

# **King's Meadow Academy**

*Proudly part of Waterton Academy Trust*



**Prevent Risk Assessment**  
**King's Meadow Academy 2024-25**

The Prevent Duty requires the school to safeguard pupils from the risks of radicalisation and ensure they are prepared for life in modern Britain, promoting tolerance and respect for diversity.

### Key Risk Areas

Risk Area	Potential Risk	Existing Controls	Actions	Risk Level
Radicalisation via Family/Community Influence	Pupils may be exposed to far-right ideologies, racist or xenophobic beliefs through family members or community networks, leading to entrenched views and division.	<ul style="list-style-type: none"> <li>- School actively promotes British values (democracy, rule of law, respect, tolerance).</li> <li>- Weekly assemblies address themes of respect, tolerance, and diversity.</li> <li>- Teachers trained in Prevent awareness.</li> </ul>	<ul style="list-style-type: none"> <li>- Develop and deliver PSHE lessons on diversity, tolerance, and the dangers of extremism (age-appropriate).</li> <li>- Staff to receive updated training on spotting signs of radicalisation.</li> <li>- Work closely with local community groups and authorities to identify potential risks.</li> </ul>	Medium
Online Radicalisation	Pupils may access or be exposed to extremist content online, particularly through far-right websites or social media platforms.	<ul style="list-style-type: none"> <li>- Robust filtering and monitoring software in place to block extremist content.</li> <li>- E-safety sessions delivered to pupils.</li> </ul>	<ul style="list-style-type: none"> <li>- Enhance e-safety curriculum, specifically addressing far-right and extremist content.</li> <li>- Regular workshops for parents to raise awareness of online risks and how to monitor children's internet use.</li> </ul>	Medium
Pupils with Low Aspirations and Economic Deprivation	Pupils from deprived backgrounds may feel disenfranchised, making them more vulnerable to extremist narratives offering a sense of belonging or purpose.	<ul style="list-style-type: none"> <li>- School offers targeted support to pupils facing economic and social challenges.</li> <li>- Breakfast and after-school clubs provide safe spaces for pupils.</li> <li>- Mentoring programs in place.</li> </ul>	<ul style="list-style-type: none"> <li>- Develop partnerships with local businesses and charities to offer enrichment activities and role models.</li> <li>- Provide additional pastoral care for vulnerable pupils.</li> <li>- Strengthen work around aspirations and future opportunities in the curriculum.</li> </ul>	Medium
Staff awareness and understanding	Staff may not fully understand how to identify or respond to signs of far-right extremism or radicalisation.	<ul style="list-style-type: none"> <li>- All staff trained in basic safeguarding and Prevent Duty.</li> </ul>	<ul style="list-style-type: none"> <li>- Provide bespoke training on identifying far-right extremism and radicalisation specific to the local context.</li> <li>- Ensure staff are confident in using safeguarding procedures to report concerns.</li> </ul>	Low

Community Tensions Impacting Pupils	Tensions in the wider community, including far-right activism or protests, could influence pupils' attitudes or lead to conflict within the school.	- Strong pastoral support and an inclusive ethos are promoted throughout the school. - Open channels of communication with parents.	- Monitor local community for tensions and plan interventions accordingly (e.g., assemblies, discussions). - Work with local authorities to respond to community tensions.	Medium
Curriculum Content (Lack of Diversity)	Lack of diversity in the curriculum may reinforce limited worldviews, making pupils more susceptible to far-right narratives.	- Curriculum promotes British values, respect for all cultures, and diverse role models.	- Review and update the curriculum to ensure it is diverse, inclusive, and reflective of different backgrounds and cultures. - Develop themed weeks (e.g., Culture and Diversity Week).	Low

## Action Planning

Action	Person Responsible	Deadline
Deliver updated staff training on Prevent Duty, with a focus on identifying far-right extremism.	DSL Team	December 2024
Review and enhance PSHE curriculum to address tolerance, diversity, and the dangers of extremism.	PSHE Lead/ Curriculum Lead	December 2024
Organize parent workshops to raise awareness of online safety and radicalisation risks	PSHE Lead	By Easter 2025
Continue closer partnerships with local authorities, community groups, and the police to monitor community tensions.	SLT	By Summer 2025
Review and update vetting procedures for external speakers and visitors.	Headteacher and Governors	By Summer 2025

## Monitoring and Review

The school's Prevent risk assessment will be reviewed annually or sooner if there are changes to the local context or new threats emerge. Regular meetings with the safeguarding team, local authorities, and community stakeholders will ensure that any potential risks are identified and mitigated promptly.