

Roundthorn Primary Academy

Prevent update September 2026

This report consists of three separate parts:

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| Part 1 | A summary of the recently published Independent Review of Prevent, and the subsequent response by Government |
| Part 2 | Updated Prevent Local Risk Assessment |
| Part 3 | Updated Prevent School Self-Assessment |

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Part 1

Summary of updated statutory guidance on the Prevent Duty

(Sourced from School Bus website)

Overview

On 7 September 2023, the Home Office published an updated version of its statutory guidance on the Prevent duty, which came into force on 31 December 2023. The DfE also updated several of its own pieces of guidance on the Prevent duty, which came into immediate effect. This article breaks down what schools need to know.

Key points

The key points are as follows:

- Several pieces of Prevent duty guidance were updated
- The government is implementing recommendations from the 'Independent Review of Prevent'
- Information on policies and risk assessments has been confirmed
- Schools should have a designated Prevent lead
- It has been clarified that Prevent focusses on the ideological causes of terrorism
- Terminology around vulnerability and susceptibility to terrorism has been clarified
- Requirements around gaining consent to share information have been clarified
- Prevent will move to a regional model of delivery with LA-tailored funding
- The Home Office will carry out a new security threat check on Prevent activities
- There have been several changes to how the Home Office will operate

Several pieces of Prevent duty guidance were updated

The Home Office updated its 'Prevent duty guidance: Guidance for specified authorities in England and Wales'. The Home Office's statutory guidance on the Prevent duty has not undergone a major update since 2015. This statutory guidance came into force on 31 December 2023.

The DfE also updated the following guidance and templates, which are effective immediately, in line with the updated Home Office guidance:

- ['The Prevent duty: safeguarding learners vulnerable to radicalisation'](#)
- ['Making a referral to Prevent'](#)
- ['Regional Prevent coordinators'](#)

- [‘Prevent duty: risk assessment templates’](#)

Both the Home Office and DfE guidance was significantly overhauled through this update, undergoing heavy restructuring and changes to wording.

The government is implementing recommendations from the ‘Independent Review of Prevent’

The guidance was updated in order to meet recommendations from the [‘Independent Review of Prevent’](#), the final report and government response for which were released in February 2023. For a summary of the Review’s findings and the government’s response, read the article [here](#).

The government has stated that the majority of the Review’s recommendations will have been met by February 2024.

Information on policies and risk assessments has been confirmed

Schools are still not required to have a policy specifically covering radicalisation and the Prevent duty; this can be incorporated into schools’ safeguarding policies if preferred.

Schools should continue to carry out risk assessments for how pupils or staff may be at risk of being radicalised into terrorism; the guidance now specifies that this includes taking account of the risk of online radicalisation.

Schools should have a designated Prevent lead

The guidance specifies that each authority should have a Prevent lead – a designated individual in a leadership position responsible for overseeing delivery of the Prevent programme and ensuring relevant staff receive appropriate Prevent training and induction. In schools, the role of Prevent lead would likely be taken on by the DSL.

Each setting’s Prevent lead, and DSL if this is a different person, should receive more in-depth training, covering:

- Extremist and terrorist ideologies.
- How to make referrals.

- How to work with Channel panels.

Training should be updated at least every two years to enable the Prevent lead to support other staff on Prevent matters, and update them on relevant issues. This may include:

- Trends in the annually published Prevent referral statistics.
- Relevant local or regional incidents.
- New resources and training materials.

It has been clarified that Prevent focusses on the ideological causes of terrorism

The government has stated that the updated guidance clarifies that the objective of Prevent is to tackle the ideological causes of terrorism, therefore preventing people from supporting or becoming terrorists. It includes practical advice for frontline professionals responsible for preventing people from being drawn into terrorism, including in schools and other education settings.

To ensure these professionals are fully trained in tackling terrorist ideology, new training on the ideological foundations of extremism and terrorism will be rolled out; this would supplement any Prevent training already provided to staff, such as that received on induction.

