Department for Education

Prevent Risk Assessment for Emmanuel Anglican/Methodist Junior Academy

Person completing: Mark Backhouse (Headteacher, DSL and Prevent Lead)		Date Implemented: 12/10/2026	Date for review: 12/10/2027 (or sooner following a Prevent incident or material change in national/local risk)				

National Risks – risk of radicalisation generally

Risk 1: Islamist terrorism remains part of the national threat picture. Learners may encounter propaganda or narratives that seek to legitimise terrorism, including through online video, social media, messaging, gaming or personal contacts. **Risk 2: Extreme right-wing terrorism and associated racist, antisemitic, anti-Muslim, misogynistic or supremacist narratives may appeal through grievance, identity, belonging, humour, memes or online communities.** **Risk 3: Mixed, unclear or emerging ideologies, grievance-based pathway, conspiracy narratives, anti-establishment beliefs and fixation on violence, weapons or explosives may be relevant even where a clear ideology is not identifiable.** **Risk 4: Online spaces can accelerate exposure, reinforcement and contact. Personalised recommendations, private messaging, gaming chat, video platforms and forums can expose primary-aged pupils to harmful material and manipulative relationships.** **Risk 5: There is no single profile of a learner susceptible to radicalisation. SEND, communication needs, poor attendance or disengagement, exposure to domestic abuse/exploitation/serious violence, and unsupervised online access may provide context but must never be treated as proof or used to dismiss concerns.**	**Risk 2: Extreme Right-Wing Terrorism,which describes those involved in Extreme Right-Wing activity who use terrorist violence to further their ideology. These ideologies can be broadly characterised as Cultural Nationalism, White Nationalism and White Supremacism. Individuals and groups may subscribe to ideological trends and ideas from more than one category. Unlike Islamist terrorist groups, Extreme Right-Wing terrorists are not typically organised into formal groups with leadership hierarchies and territorial ambitions, but informal online communities which facilitate international links.**	**Risk 3 : Other ideologies and concerns that may pose a terrorist threat. Established terrorist narratives exhibit common themes such as antisemitism, misogyny, antiestablishment, anti-LGBT grievances and religious or ethnic superiority. Left-Wing, Anarchist and Singlelsue Terrorism currently represents a significantly smaller terrorist threat to the UK than Islamist terrorism or Extreme Right-Wing Terrorism and is not currently present in the UK at any significant scale (although there has been some activity that has met a terrorism threshold in recent years). The majority of related activity in the UK has consisted of lawful protest, and where these have involved violence, it has resulted in offences relating to public order.**	**Risk 4: There is rapid proliferation of terrorist content on multiple online services. Research has demonstrated that the internet has become the "preferred" avenue for those searching for terrorist propaganda or contacts. The internet continues to make it simpler for individuals and groups to promote and to consume radicalising content. Risk 5: Conspiracy theories can act as gateways to radicalised thinking and sometimes violence. In some cases, a blurring of ideologies with personal narratives makes it harder to assess the risk that people may pose.**				

Local Risks – risk of radicalisation in your area and institution

Risk 1: No current Sheffield Prevent briefing, counter-terrorism local profile, local authority newsletter, police briefing or specific local education-sector briefing has been received. The school may therefore not have sufficiently current local intelligence. **Risk 2: Sheffield City Council identifies online extremism and radicalisation as capable of affecting all neighbourhoods and communities. Emmanuel pupils may encounter harmful content outside school through unsupervised access, games, messaging, social media or video platforms.** **Risk 3: The school serves Key Stage 2 pupils aged 7-11. Some pupils have SEND or communication needs, poor attendance/disengagement, experience of domestic abuse/exploitation/serious violence, or unsupervised online access. These contextual factors may increase the need for individualised safeguarding responses.** **Risk 4: The school has recorded no Prevent concerns, consultations, referrals, Channel cases, extremist-content filtering alerts, incidents involving hateful propaganda, or complaints about visitors/curriculum/political impartiality since the previous assessment. Absence of incidents does not mean the setting is risk free; professional curiosity and proportionate vigilance remain necessary.**	**Risk 2: Right wing terrorism/extremism (RTW) - The Threat from Right wing remains high. During 2020, three groups faced prescription - Sonnenkrieg Divison in February, Systems Resistance Network was also recognised as an alias of already banned National Action (NA) in February and Feuerkrieg Division in July. This showcases how the threat from the RW has developed with more groups facing prescription since National Action in Dec 2016.**	**Risk 3:Islamist terrorism, in particular Al-Muhajiroun (ALM), which is an Islamist extremist group who are supportive of Daesh. Their main aim is to establish an Islamic Caliphate covered by Sharia Law. Highly active within Derby, but also across South Yorkshire.**	**Evidence since previous assessment: 0 Prevent-related concerns; 0 Prevent-team consultations; 0 formal referrals; 0 Channel cases; 0 extremist/terrorist-content filtering alerts; 0 incidents involving hateful symbols, propaganda or external influence; 0 visitor, curriculum or political-impartiality complaints. No lessons learned or changes arising from incidents.**				

