Department for Education

Prevent risk assessment for schools

Person completing: Rob Andrew, Headteacher and DSL (with Carley Dootson, DDSL)	Date implemented: Oct 2026, on governor approval	Date for review: termly check; full review Oct 2027 or after a significant event

A risk assessment is a core part of implementing the Prevent duty. All providers should read guidance from the department on how to complete a risk assessment and on safeguarding students vulnerable to radicalisation. Schools should assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.

Providers may choose to have a specific separate risk assessment to better communicate to staff and document actions taken to mitigate any risks.
The purpose of the risk assessment is to have an awareness and understanding of the risk of radicalisation in your area and your institution. The type and scale of activity that will address the risk will vary but should be proportionate to the level of risk, type of provision, size and phase of education.

This is an internal document and should be reviewed annually, in line with Keeping Children Safe in Education requirements, or following a serious incident.

National Risks – risk of radicalisation generally

What national risks are you aware of that could impact to your area, setting, students or families? For example, online radicalisation

1. Online radicalisation and self-initiated exposure Children and young people are the fastest-growing group referred to Prevent. Education is the largest referring sector (36% of 8,778 referrals in 2024/25 — the highest number on record). Exposure happens mainly online: video platforms, gaming chat, messaging apps and content shared by older siblings or peers. Primary-age children often repeat material they do not understand.	2. Extreme right-wing terrorism (ERWT) ERWT is the largest specified ideology nationally: 21% of referrals and 42% of adopted Channel cases in 2024/25, against 10% and 15% for Islamist extremism. Anti-Muslim, anti-migrant and racist narratives spread quickly online, as the misinformation that fuelled the summer 2024 disorder showed.	3. Mixed, unclear or no ideology and fascination with violence 56% of 2024/25 referrals had no ideology identified and 5% involved a fascination with extreme violence or mass-casualty attacks. The Southport Inquiry (Phase 1, 2026) and the Children's Commissioner (Aug 2026) both highlight children who pose a risk of violence without a clear ideology. Nearly two-thirds of school referrals are returned with no Prevent action, so concerns must also be routed through wider safeguarding and Early Help.	4. Islamist extremism, international conflict and polarisation Islamist extremism remains a significant terrorism threat. International conflict, particularly in the Middle East, drives polarised debate and rises in antisemitic and anti-Muslim hate incidents. Misogynistic and incel-related online content also reaches upper KS2 pupils. Lawful political views, legitimate concern about world events and religious practice are not extremism.				

Local Risks – risk of radicalisation in your area and institution

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)

1. Our community compared with the wider borough Feniscowles is on the semi-rural south-western edge of Blackburn. Our pupils are predominantly White British. Across Blackburn with Darwen, 35.7% of residents are Asian or Asian British, largely of Indian and Pakistani heritage (Census 2021, up from 28.1% in 2011), and 35.0% are Muslim. In many inner-Blackburn wards, South Asian heritage residents are the majority. The town has well-documented residential and school separation. As a result, many of our pupils have limited everyday contact with the faiths and cultures that make up much of their own borough. Online or overheard stereotypes about local communities may go unchallenged.	2. Community tension and hate crime Lancashire Police reported hate crime across East Lancashire in 2025. The council and police both addressed potential community tension after the 2024 disorder. Local media reported far-right activity near Hoghton Tower, only a few miles from school, in October 2026. This is a media report, not assessed intelligence, and must be verified with the BwD Prevent Team. Divisive narratives are most likely to target Muslim and South Asian heritage communities, which our pupils may then repeat.	3. International events and local politics The Middle East conflict has high local salience in Blackburn's community and civic life. Children may bring strong views from home or online, in either direction, and may repeat antisemitic or anti-Muslim language. Staff must separate legitimate concern and political expression from hostility or extremist narratives, and must teach about these events impartially (DfE political impartiality guidance).	4. East Lancashire radicalisation and our school context A reported 2025 terrorism prosecution involving an 18-year-old from Nelson shows young people can be radicalised in East Lancashire; there is no connection to this school. Blackburn with Darwen has a long-standing dedicated Prevent Team. School factors: split site; community lettings; Year 6 transition to more diverse secondary schools. School devices are not used by pupils at home, so pupils' online exposure outside school is on personal or family devices. No intelligence currently indicates a specific threat to Feniscowles. We are requesting the latest BwD Counter-Terrorism Local Profile briefing for schools.				