Terminology around vulnerability and susceptibility to terrorism has been clarified

The guidance uses updated terminology in relation to an individual being 'susceptible to terrorism' and/or 'vulnerable'. It states that an individual's susceptibility to radicalisation may be linked to their vulnerability, which may include factors such as their age, risk of abuse or neglect, and any SEND. It clarifies, however, that not all individuals susceptible to radicalisation would fall under the definition of being vulnerable. It also states that in some cases, although both susceptibility to terrorism and vulnerability are present, they may not be related.

Requirements around gaining consent to share information have been clarified

Information around sharing the personal data of pupils susceptible to radicalisation has been clarified. The guidance states that education providers should consider whether it is appropriate to rely on the person's consent for information-sharing – in the case of younger pupils or those with certain needs, consent may be provided by their parents.

If the school does not obtain consent, or it is not possible to rely on consent, it may still be possible to share the personal information if there is a lawful basis for doing so and compliance with data protection legislation is maintained.

Prevent will move to a regional model of delivery with LA-tailored funding

Rather than being delivered on a national model as previously, Prevent will now be delivered via a regional model to provide support for LAs in England and Wales. The areas deemed to have the highest risk of radicalisation will receive multi-year funding to combat local threats from terrorism and extremism.

The Home Office will carry out a new security threat check on Prevent activities

To ensure that any Prevent activity remains in line with the UK's current national threat picture, the Home Office will carry out a new security threat check on Prevent actions based around the following questions:

- Is this action mindful of the UK's current terrorism and extremism threat picture?
- Is this action proportionate when placed against the UK's current terrorism and extremism threat picture?
- Is this action likely to reduce the threat of terrorism or terrorist-adjacent narratives?

There have been several changes to how the Home Office will operate

The Home Office has made several changes to how it operates to facilitate improvement to Prevent; please note that these changes should have minimal impact on schools.

The ministerial board with oversight of Prevent will meet over the coming months to ensure that Prevent continues to implement the 'Independent Review of Prevent' and deliver in line with its recommendations.

Following concerns in the Review about antisemitism within Channel cases, the Home Office has recruited specialist intervention providers and developed new training for civil society organisations to tackle antisemitism.

Standards for the Home Office's due diligence checks on civil society organisations have been strengthened. This is to ensure that Prevent does not fund or work with organisations that support or legitimise extremists.

Part 2

Prevent local risk assessment

Updated September 2026

Name of school/organisation	Name/role	Contact details
Roundthorn Primary Academy	John Taylor (Executive Principal)	j.taylor@focus-trust.co.uk
Roundthorn Primary Academy	Joelle Hardman (Head of Academy)	j.hardman@focus-trust.co.uk

This risk assessment has been informed by information from Oldham Local Authority and Greater Manchester Police.

Area of concern	Local factors	Implications for our school	Next steps
Extreme Right Wing radicalisation, extremism and terrorism	- Oldham has been a historic focus area for Extreme Right Wing activity. - We are aware that Tommy Robinson will be campaigning in the Oldham area in the coming months.	- It is important that we continue to help our pupils challenge stereotypes, including about the White British community. - The Oldham School Linking Project is an important part of our work in this area. - There may be time when we have to support our families who may feel afraid and vulnerable in the context of local RW activity.	- Continue to keep School Linking Project high priority. - Keep alert to local intelligence.
Islamist radicalisation, extremism and terrorism	- Current heightened tensions in the context of the recent conflict in Gaza and current hostilities in the Gulf. - This has resulted in many children seeing inappropriate and distressing content in the media. - One side of the conflict is heavily represented in school, the other not at all.	- Staff have own views, often strongly held, and we need to make sure that these continue to be expressed appropriately. - Careful consideration needed around challenging stereotypes with careful word choices.	- Further discussions needed with staff, including how to discuss appropriately with children including some standard phrases to use e.g. "some people believe that..." "Not all Jews think the war in Gaza was OK; not all Americans think war with Iran is OK." - Consider using 'Picture News' to promote open discussion and

