

Frogmore Infant School
Prevent duty risk assessment

National risks

What national risks are you aware of that could impact to your area, setting, students or families? For example, online radicalisation			
Primary ideological threats- Islamist extremism, extreme right wing terrorism, mixed ideologies, incel culture, fringe eco extremism, left-wing extremism	Self initiated terrorism- individual acting independently outside of organised networks, use of low sophistication weapons	Digital and technological vulnerabilities- algorithmic echo chambers: automated recommendation systems, gamification of terror, encrypted interventions	Vulnerable demographics and exploitation- youth overrepresentation (11-15 years old account for 36% of referrals, mental health intersection (rise in referrals displaying complex psychiatric profiles)
What specific local risks are you aware of that could impact to your area, setting, students or families? E.g. local extremist activity (groups active in the area)			
Extreme right wing terrorism- Isolated or socially anxious adolescents are targeted via localized online network bubbles, gaming forums, and encrypted chat servers. Exploitation of Local Tensions: Extremist groups exploit national talking points—such as anti-immigration rhetoric, asylum seeker accommodation debates, or distrust of local governance—and channel them into local social media spaces to normalise hateful ideologies.	Incels and "Mixed, Unclear, or Unstable" Ideologies - Local safeguarding partners emphasize the risk of young people becoming fixated on weapon subcultures, dark-web shock content, or historical mass-casualty events, which can escalate into a desire to commit localized acts of violence outside traditional political motives	Digital Radicalisation and Algorithmic Grooming- High Digital Access: The high levels of superfast broadband and smart-device ownership across Hart and Surrey Heath increase the risk of digital exploitation. Perpetrators do not need a physical foothold in Camberley or Yateley town centres; instead, they bypass parents by pushing algorithmic content directly onto a child's personal device. Neurodivergence and Vulnerability: A key priority for local Channel panels is managing the intersection of neurodivergent traits (such as autism) with online manipulation. Radicalisers explicitly target individuals who exhibit hyper-fixated learning styles, using this trait to rapidly desensitise them to violent extremist propaganda.	Cross-Border Anonymity (Islamist Extremism)- Transit and Commuter Corridors: Because Camberley and Yateley are situated right where Surrey, Hampshire, and Berkshire meet, local transit hubs (like train lines feeding into London) are continually reviewed. While localized, face-to-face radicalisation cells are highly rare, the transient population creates a risk of individuals utilizing local public spaces, budget hotels, or short-term rentals to access or distribute Islamist extremist materials anonymously away from urban policing hubs.

Assessment/audit levels grid		
RAG rating	Self-audit level	Definition
Red- not met	4 inadequate	There is no policy or practice in place and/or requirements of the Prevent duty and the EIF are not being implemented effectively
Amber- in progress	3 basic	There is policy or fundamental aspects of practice in place, but they are int detailed in scope or scale, or embedded in routine practice and are insufficient to address complex or challenging environments or incidents

Green-completed	2 business as usual	Required policy and practice are effectively embedded and staff and students are included in their development: policies are detailed, applied across the organisation in all relevant areas or business and are supported by robust and transparent management and governance processes.
Blue n/a	1 advanced	There is sound and effective implementation and understanding of how policy and practice work together to implement all relevant requirements of the Prevent duty and EIF to safeguarding students. There is ongoing reflection of best practice, testing of impact and effectiveness and knowledge is shared across the institution and with appropriate networks and partners.

