencies invited into the academy to deliver training to students via Step Up days and assemblies – review meeting for PSHE Protected CPD time in academy calendar for safeguarding training and updates – revisit calendar for remainder of Year to identify safeguarding training times	RSL MJW LJW BS	Ongoing On-going

David Ross Education Trust
Broadening Horizons

	Coordinator and others. The result is that the organisation is not fully appraised of national and local risks and does not have access to developing good practice advice or supportive peer networks.	around the duty and cascade learning within the safeguarding and wider staff team where appropriate.		Meeting arranged with local Prevent Officer with safeguarding team to look at training/contextual issues Prevent audit completed and shared with Local Authority	RSL SNW RSL RSL	To be booked i by Easter 2026

Channel Panel	The organisation does not have an effective working relationship with the Channel Panel, and this may cause delays in the effective reporting of concerns. Staff have a limited understanding of the Channel Panel process and the support available to vulnerable people.	The DSL is the Prevent SPOC for the school and all staff report concerns to them (via safeguard software). The DSL (or DDSL) will represent the school at the Channel Panel meetings. The contact details and referral process for the Channel Panel can be found in the academy appendices.	Understanding and designated staff confidence in the process as not a high level concern (lack of experience in the process)	Safeguarding team to revisit this annually. Ensure the Channel process is included in the safeguarding policy. All staff complete government Prevent course around Channel as part of their Prevent training Further training and awareness for Designated Prevent Specialist.	RSL MJW RSL RSL MJW	Ongoing (monitored termly)

David Ross Education Trust

Broadening Horizons

Engagement with Parents	Parents are not aware of the risks posed by extremism and radicalisation. Parents are unable to identify vulnerabilities or risk factors in relation to PREVENT and Radicalisation. Parents failed to report concerns to school regarding local or individual related PREVENT concerns.	We use our MCAS app to share any localised information/risks with parents and work in conjunction with local policing team to do this. On occasions, we also use letters and newsletters to provide information and to increase awareness of local issues where relevant. Parents/carers are encouraged to share safeguarding concerns this staff and all staff emails/positions are within our Havelock Way and shared with parents/carers. Regular communication with home via tutors and teachers to build positive relationships.	The academy are currently working on building positive relationships with parents, but this is still in primary stages and a large number of parents/carers don't engage positively with the academy. Not all parents use our MCAS app and this means that we are not being totally inclusive when sharing key information via this route. Parental/carer understanding and awareness of radicalisation and	Designated information regarding radicalisation to be designed specifically for our parents and shared via MCAS and hard copies home via students. Ongoing communication with parents/carers to support them when a risk is identified.	ECM RSL LJW ECM RSL	End of academ year 2026 Ongoing

			the signs to be aware of within their own children. In some cases, there is a limited understanding and/or monitoring of technology which can result in children being more vulnerable to radicalisation.			
STRATEGY OBJECTIVE THREE: APPROPRIATE CAPBABILITIES Frontline staff who engage with the public should understand what radicalisation means and why people may be vulnerable to being drawn into terrorism as a consequenc They need to be aware of what we mean by the term "extremism" and the relationship between extremism and terrorism. Staff need to know what measures are available to prevent people from becoming drawn into terrorism and how to challenge the extremist ideology that can be associated They need to understand how to obtain support for people who may be being exploited by radicalising influences. All specified authorities subject to the duty will need to ensure they provide appropriate training for staff involved in the implementation of this duty. Such training is now v available.						
Staff Training	Staff are not aware of the factors that make people	All staff complete three online courses (government) around extremism and radicalisation and	Training is only annual/bi-annual and because radicalisation and	Regular updates of the safeguarding training spreadsheet to ensure that all staff online training up to date.	ECM RSL	Termly checks completed

	vulnerable to radicalisation and terrorism and are unable to recognise the signs of vulnerability and therefore are unable or unwilling to refer concerns. Leaders and staff feel unable or unwilling to challenge extremist narratives or exemplify British Values throughout the organisation. Staff are unclear on how	these courses are repeated every two years. Staff are trained (and refreshers provided) in being vigilant in spotting signs of extremist views and behaviours and they know to report any concerns to the DSL (via safeguard software). All staff understand the importance of monitoring student absences and promptly addressing concerns about irregular absence to the attendance team. Within our staff induction, radicalisation and extremism is covered (face-to-face) and the Prevent Duty is explored. Also, a reminder is completed annually within our INSET safeguarding training.	extremism isn't one of the more common safeguarding issues staff deal with on a regular basis, this means that staffs understanding, and awareness isn't as strong as other safeguarding issues.	Notice – Check – Share training & Prevent audit training with all staff – refresher provided	RSL	April 2026