Leadership and Partnership

Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Date for completion	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)?*			Prevent e-learning Home Office offer a free e-learning package on Prevent covering: - Prevent awareness - Prevent referrals - understanding Channel Users that complete this training will receive a certificate. https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/
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.	Mark Backhouse, Headteacher, is DSL and named Prevent Lead. Deputy DSLs are Beckie Cottam and Sarah Taylor (Assistant Headteachers), Shelly White (Learning Mentor) and Jessica Berrow (Nurture Lead). Natalie Hall is the Safeguarding Link LSB Member. DSAT central safeguarding support is provided by Nevine Towers and Alison Hallewell. The LSB approves the assessment. Prevent is managed through the school's safeguarding arrangements and the principle that it could happen here.		*Present this assessment and action plan to the LSB for approval; record approval in the minutes and report progress against amber actions through the safeguarding report.*	Mark Backhouse	31/10/2026	
		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.	Leaders understand that Prevent is a safeguarding duty under section 26 of the Counter-Terrorism and Security Act 2015. The DSL maintains oversight of referrals, staff capability, curriculum, online safety, visitors and partnership working. Prevent is explicitly reflected in the Child Protection and Safeguarding Policy, Online Safety Policy, visiting-speaker procedures, curriculum/PSHE documentation, induction, safer recruitment, filtering and monitoring review, and CPOMS categories/chronology.		*Add explicit Prevent references at the next review of Acceptable Use Agreements, Staff Code of Conduct, Behaviour Policy and lettings policy/agreement.*	Mark Backhouse	31/12/2026	
		Leaders do not communicate and promote the importance of the duty.	Safeguarding is reinforced through annual September INSET, staff meetings, briefings, quizzes, policy sign-off and CPOMS procedures. Staff record concerns on CPOMS and immediately notify a DSL verbally. Leaders communicate the internal Notice, Check, Share route and the need to use professional judgement rather than wait for a clear ideology.		*Include a short Prevent scenario and reminder of the referral route in the spring safeguarding update; retain evidence of attendance and the knowledge check.*	Mark Backhouse	31/03/2027	
		Leaders do not drive an effective safeguarding culture across the institution.	The DSL assesses concerns, records decision-making and contacts Sheffield Prevent where advice is needed. The national Prevent referral form is available. The DSL, or a Deputy DSL in the DSL's absence, makes referrals. The procedure includes 999 for imminent danger, 101 for non-emergency police advice, parallel children's safeguarding referrals where other harm is present, parent/carer involvement where safe and appropriate, and a recorded rationale whether or not a referral is made.		*Complete an annual desktop exercise with DSLs using a primary-age scenario, including online grooming and a concern without a clearly identifiable ideology.*	Mark Backhouse	31/03/2027	
		Leaders do not provide a safe environment in which children can learn.	The school provides a safe environment through trained staff, behaviour and anti-bullying systems, trusted-adult reporting, pastoral and nurture support, curriculum provision, online safety controls and proportionate individual safeguarding plans. Decisions avoid stereotyping by religion, ethnicity, SEND, neurodivergence or mental health.		*Sample pupil voice annually to check that pupils know how to report online or hateful content and can identify trusted adults.*	Sarah Taylor	31/07/2027	
Working in Partnership	The setting is not fully appraised of national and local risks, does not work with partners to safeguard children vulnerable to radicalisation, and does not have access to good practice advice, guidance or supportive peer networks.	The organisation does not establish effective partnerships with organisations such as the Local Authority and Police Prevent Team.	The school engages with South Yorkshire Police Prevent, Sheffield Children Safeguarding Partnership, Sheffield Safeguarding Hub, DSL/headteacher forums, DSAT safeguarding networks and community/faith partners. DSAT provides annual whole-staff safeguarding updates. The school can consult Sheffield Prevent and use Channel/PMAP where appropriate.		*Request the current Sheffield local Prevent risk/threat briefing or education-sector briefing; establish direct contact with Sheffield City Council Prevent; subscribe to Educate Against Hate updates; record key local risks and brief staff/LSB.*	Mark Backhouse	30/11/2026	Prevent duty guidance Outlines the requirements of the duty, including working in partnership with others. https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales#c-a-risk-based-approach-to-the-prevent-duty Understanding channel

