

Prevent Duty Risk Assessment and Action Plan

Richard Cloudesley School | Academic Year 2026–2027

1. Purpose and statutory context

This risk assessment sets out how Richard Cloudesley School identifies, assesses and mitigates risks linked to radicalisation, extremism and terrorism. It supports the school's statutory responsibility under section 26 of the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism. The Prevent duty is treated as part of the school's wider safeguarding responsibilities and is implemented proportionately, with a clear focus on early help, inclusion, pupil voice, safe relationships and informed professional curiosity.

2. School context

Richard Cloudesley School is a special school in Islington. Pupils may have a range of complex needs, including communication, physical, medical, sensory, social and emotional needs. This means the school's Prevent work must be developmentally appropriate, communication-accessible and closely aligned with safeguarding, online safety, positive behaviour support, personal development and welfare. The school recognises that no setting is risk free, but that risks can be reduced through strong relationships, vigilant safeguarding practice, a broad and inclusive curriculum, carefully managed online access and timely partnership work with families and external agencies.

3. Key contacts and responsibilities

Role	Named lead / contact	Responsibility
Headteacher	Francis Gonzalez	Strategic oversight of Prevent duty compliance, safeguarding culture and risk management.
Designated Safeguarding Lead	Sophie Weir	Operational Prevent lead; receives concerns, records actions, liaises with statutory partners and makes referrals where required.
Deputy DSLs	Caroline Brown (Assist. Head), Sarah Kelly (Business Manager) Francis Gonzalez (Headteacher) Lucy Hall (Pastoral Lead) Kristof Draskoczy (Assist. Head) Michelle Nichols (Lead practitioner) Ben Clements (Lead Practitioner)	Support day-to-day safeguarding response and provide cover when the DSL is unavailable.

Safeguarding Governors	Sheila Robinson Armughan Mufti	Provides governance oversight and monitors implementation through safeguarding reporting.
Local Prevent support	Islington Prevent Team: prevent@islington.gov.uk	Advice, training, curriculum support and referral guidance where concerns arise.

4. Local and school risk profile

The school will review the local terrorism and extremism risk profile at least annually, and sooner if there are significant local, national or international events that may affect pupils, families or the wider community. In Islington, the local authority identifies schools and colleges as important partners in challenging extremist narratives, creating safe spaces for discussion, supporting vulnerable individuals and building community resilience. Richard Cloudesley School will ensure that this risk assessment reflects the school's specialist context, the communication and support needs of pupils, the use of digital technology, transitions, transport arrangements, family support and wider safeguarding intelligence.

5. Prevent risk assessment and action plan

Risk area	Potential risk	Likelihood	Impact	Current controls	Further actions	Lead	Review
Leadership and governance	Leaders, governors or staff have inconsistent understanding of the Prevent duty or how it links to safeguarding.	Low	High	Prevent is embedded in safeguarding arrangements, DSL oversight, governor reporting and annual policy review.	Confirm named Prevent lead and ensure governors receive annual Prevent update linked to safeguarding and online safety.	Headteacher / DSL	Autumn term and annually
Staff awareness and confidence	Staff may not recognise early signs of susceptibility to radicalisation or may be unsure how to record	Medium	High	Safeguarding induction, annual safeguarding training, DSL advice, concern recording system and staff briefings.	Include Prevent refresher in annual safeguarding training and provide scenario-based discussion relevant to pupils with	DSL	Autumn term; new staff on induction

	and report concerns.				SEND and communication needs.		
Pupil vulnerability and individual risk	Pupils may be vulnerable to influence because of isolation, anxiety, unmet communication needs, online contact, trauma, bullying, transition or family stress.	Medium	High	Strong pastoral systems, safeguarding team oversight, multidisciplinary working, EHCP review processes, family liaison and high staff-to-pupil knowledge.	Ensure Prevent considerations are included in safeguarding supervision and contextual safeguarding discussions where relevant.	DSL / Pastoral leads	Ongoing; half-termly safeguarding review
Online safety, filtering and monitoring	Pupils may access extremist material, harmful narratives or unsafe contact online, including through personal devices or social media.	Medium	High	Filtering and monitoring arrangements, online safety curriculum, staff supervision of technology use and safeguarding response to online concerns.	Complete annual review of filtering and monitoring effectiveness, including how systems identify concerning searches or attempted access.	DSL / Online Safety Lead / IT provider	Termly monitoring; annual audit
Curriculum and teaching	Pupils do not receive enough structured opportunities to develop resilience, communication, critical thinking, respectful relationships and understanding of difference.	Low	Medium	Personal development and welfare curriculum, PSHE, pupil voice, inclusive ethos, British values and communication support.	Map Prevent-related learning across personal development, online safety, communication, relationships, community inclusion and citizenship.	Curriculum leads	Annual curriculum review

External speakers, visitors and trips	External contributors , visitors or off-site activities could expose pupils to inappropriate, unsafe or unvetted messages.	Low	High	Visitor procedures, safeguarding checks, risk assessments, staff supervision and curriculum oversight.	Update visitor and speaker guidance to include Prevent considerations and pre-visit checks where appropriate .	DSL / Office team / Trip leads	Ongoing
Partnership and referral pathways	Staff may be unclear about when to seek advice from local Prevent partners, children's social care, police or Channel.	Low	High	DSL manages external referrals and consultation with safeguarding partners; local authority Prevent support available.	Add local Prevent contact details and referral pathway to safeguarding quick-reference guidance for staff.	DSL	Autumn term; reviewed annually
Records, monitoring and assurance	Prevent concerns or actions are not recorded clearly enough to evidence decision-making and follow-up.	Low	Medium	Safeguarding recording system, DSL oversight, governor reporting and case review processes.	Audit safeguarding records annually to check that any Prevent-related concerns show clear chronology, analysis, action and outcome.	DSL / Safeguarding Governor	Annual safeguarding audit

6. Referral and response process

1. Any member of staff who has a concern about radicalisation, extremist influence or possible susceptibility to terrorism must report this immediately to the DSL or deputy DSL.
2. The DSL will record the concern, consider the pupil's needs, context, communication profile and any wider safeguarding or pastoral information.
3. The DSL will seek advice from the local authority Prevent team, Children's Services Contact Team, police or other safeguarding partners where appropriate.
4. Where threshold is met, the DSL will make a referral through the appropriate local pathway, including Channel where relevant.

5. Parents and carers will usually be involved unless doing so would increase risk or compromise statutory safeguarding action.
6. All actions, rationale, advice received and outcomes will be recorded securely and reviewed through safeguarding supervision.

7. Monitoring and review

This risk assessment will be reviewed annually by the DSL, Headteacher and Safeguarding Governors, and sooner if there is a Prevent referral, significant safeguarding incident, change in local risk profile, change in statutory guidance or concern arising from filtering and monitoring, curriculum review or partnership intelligence. Findings will be reported through the school's safeguarding governance arrangements and used to inform staff training, curriculum planning and wider safeguarding priorities.

8. Useful references

- [Prevent duty guidance: England and Wales](#)
- [Islington Prevent in education settings](#)
- [Islington Safeguarding Children Partnership: Education and safeguarding children](#)