	to deal with or refer concerns resulting in individuals not being supported and potentially radicalisation remaining unchecked.	Demonstrate the range of safeguarding training available to staff. Online safeguarding courses Prevent duty training: Learn how to support people susceptible to radicalisation | Prevent duty training (support-people-vulnerable-to-radicalisation.service.gov.uk) Induction training (face-to-face) INSET training/reminder (face-to-face) Virtual College online safeguarding courses				
Promoting British Values	The school does not have a culture and ethos where British Values are celebrated, which leads to a culture of disrespect and intolerance and where tensions	British Values are embedded across school via the PSHE curriculum. Students can report any concerns to the safeguarding team and we have a strong pastoral model in place to ensure that students have access to trusted adults who they can share any concerns with.	Students with poor or sporadic attendance may miss the directed sessions and education which could create a personal vulnerability.	Attendance strategy implement for all students to increase attendance for those with low or sporadic attendance. Ensure the British Values underpin the PSHE curriculum to avoid gaps in knowledge. Further targeted promotion of British Values within restorative work and isolation work	RSL LJW	September 202 On-going – see focus for each HT under

	are allowed to flourish. Staff and learners do not understand BV (or feel confident about) and extremist views and narratives are allowed to flourish unchallenged.			Hive students have a clear focus on British Values within their PSHE curriculum	BS SWT LJW BS SAA LJW BS	section Leadership
Campus Security	The organisation does not have sufficient security of its premises and learners are targeted by individuals or groups seeking to share their	The school has locked gates to prevent entry onto school property and when they are opened for students arriving/leaving the academy, there are staff on duty points at the start and end of the school day. The entrance to the academy has a tag operated system, which means that only staff can enter or enable	The front entrance to our campus cannot be secured during the daytime as there needs to be access to and from the carpark for staff, visitors and parents/carers.	High visibility of staff at the end of the day on the plaza and gate Increased number of staff on community walk with SLT presence Experienced staff on community walk and in pairs Radio communication between staff and mobiles taken out on community walk	All staff	Ongoing

	extremist views or endanger their personal safety. Charities are allowed on campus without effective checks or charitable collections are inadvertently diverted to inappropriate or unlawful causes. On site dangerous or hazardous substances are not kept secure and are allowed into	others to enter the main building via the front entrance. All visitors to the academy are carefully vetted. Staff are on community patrol duty both before and after school to ensure students are safe when accessing and leaving the academy property. If students are leaving the academy site during the day, parents/carers are asked to collect students. In special circumstances, where students are allowed to leave site during the day time without adult supervision, parents/carers are contacted for an agreement to be in place. No external visitors without DBS checks are allowed on site unsupervised and all visiting speakers from external organisations (including charities) are subject to an agreement by the principal. All visitors without a DBS	The community walk staff only have a set radius around the academy and our students are potentially vulnerable to individuals/groups who could target them outside this radius on their way to and from school. The majority of our students travel to and from the academy on foot and therefore are accessible to individuals/groups who may want to target them.	Police support prearranged if we are aware of issues.		

	the possession of individuals or groups seeking to use them unlawfully.	must be issued with the appropriate lanyard. This includes individuals and groups that hire our facilities out of school hours. All groups are checked in terms of DSB checks and safeguarding policies and these are recorded in our contextual appendices The school has a clear lockdown procedure which can be promptly initiated if any individual or group should be perceived to be attempting to harm a student. substances are left in locations which are not secure and only relevant staff have access to these.				
STRATEGY OBJECTIVE FOUR: MONITORING All specified authorities must comply with this duty and will be expected to maintain appropriate records to show compliance with their responsibilities and p reports when requested.						
Online Safety	Extremist organisations can radicalise students online	Firewalls and online security systems are monitored by the Trust/Academy IT systems.	The majority of our students have access to online platforms via	Ensure the inclusion of the Prevent Duty within the IT policy.	ECM RSL	September 202 October 2026

	and encourage them to commit acts of violence or incite others to commit acts of violence as 'lone actors'. Learners (and staff) are able to access unlawful radicalising material which promotes proscribed terrorist groups.	The safeguarding team and the IT team monitor what students and staff are accessing online and any concerns are followed up immediately and logged on safeguard software and our ART dashboard. Parents/carers are contacted by the safeguarding team of any concerns around online safety. This is logged on Safeguard. Online safety is revisited annually within all year groups as we are aware that this isn't a one of lesson but we have to continually revisit and remind students around online safety. We also visit online safety within our 'Step Up' days and again on Internet Safety Day each academic year. Within our IT lessons, online safety is revisited frequently and staff are asked to explore online safety where it fits into curriculum and lessons throughout the academy.	personal devices outside of school and many of our students can be classed as vulnerable. In addition, there are a substantial number of our parents/carers who either don't understand online safety or have a level of disregard for the online safety of our students and there are concerns around a lack of parental monitoring/online restrictions in place via home internet packages.	Ensure all staff have read and signed to confirm their understanding of the IT policy. Keep staff up to date with relevant trends online and issues around extremist material. Where appropriate, share concerns around online trends and concerns with parents/carers. Ensure students receive regular information about online safety and Prevent. Updated contextual appendices regarding use of electronic devices including wearable technology with clear guidance for staff for personal devices	GG RSL ECM RSL LJW BS RSL	On-going On-going September 2025, updated 26.11.2025

