TCAT PREVENT RISK ASSESSMENT - Updated September 2026

Adopted by: Padgate Academy

Duty	What This Means	Action
Risk Assessment		
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 attend annual safeguarding training in September, in line with the TCAT Annual Safeguarding Training Plan. • All staff have read KCSIE 2026 Part One, and Annex B where relevant to their role. • Staff complete Prevent Duty training in line with the TCAT Annual Safeguarding Training Plan. • The Prevent Lead has informed staff of their duties as set out in "The Prevent Duty" (DfE, October 2023). • The Prevent Lead has completed Home Office Prevent and Channel training.
	Staff can identify individual children who may be at risk of radicalisation and how to support them.	• The Prevent Lead has informed staff about signs and indicators of radicalisation, including online influences, extremist narratives, misinformation and disinformation. • Staff complete Prevent Duty training in line with the TCAT Annual Safeguarding Training Plan. • Staff refer to the appropriate guidance where risks are identified for individual children and young people: Making a referral to Prevent - GOV.UK (www.gov.uk)
	There is a clear procedure in place for protecting children at risk of radicalisation.	• All staff have read the TCAT Safeguarding and Child Protection Policy, which includes a statement regarding the Prevent duty. • All staff understand how to record and report concerns regarding the risk of radicalisation in line with the TCAT Safeguarding Recording and Reporting Policy. • Concerns are recorded promptly on CPOMS, using relevant categories such as Extremism and/or SENSO where applicable, with actions, rationale and follow-up recorded. • The TCAT Prevent Statement is adopted by this academy and sets out the process for making a referral.
	The academy has identified a Prevent Lead: Kylee Jones and David Vickery	• All staff know who the Prevent Lead is and that this person acts as a source of advice and support.
Prohibit extremist speakers and	The academy exercises "due diligence" in	• Request an outline of what the speaker intends to cover.

events in the academy	relation to requests from external speakers and organisations using academy premises.	• Research the person or organisation to establish whether they have demonstrated extremist views or actions. • Deny permission for people or organisations to use academy premises if they have links to extremist groups. • Where an external organisation uses academy premises to run activities for children, academy safeguarding procedures continue to apply and any concerns must be reported in line with TCAT safeguarding policies.
Working in Partnership		
The academy is using existing local partnership arrangements in exercising its Prevent duty.	Staff record and report concerns in line with existing policies and procedures.	• All staff record and report concerns to the Prevent Lead or DSLs using CPOMS, in line with the TCAT Safeguarding Recording and Reporting Policy. • Records include the concern, action taken, rationale, referral decisions and any follow-up or challenge where required. • The TCAT Prevent Statement is adopted by all TCAT academies and sets out the process for making a referral.
	The Prevent Lead makes appropriate referrals to other agencies including the Multi- Agency Safeguarding Hub (MASH) and Channel Panel.	• Records of referrals, decisions and follow-up actions are kept on CPOMS. • Referrals are followed up appropriately, and professional challenge is used where necessary.
Staff training		
Equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas	Assess the training needs of staff in light of the academy's assessment of the risk to pupils of being drawn into terrorism.	• All staff attend annual safeguarding training in September, in line with the TCAT Annual Safeguarding Training Plan. • All staff have read KCSIE 2026 Part One, and Annex B where relevant to their role. • Staff complete Prevent Duty training in line with the TCAT Annual Safeguarding Training Plan. • The Prevent Lead has informed staff of their duties as set out in "The Prevent Duty" (DfE, October 2023), including recognising risks linked to online radicalisation, misinformation and disinformation. • The Prevent Lead has completed Home Office Prevent and Channel training.
IT Policies		
Ensure that children are safe from terrorist and extremist material when accessing the internet in academies.	The academy has policies in place which make reference to the "Prevent" duty.	• The academy has a TCAT Safeguarding and Child Protection Policy which references the Prevent duty and referral process. • The academy has an Online Safety Policy which references Prevent, filtering and monitoring, and online harms.

		• The academy has an acceptable use policy to support the Prevent duty. • The academy has a Behaviour and Anti-bullying Policy which supports the Prevent duty. • TCAT uses SENSO as a filtering and monitoring tool to help prevent access to harmful material, monitor pupil usage and inform safeguarding practice, pastoral response, curriculum planning and communication where appropriate.
	Children are taught about online safety with specific reference to the risk of radicalisation	• The curriculum reflects this duty, including online safety, digital resilience and the risks of online radicalisation. • Pupils are taught about misinformation, disinformation, algorithms, anonymity, AI, deepfakes and image-based abuse where age and stage appropriate. • British Values are embedded in the academic and Personal Development curriculum.
Building children's resilience to radicalisation		
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 reflects this duty and supports pupils to develop critical thinking, digital resilience and respectful debate. • British Values are embedded in the curriculum. • Through PSHE/RS and other curriculum activities, pupils are able to explore political, religious and social issues in a safe and age-appropriate way. • Pupils are taught about the diverse national, regional and ethnic identities in the UK and the need for mutual respect. • Pupils are taught how to recognise and report concerns, including concerns linked to extremist content, misinformation, disinformation or online influence. • Relevant staff are aware of the government guidance: Guidance on promoting British values in schools published - GOV.UK (www.gov.uk)