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.	Staff do not understand what radicalisation means and why people may be vulnerable to being drawn into terrorism	All staff completed Prevent training during 2025-26 through the National College and renew it every two years. New starters and temporary staff complete National College Prevent training. The DSL refreshes annually and has completed National College and Home Office Course 1 Prevent Duty Awareness, Course 2 Referrals and the Channel/PMAP course during 2025-26. Understanding is checked through quizzes and staff meeting/INSET updates. Training records and certificates are retained.	GREEN	*Maintain a single training matrix showing role, course, provider, completion and renewal date. Ensure staff refresh by the end of 2027-28 and DSL refresher is completed annually.*	Mark Backhouse	Ongoing	Prevent e-learning Home Office offer a free e-learning package on Prevent covering: - Prevent awareness - Prevent referrals - understanding Channel Users that complete this training will receive a certificate. https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/
		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.	Governors receive safeguarding and Prevent information. Some governors, including through National College provision, have completed Course 1 Prevent Duty Awareness. The Safeguarding Link LSB Member provides challenge and oversight.		*Audit each LSB member's Prevent training and require all members who have not completed current awareness training to do so; record completion and renewal dates.*	Natalie Hall	31/12/2026	Prevent resources, guidance and support The department's Educate Against Hate website provides a range of training and guidance materials.
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.	The school has a safeguarding culture supporting timely identification, recording and sharing. Staff use CPOMS and immediate verbal notification to a DSL. Information is shared lawfully, proportionately and on a need-to-know basis with Sheffield Prevent, police, children's social care, the Safeguarding Hub and other partners. Records distinguish fact, professional judgement, source and rationale.		*Use a DSL audit to sample the quality and timeliness of safeguarding records, including whether rationale and follow-up are clear.*	Mark Backhouse	31/03/2027	Resources to support information sharing The deparment has published guidance on making a Prevent referral. https://www.gov.uk/guidance/making-a-referral-to-prevent
		Staff are not aware of the Prevent referral process.	DSLs use Notice, Check, Share and the national Prevent referral form. A clear ideology is not required before advice or referral. Parents are involved where safe and appropriate, but are not contacted where this could increase risk, compromise enquiries or place a child/another person at risk. Prevent can run alongside other safeguarding pathways.		*Place the current referral form, Sheffield contact route and internal flowchart in the DSL safeguarding folder and verify links/contact details during each annual review.*	Mark Backhouse	31/10/2026	

Reducing Permissive Environments

Building children's resilience to radicalisation	Children and young people are exposed to intolerant or hateful narratives and lack understanding of the risks posed by terrorist organisations and extremist ideologies that underpin them.	The setting does not provide a safe space 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.	A broad and balanced Key Stage 2 curriculum builds resilience through collective worship, RE, PSHE/RSE and computing. Pupils learn about fundamental British values, democracy, respectful disagreement, protected characteristics, challenging discrimination, misinformation/disinformation, conspiracies, online grooming, manipulative content, reliable sources, critical evaluation, age-appropriate hateful/extremist narratives, trusted-adult reporting and risks in gaming, video and messaging services. Staff codes, safer recruitment and safeguarding expectations support a safe learning environment.		*Map these Prevent-related learning outcomes by year group and retain representative curriculum evidence and pupil voice to demonstrate progression and impact.*	Sarah Taylor	31/07/2027	Resources for having difficult classroom conversations Educate Against Hate has a range of resources to help teachers conduct difficult conversations with students. The 'Let's Discuss' teaching packs have been developed to help facilitate conversations about topics such as fundamental British values, extreme right-wing terrorism and Islmaic extremism. www.educateagainsthate.com www.educateagainsthate.com/category/teachers/classroom-resources www.educateagainsthate.com/category/teachers/classroom-resources/?filter=lets-discuss
		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.	Teachers establish safe, age-appropriate discussion and challenge hateful or discriminatory language. Teaching promotes compassion, justice, dignity, respect and the Emmanuel Way while maintaining political impartiality and balanced presentation of political issues. Pastoral, nurture, SEND and attendance information is considered when assessing individual susceptibility, without stereotyping.		*Quality assure a sample of PSHE/RE/computing and collective worship provision, including how staff manage controversial issues and misconceptions.*	Beckie Cottam	31/07/2027	