		Where safeguarding concerns are raised around online safety, the safeguarding (and wider pastoral team – SEND/HOY) may carry out 1-2-1/small group awareness around this issue and also support parents/provide information around specific areas of safety/platforms.	Staff awareness and understanding of online safety.			
Speakers and Events	Extremist organisations are given a platform to radicalise young people because the organisation has ineffective processes in the place for vetting speakers and events.	All speakers and events have to be run past the principal for verification. Unless we have their DBS details, they are on a red lanyard and are not left unsupervised at any time and no speakers are left unsupervised when delivering to students. The academy gives clear directions on the aims and purposes of any external speakers in terms of what they are delivering to our students to ensure that it is appropriate. When visiting events (off-site) safeguarding is built into the risk	Staff not following the academy procedure for speakers Staff feel they can't report concerns or unconfident about doing so Staff leading trips might not have a full picture of	Ensure all staff familiar with the whistleblowing policy Ensure all staff know where to report concerns internally All trips have to be authorised by the DSL and all trips are discussed in the weekly SLT meeting	ECM All SLT Heads of Faculty ECM RSL	September 202 On-going (part of mandatory safeguarding training – 2/9/26) weekly

	Inappropriate or extremist materials are shared with learners (face to face or via weblinks) because insufficient checks are made of external speakers and materials that they promote or share.	assessment for the trips and visits form to ensure that we ensure that our students are safe from harm whilst at the event and unless built specifically into the risk assessment, students are not left unsupervised at any time.	concerns around students			
Welfare and Pastoral Care	The organisation does not provide effective welfare and pastoral support which	We have an extensive and dedicated pastoral team at the academy including 5 non-teaching assistant heads of year (AHOY). Each year group has a dedicated HOY and AHOY. We also have a non-teaching pastoral manager to support all year groups.	Students with poor or sporadic attendance, or those who are invisible due to not attending school or not able to access the	Regular communication and home visits for students whose attendance is a barrier. Joint home visits with safeguarding team/school counsellor/members of the wider pastoral team to offer welfare and pastoral support.	RSL RSL SAA MJW SWT	Daily Several times per week (minimum of weekly)

	results in learners (and staff) being unsupported and the risk of vulnerabilities being exploited. Welfare & learner support is inadequately signposted, or needs are not identified either early enough or often enough to allow learners to access welfare/learner support.	Our wider pastoral team including attendance, counselling and safeguarding are also deployed more widely than their specific role to provide a high level of welfare and pastoral support. To ensure that all areas of pastoral triangulate and communicate effectively around students of concern, the academy has a weekly ART (academic resource team) meeting looking specifically at students of concern to try and look at early intervention. We also have graduated response flowcharts for support in attendance, behaviour and counselling to ensure that we are providing a range of strategies as early as possible using data from attendance and behaviour to indicate where students may be struggling. We have an internal AP unit which is separate to our main building to	pastoral support that we offer.	Staff regularly reminded of their duty to care to students at the academy and how to access the support (and what support is available). Regular line management meetings with key welfare personnel ART meetings are data led – new format Jan – April 2026	ECM RSL RSL SWT	All training/updat Bulletin (weekl January 2026 (weekly)

		provide additional support and nurture for vulnerable students				
Prayer and Faith Facilities	Requirements of learners (or staff) requiring faith support or the use of facilities are not met by the organisation resulting in individuals seeking external support of unknown suitability. Facilities (either prayer rooms or quiet space type facilities) provided are not effectively	We have provided prayer facilities on a quiet corridor for students that have requested this with staffing to ensure their privacy and safety. We also have an EAL teacher who speaks a multitude of languages to support our EAL students and families within the academy. This support is invaluable where language can be a huge barrier and this member of staff often supports the pastoral team with attendance, behaviour and safeguarding concerns to ensure that we are communicating clearly with parents/carers.	Students and parents/carers not aware that the academy can provide this facility.	Ensure that students are aware of this facility (via RE lessons) and ensure that the admissions officer is able to share this information/offer this facility via admissions meeting	SLT team THT	

	managed or supervised and become ungoverned spaces where radicalising, inappropriate or dangerous activities can take place.					

Risk Rating			
Likelihood of occurrence For each issue/occurrence, determine the likelihood it will occur	High (3) Likely to occur sometime	Impact of Harm For each issue/occurrence, determine the potential impact of harm.	High (3) Causes physical or mental harm
	Medium (2) May occur sometime		Medium (2) Causes discomfort
	Low (1) Unlikely to occur		Low (1) None or trivial