	Potential exposure to extremist views and stereotyping, particularly anti-Semitic and anti American views.		challenge a variety of stereotypes.
Radicalisation online	- Both of the above concerns are usually driven by online activity. - It is apparent that families are often unaware of the children's activity online. - We are aware that some of our pupils have been viewing material by Andrew Tate and similar "influencers".	- Work on online safety needs to be ongoing across the school. - We need to reach out and support families, for example through workshops and drop-in sessions. - We will continue to challenge and discuss with children where we are aware of inappropriate activity online.	- Continue work on online safety, both directly with children and more widely with families. - Check that we have a consistent approach to working with parents where we have concerns about children's activities online - Attend training where available e.g. relating to misogyny

Part 3

Prevent school self-assessment

Updated September 2026

General notes

- The three sections below, and the bullet points within each, are derived from the DFE Prevent Duty Self-Assessment Tool For Schools, which was updated in September 2026.
- All actions have been incorporated into the overall Safeguarding action plan, with target dates for completion.
- This self-assessment should be reviewed and updated on an annual basis.

Objective 1:	Clear leadership and accountability structures are in place and visible throughout the organisation
Objective 2:	Systems are in place for effectively assessing and managing risk
Objective 3:	Staff and the Governing Body have been appropriately trained according to their role
Objective 4:	A broad and balanced curriculum that builds resilience to extremism and promotes community cohesion

School name:	Roundthorn Primary Academy
Assessment undertaken by: (Name/Role):	John Taylor– Designated Safeguarding Lead / Executive Principal
Date of Assessment:	September 2026
To be reviewed on:	September 2027

Section 1 – Leadership and Partnerships

Requirement to address risk	RAG	Evaluation/notes	Next steps
Leadership The academy places sufficient priority to Prevent and risk assessment/action plans.		• Identified Strategic Lead – John Taylor • Prevent lead identified on visitor information	All staff to complete PREVENT Level 1 – PREVENT Awareness Training

Actions to mitigate risks and meet the requirements of the duty are effective. Specifically: • Leaders including governors understand the requirements of the Prevent Statutory Duty. • The Duty is managed at a sufficiently senior level. • Leaders understand, and have ultimate ownership of, internal safeguarding processes, and ensure that all staff have sufficient understanding and implement the duty effectively. • Leaders communicate and promote the importance of the duty. • Leaders drive an effective safeguarding culture across the academy. • Leaders provide a safe environment in which children can learn.		• Prevent lead has undertaken regular training and is clear about reporting procedures and Channel Officer – Angela Quinn – 0161 227 3545 • MASH 0161 770 7777 • Annual Safeguarding Audit in place from Focus Trust • Supervision in place for DSLs and Deputy DSLs	All Governors to complete PREVENT Level 1 PREVENT Awareness Training ▪ DDSL's to complete Completed Level 1 - Prevent Awareness Training https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/portal ▪ DDSL's to complete Level 2 – Referral Training https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/portal
Working in partnership The academy is fully apprised of national and local risks, works with partners to safeguarding children vulnerable to radicalisation, and has access to good practice advice, guidance or supportive peer networks.		• Updates received from GMP Police via LA DSL Network meetings • Good links and direct contact with local Police Officer and PCSO • Focus Trust SAIL shares GM updates • Prevent lead signed up to NW Prevent newsletter	• Share relevant information with staff on a need to know basis • Continue to invite the PCSO, Andy Bigland into school to speak to classes.

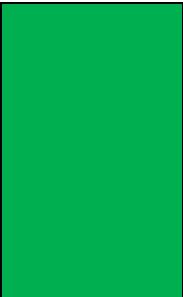
Specifically:			
The academy establishes effective partnerships with organisations such as the LA and Police Prevent Team.			