Leadership and Partnership

Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Date for completion
	What is the risk here?	*What are the hazards?*	*What has your institution put in place to ensure sufficient understanding and buy-in from Leadership?*		*What does your institution need to further action to address the identified risk(s)?*		
	The setting does not place sufficient priority to Prevent and risk assessment/action plans (or does not have one) and therefore actions to mitigate risks and meet the requirements of the Duty are not effective.	Leaders (including governors and trustees) within the organisation do not understand the requirements of the Prevent Statutory Duty or the risks faced by the organisation. The Duty is not managed or enabled at a sufficiently senior level.	The Headteacher is the Lead DSL, so Prevent is owned at the most senior level. The Deputy DSL (Carley Dootson) and Early Help Co-ordinator (Wendy Edwards) complete the safeguarding team. The DSL team, SLT and governors complete Home Office Prevent awareness, referrals and Channel e-learning.	Green	*DSL team books the LPP 'DSL & Prevent Lead Referral Training' webinar.*	Rob Andrew / Carley Dootson	Dec 2026
		Leaders do not have understanding and ultimate ownership of their internal safeguarding processes, nor ensuring that all staff have sufficient understanding and that staff implement the duty effectively.	Safeguarding governor Catherine Woodhouse oversees Prevent as part of safeguarding. The Lead DSL reports to the full governing board through the Headteacher's report and the annual safeguarding report.	Green	*Minute Catherine's Prevent oversight role at the next FGB.*	Catherine Woodhouse	Next FGB
		Leaders do not communicate and promote the importance of the duty.	This risk assessment is approved by SLT and governors, and the safeguarding and child protection policy refers to the Prevent duty. Prevent is part of the school's values-led ethos (Respect, Integrity, Forgiveness, Endeavour, Safety, Inclusion).	Green	*Take this assessment to the next FGB for approval.*	Rob Andrew / Carley Dootson	Next FGB

Support availale

Prevent e-learning

Home Office offer a free e-learning package on Prevent covering:

- Prevent awareness
- Prevent referrals
- understanding Channel

Users that complete this training will receive a certificate.