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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 identified or followed up.	Students can access terrorist and extremist material when accessing the internet at the institution.	Smoothwall provides filtering and monitoring, with oversight from the DSAT IT Lead. Alerts are received by the Headteacher/DSL, Office Manager, Assistant Headteachers and DSAT IT Lead and reviewed as soon as emailed. A daily morning report summarises the previous day's alerts. Categories cover terrorism/extremist propaganda, hate/discrimination, weapons/explosives, violent ideologies, manifestos/proscribed organisations and concerning activity through games, chat or social media. Staff activity is also subject to appropriate controls.		*Complete and minute the 2026-27 formal filtering and monitoring review with the LSB, including rules, response times, safeguarding escalation, over/under-blocking, off-site protection and Prevent-related categories.*	Mark Backhouse	31/12/2026	Web filtering and online safety The Department for Education have issued comprehensive guidance on how schools and colleges should be using filtering and monitoring standards, including specific measures to comply with the Prevent duty. https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges Further guidance is available at 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 https://testfiltering.com/ The Joint Information Systems Committee (JISC) can provide specialist advice and support to the further and higher education sectors to help providers ensure students are safe online and appropriate safeguards are in place. Teach about online extremism The 'Going Too Far?' resource from Educate Against Hate and the London Grid for Learning to help teach students about staying safe online https://www.educateagainsthate.com/resources/going-too-far/
		Students may distribute extremist material using the institution IT system.	School-managed devices remain restricted away from the school network. Pupils may not use personal devices or mobile phones on site. Only the DSAT IT Lead installs apps, extensions or software following a request authorised by the Headteacher/DSL. Filtering alerts are investigated, linked to the pupil/user and recorded on CPOMS where they represent a safeguarding concern.		*Test filtering using the recognised testfiltering.com service and retain the dated result. Confirm that all pupil device types, browsers and off-site connections are included.*	DSAT IT Lead	31/12/2026	
		Unclear linkages between IT policy and the Prevent duty. No consideration of filtering as a means of restricting access to harmful content.	The DSL has lead responsibility for safeguarding and online safety. Smoothwall alert-review arrangements link technical controls to safeguarding action. Computing and PSHE teach pupils how algorithms, contact, gaming, messaging and video platforms can expose users to manipulative or hateful content and how to report concerns.		*Include Prevent explicitly within the annual filtering and monitoring review record and governor safeguarding report.*	Mark Backhouse	31/12/2026	
Visitors	External speakers or visitors being given a platform to radicalise children and young people or spread hateful or divisive narratives.	Leaders do not provide a safe space for children to learn.	All visitors sign in, are identified and are supervised as required. Visiting speakers are approved in advance by the Headteacher/DSL or Deputy DSL. The school may cancel, supervise or stop a session. Controls also apply to contractors, volunteers, charities, faith representatives and hirers. Lauren Hardwick, Office Manager, checks community use of the Community Rooms. The lettings agreement prohibits extremist, hateful, unlawful or divisive activity.		*Introduce a recorded external speaker/visitor due-diligence form and approval process for every relevant visit or letting.*	Mark Backhouse	30/11/2026	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. Guidance on this is available on GOV.UK. https://www.gov.uk/government/publications/political-impartiality-in-schools/political-impartiality-in-schools#the-law
		Settings do not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.	Current approval arrangements consider safeguarding and supervision, but the school does not yet consistently obtain and record the speaker's full details, organisation, purpose, intended content, slides/handouts/links/videos, references or previous work with schools. Internet/open-source checks and political impartiality considerations are not consistently recorded.		Require and record speaker/organisation details, purpose, content and materials; complete proportionate open-source checks; consider political impartiality and balanced presentation; document approval, supervision and contingency arrangements.	Mark Backhouse	30/11/2026	
		The setting does not conduct any due diligence checks on visitors or the materials they may use.	Community use and lettings are managed by the school and subject to safeguarding, visitor and site controls. The school reserves the right to refuse or terminate use that breaches safeguarding expectations or promotes extremist, hateful, unlawful or divisive activity.		Update the lettings policy/agreement to state explicit Prevent expectations, prohibited activity, due-diligence requirements, right of access/monitoring, cancellation rights and escalation arrangements; apply the same recorded checks to	Lauren Hardwick	31/12/2026	