Section 2 – Capabilities

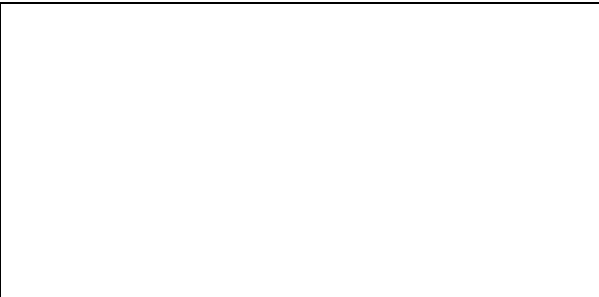
Requirement	RAG	Evaluation/notes	Next steps
Staff training Staff recognise signs of abuse or vulnerabilities, and the risk of harm is reported properly and promptly by staff. Specifically: - Frontline staff, including governors, understand what radicalisation means and why people may be vulnerable to being drawn into terrorism. - Frontline staff, including governors, know what measures are available to prevent people from being drawn into terrorism and know how to obtain support for people who may be exploited by radicalising influences. - Staff access Prevent training or refresher training.		- From training - Training records kept and new staff complete as part of their induction	All staff to complete PREVENT Level 1 – PREVENT Awareness Training https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/portal All Governors to complete PREVENT Level 1 PREVENT Awareness Training (2023) https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/portal Training updated annually.
Information sharing Staff share information with relevant partners in a timely manner.		Embedded safeguarding and recording and reporting in place (CPOMS)	

Specifically:

- Staff feel confident sharing information with partners regarding radicalisation concerns.
- Staff are aware of the Prevent referral process.



- Staff aware of referral to DSL / Prevent Lead



Section 3 – Reducing Permissive Environments

Requirement	RAG	Evaluation/notes	Next steps
Building children's resistance to radicalisation Children and young people are not exposed to intolerant or hateful narrative, and show understanding of the risks posed by terrorist organisations and extremist ideologies that underpin them. Specifically: - The academy provides 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. - The academy teaches a broad and balance curriculum which promote spiritual, moral, cultural, mental and physical development of students and fundamental British values and community cohesion.		- Curriculum opportunities, age appropriate including: - Oldham Pledge - Educational Visits / Visitors - Promotion of British Values – Democracy, Tolerance, Individual Liberty and The Rule of Law - Pupil Leadership Roles - Effective PSHE curriculum - How to keep safe online - Safeguarding Display (children) - Targeted provision and interventions - Assemblies - Visitors and visits	Ongoing risk of exposure to harmful material outside of school. We need to do more with parents re: parental controls, supervision whilst on phones, ipads, PlayStations, X boxes etc.
IT policies Effective IT policies reduce the likelihood of students and staff being drawn into extremist material and narratives online. Inappropriate internet use by students is identified and followed up. Specifically:		- Current policy for safeguarding and ICT reflects best practice, policy and procedure. - Appropriate filters and monitoring in place - LGfL online safety audit used	Prevent Lead to monitor Keystroke alerts through recently installed SENSO filtering and monitoring system.

• Students cannot access terrorist and extremist material when accessing the internet at the academy. • Students cannot distribute extremist material using the academy IT system. • There are clear linkages between IT policy and the Prevent Duty. • Filtering is used as a means of restricting access to harmful content.			
Visitors External speakers or visitors are not given a platform to radicalise children and young people or spread hateful or divisive narratives. Specifically: • Leaders provide a safe space for children to learn. • The academy has clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised. • The academy conducts due diligence checks on visitors or the materials they may use.		• No visitors unsupervised on the school site • Agencies used – DBS checks in place • Volunteer risk assessments in place prior to contact with children e.g. for school visits	• Visiting speakers to be approved by Principal or Head before being booked • Visiting speaker checklist to be used by staff.

Contacts

Multi-Agency Safeguarding Hub – child.mash@oldham.gov.uk 0161 770 7777.

On-line referrals at: https://www.oldham.gov.uk/info/100010/health_and_social_care/1618/oldham_s_multi-agency_safeguarding_hub_mash

For advice and support

- Council Prevent lead – Natalie Downs natalie.downs@oldham.gov.uk 0161 770 5196
- Channel Co-ordinator – Angela Quinn angela.quinn@manchester.gov.uk 0161 227 3542
- GMP Prevent officer for Oldham: DC David Bull david.bull@gmp.police.uk 0161 856 8912

Definitions

In relation to Prevent, the following Government definitions may be of use:

- **Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause. (Terrorism Act, 2000)
- **Extremism** is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. It also includes calls for the death of members of the UK armed forces, whether in this country or overseas. (Prevent Strategy, 2011)
- **Fundamental British values** are defined as democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. (Prevent Strategy, 2011)
- **Radicalisation** is the process by which a person comes to support terrorism and forms of extremism leading to terrorism.