https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/

Leadership		Leaders do not drive an effective safeguarding culture across the institution.	The DSL team knows the referral routes: Notice, Check, Share → DSL → BwD Prevent Team / national Prevent referral form → Channel; Children's Social Care / Early Help where wider needs exist; 999 for immediate danger.	**Green**	*Put Prevent contacts and the referral form on the staffroom wall on both sites.*	Rob Andrew / Carley Dootson	Nov 2026	
		Leaders do not provide a safe environment in which children can learn.	All staff read Keeping Children Safe in Education Part 1 (or Annex A) and the safeguarding policy at induction and each September, and sign to confirm. CPOMS is used for all recording.	**Green**	*Chase any missing KCSIE 2026 sign-offs.*	Robyn Turner	Nov 2026	
		Leaders do not update the assessment when the national or local picture changes (e.g. after significant local tension, far-right activity or international events), so actions become out of date.	Termly intelligence check by the Lead DSL, logged with dated sources. Immediate review after a significant event (e.g. local disorder, a reported far-right event, a terrorist incident).	**Amber**	*Start a one-page intelligence log; check it at each DSL meeting.*	Rob Andrew / Carley Dootson	Nov 2026	
		Governors do not receive proportionate, evidence-based assurance on Prevent, and the Prevent risk assessment is not linked to the safeguarding policy and annual safeguarding report.	Governor safeguarding visit samples Prevent evidence; findings are reported anonymously and proportionately. Leaders use self-evaluation to set Prevent priorities in the safeguarding action plan.	**Amber**	*Add a short Prevent paragraph to the termly safeguarding report to governors.*	Rob Andrew / Carley Dootson	Termly	
Working in Partnership	The setting is not fully appraised of national and local risks, does not work with partners to safeguard children vulnerable to radicalisation, and does not have access to good practice advice, guidance or supportive peer networks.	The organisation does not establish effective partnerships with organisations such as the Local Authority and Police Prevent Team.	The school works in partnership with: • Blackburn with Darwen safeguarding children partnership arrangements and LA safeguarding-in-education team • Lancashire Prevent Partnership / Prevent Team (prevent.team@blackburn.gov.uk / 01254 585260 / lancashirepreventpartnership.org.uk) • Lancashire Police and Counter Terrorism Policing North West • BwD Channel panel • LADO • BwD DSL and headteacher networks • Early Help (in school: Wendy Edwards) and Children's Social Care	**Green**	*Attend one BwD DSL / Prevent network briefing a year.*	Rob Andrew / Carley Dootson	Annually	**Prevent duty guidance** Outlines the requirements of the duty, including working in partnership with others. https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales#c-a-risk-based-approach-to-the-prevent-duty **Understanding channel** An overview of channel support and the Prevent Multi-Agency Panels (PMAP). https://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance
		The school does not receive current, education-relevant local intelligence (e.g. a shareable Counter-Terrorism Local Profile briefing), so local risks are judged from media reports rather than assessed information.	The Headteacher's borough-wide roles (Schools Forum chair, cross-sector networks) give strong links to LA leaders. The school receives LA safeguarding updates; the Educate Against Hate newsletter subscription is to be confirmed.	**Amber**	*Email the Prevent Team for the local briefing; sign up to Educate Against Hate.*	Rob Andrew / Carley Dootson	Nov 2026	**Sign-up for Educate Against Hate newsletter** Latest news, blogs and resources to help teachers, school leaders and designated safeguarding leads protect students from radicalisation https://signup.es-mail.co.uk/Signup/da659377ec9fa9e8d40363308d4a84ac
Capabilities								
Staff training	Staff do not recognise signs of abuse or vulnerabilities and the risk of harm is not reported properly and promptly by staff.	Frontline staff including governors, do not understand what radicalisation means and why people may be vulnerable to being drawn into terrorism	Annual whole-staff safeguarding training includes Prevent, using local examples. Prevent and community-tension updates go out in staff briefings and safeguarding bulletins, with CPOMS reminders.	**Green**	*15-minute local-context slot in a staff meeting.*	Rob Andrew / Carley Dootson	Feb 2027	**Prevent e-learning** Home Office offer a free e-learning package on Prevent covering: - Prevent awareness - Prevent referrals - understanding Channel Users that complete this training will receive a certificate. https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/ **Prevent resources, guidance and support** The department's Educate Against Hate website provides a range of training and guidance materials. www.educateagainsthate.com
		Frontline staff including governors, do not know what measures are available to prevent people from being drawn into terrorism and do not know how to obtain support for people who may be exploited by radicalising influences. Staff do not access Prevent training or refresher training.	All staff attend annual safeguarding training and are familiar with the safeguarding policy, behaviour policy, staff code of conduct and online safety arrangements.	**Green**	*Catch up anyone who missed September training.*	Rob Andrew / Carley Dootson	Nov 2026	
		Staff do not access Prevent training or refresher training.	All staff complete Home Office Prevent awareness e-learning (Notice, Check, Share) at induction, with a refresher at least every two years.	**Green**	*Chase any overdue Prevent e-learning.*	Robyn Turner	Feb 2027	
		Staff conflate ethnicity, religious observance, SEND, deprivation or lawful political opinion with extremism. This can lead to disproportionate or discriminatory referrals, which is a particular risk where staff have limited lived experience of the borough's diverse communities.	Training stresses that protected characteristics, religious practice and lawful political views are not risk indicators. Staff focus on observable behaviour, context and pattern, and always discuss with the DSL before acting.	**Green**	*Use 3 short scenarios in the same staff meeting.*	Rob Andrew / Carley Dootson	Feb 2027	