Potential hazard	Who is at risk?	Actions in place	Owner	Risk without controls	Risk with controls	Self-audit level	Additional notes/next steps
Leadership							
The values and ethos of the school are unsuitable for promoting resilience against extremist ideologies and promoting British values	Staff Pupils Parents	Values are displayed on our website Values include a commitment to tolerance, mutual respect and diversity Regular assemblies promote British values Embedded relationships education/PSHE Annual focus days	HT			1	Continue to ensure British Values are promoted in all aspects of school life School values, The Frogmore Way
Leaders are unaware of their responsibilities under the Prevent duty and of the context of the school relating to the risk of extremism	Staff Pupils Parents	School leaders and staff are aware of their duty to prevent pupils from being drawn into terrorism School leaders stay up to date with local developments and risks	HT			1	Leaders attend/view regular briefings. All staff attend Prevent training
Training and capability							
School staff are unaware of their responsibilities under the Prevent Duty and the need to promote British values	Pupils staff	All staff and read and implemented at least KCSiE part 1, FIS child protection policy and FIS safeguarding policy All staff complete Prevent training The school actively embraces British values Regular events across the school year Commitment to equality for all reflected in behaviours, resources, curriculum, displays	HT			1	All staff attend Safeguarding and Prevent training
Arrangements and resources in place to provide pastoral care and support as	Pupils staff	School staff trained to identify any concerns CPOMS used to alert and monitor any concerns	HT			1	Continue to update staff training

required are not in place Monitoring arrangements to ensure that this support is effective and supports the school's welfare and equality policies are not in place		All relevant policies are in place					Monitor concern on CPOMS, all actions are logged
Governors cannot carry out their role to monitor the school's Prevent strategy effectively	Pupils staff	Governors complete safeguarding and Prevent training	CoG			2	Induction of new governors with regard to Prevent
Staff do not support the school's values and ethos, or they support and promote extremist ideas	Pupils staff	The school recruitment processes meets all safeguarding requirements School values and commitment to safeguarding are clearly shown in recruitment materials Safer recruitment procedures are followed Online searches prior to appointment Low Level concerns policy	HT			1	Follow HCC MoPP procedures for recruitment
Working in partnership							
Staff do not feel comfortable or capable working with external agencies and sharing concerns about extremism externally	Pupil staff	Work and communicate with local safeguarding partners Records of referrals are stored on CPOMS, referrals followed up appropriately	All staff			1	Use of CPOMS to continue to share concerns, log actions
Speakers and events							
Pupils are exposed to extremist ideologies by visiting speakers	pupils	Visitors protocol Check of content Supervision of all visitors	All staff			1	Robust policies are in place to ensure visitors do not hold extremist views
The school site is used to host events which support extremist ideologies or to promote hatred	Pupils Staff Local community	All hiring and letting arrangements state that the school site will not be hired to groups who support extremist ideologies or promote hatred.	SAO			1	
School curriculum and culture							
The curriculum teaches damaging material or fails to challenge extremist ideologies and	Pupils	Promotion of British values across curriculum PSHE lessons Values led assemblies	HT			1	Review of promoting British values

promote British values							
A culture of inequality or abuse is allowed to grow, enabling extremist ideology and hate to develop	Pupils Staff Parents Govs	Low level concern policy and procedure in place Behaviour policy/Anti bullying policy set out expected behaviours Staff know how to respond to harassment and abusive behaviour Pupils are encouraged to challenge and report abusing behaviours	All staff			1	Review and update Behaviour policy annually Anti-bullying week Regular discussions with children re. expectations, resolving conflict, reporting bullying
British values are not promoted outside of the classroom	Pupils Staff	Assemblies promote British and school values School promotes diversity and equality through events, celebrations, resources, curriculum etc	All staff			1	PSHE curriculum reviewed annually Pupils are taught about the diverse national identities in the UK, need for mutual respect
Pupils use the school network or school hardware to access extremist material	Pupils	Effective real time filtering and monitoring systems in place via Senso Pupils are taught to report concerns Online safety policy and acceptable use policy	Office HT			1	Review of policies annually Appointment of IT governor
Pupils access extremist material on their own devices or on social media, or are specifically targeted for online radicalisation	Pupils	Computing curriculum /PSHE curriculum includes online safety Access to internet via school staff, monitored at all times SENSO real time monitoring of internet usage on all school devices	HT CL			1	Online safety information for parents Review of policies annually
School security							
Non-approved visitors access the school site to spread extremist ideology	Pupils Staff Parents	Health and Safety Policy reviewed annually Rigorous visitor procedures in place including: -report to reception, sign in, wear ID badge -visitors are accompanied at all times by the member of staff - mobile phones and devices information and requirements	KK, RH, NO, JK			1	Review of policies annually