		Staff do not recognise 'no ideology' or mixed-ideology presentations (e.g. fascination with violence, misogynistic or conspiracy content) or link Prevent with wider exploitation and online harm.	The DSL team accesses BwD Prevent and DSL network training on local processes and emerging themes. The Lead DSL is also a CPI trainer, supporting de-escalation and understanding of behaviour.	**Amber**	*DSL team attends one LPP webinar a half term, starting with 'Fascination with violence'.*	Rob Andrew / Carley Dootson	From Jan 2027	
		Lunchtime, wraparound, supply and peripatetic staff, students and volunteers are not trained in Prevent or do not know how to report.	Induction for all adults (including volunteers and supply staff) covers who the DSLs are and how to report; supply staff receive a safeguarding information sheet on arrival.	**Green**	*Add Prevent to the supply and volunteer safeguarding leaflet.*	Robyn Turner	Nov 2026	
		Governors have not completed Prevent training and cannot provide effective challenge.	Governors complete Prevent e-learning as part of governor safeguarding training.	**Amber**	*Governors complete the LPP 'School Governors Prevent Awareness' webinar.*	Catherine Woodhouse	Mar 2027	
		Training records are incomplete and the impact of training is not checked.	A single training record (staff and governors) is held by the SBM. Brief primary-specific scenarios are used to check understanding.	**Green**	*Check the training record is complete.*	Robyn Turner	Jul 2027	
Information Sharing	Staff do not share information with relevant partners in a timely manner.	Staff do not feel confident sharing information with partners regarding radicalisation concerns.	The school has a culture of safeguarding that supports effective arrangements to: • identify children who may need Early Help or are at risk of grooming or exploitation (Early Help Co-ordinator in school) • share information promptly and lawfully with the BwD Prevent Team, Children's Social Care and police, in line with DfE information-sharing advice and UK GDPR.	**Green**	*None. Check contacts at the annual policy review.*	Rob Andrew / Carley Dootson	Sep 2027	Resources to support information sharing The deparment has published guidance on making a Prevent referral. https://www.gov.uk/guidance/making-a-referral-to-prevent Local contacts (Lancashire Prevent Partnership offer 2026-27) Prevent Team: prevent.team@blackburn.gov.uk / 01254 585260 www.lancashirepreventpartnership.org.uk (training, webinars, KS2 assemblies) Anti-Terrorist Hotline: 0800 789 321 Immediate danger: 999
		Staff are not aware of the Prevent referral process.	Clear pathway: staff factually record on CPOMS → immediate discussion with DSL/DDSL → DSL assesses age, context, pattern, possible ideological influence and other safeguarding needs → consult BwD Prevent Team → Prevent referral and/or Children's Social Care / Early Help → record rationale and support. Call 999 for immediate danger; Anti-Terrorist Hotline 0800 789 321.	**Green**	*Covered by the staffroom Prevent display.*	Rob Andrew / Carley Dootson	Nov 2026	
		Concerns are recorded only as behaviour or bullying (not as safeguarding or prejudice-related) on CPOMS, so patterns are missed and information is not shared.	CPOMS categories include Prevent / radicalisation concerns and prejudice-related incidents, distinct from general behaviour.	**Amber**	*Check CPOMS categories at a DSL meeting.*	Rob Andrew / Carley Dootson	Feb 2027	
Reducing Permissive Environments								
Building children's resilience to radicalisation	Children and young people are exposed to intolerant or hateful narratives and lack understanding of the risks posed by terrorist organisations and extremist ideologies that underpin them.	The setting does not provide 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.	Staff code of conduct and the school values (Respect, Integrity, Forgiveness, Endeavour, Safety, Inclusion) set clear expectations for respectful behaviour, online and offline. Behaviour and anti-bullying responses include restorative work. Jigsaw Celebrating Difference (every year group, Reception to Year 6) teaches pupils to value difference, recognise stereotypes and challenge bullying, including bullying that is hard to spot and trolling (Year 4), and cyberbullying, rumour-spreading and name-calling (Year 5).	**Green**	*Add two questions to the usual PSHE pupil voice.*	PSHE lead	Mar 2027	**Resources for having difficult classroom conversations** Educate Against Hate has a range of resources to help teachers conduct difficult conversations with students. The 'Let's Discuss' teaching packs have been developed to help facilitate conversations about topics such as fundamental British values, extreme right-wing terrorism and Isalmist extremism. www.educateagainsthate.com www.educateagainsthate.com/category/teachers/classroom-resources www.educateagainsthate.com/category/teachers/classroom-resources/?filter=lets-discuss
		The setting does not teach a broad and balanced curriculum which promotes spiritual, moral, cultural mental and physical development of students and fundamental British values and community cohesion.	Safer recruitment checks for all staff and volunteers. A broad curriculum promotes SMSC and fundamental British values: Jigsaw PSHE and RSE (2026 edition), RE (BwD Agreed Syllabus), history and geography, assemblies. The Online Safety Curriculum Framework 2026/27 maps where Purple Mash Computing and Jigsaw each teach online safety, Reception to Year 6. It contains only scheme content, so coverage can be checked against named lessons.	**Green**	*Check coverage against the Online Safety Framework during usual subject monitoring.*	PSHE / Computing leads	Mar 2027	
		Pupils have limited everyday contact with the faiths, cultures and ethnic backgrounds that make up much of the wider borough. Stereotypes, misinformation or online narratives about local Muslim and South Asian heritage communities therefore go unchallenged.	RE teaches about Islam, Hinduism, Sikhism and other world faiths found locally. School values of Respect and Inclusion are explicitly linked to the diversity of Blackburn with Darwen. An annual school-linking project with a BwD school serving a different community runs whenever it can be facilitated, giving pupils direct contact with peers of other faiths and backgrounds.	**Green**	*Confirm this year's linking project and partner school; add one faith visit through RE.*	RE lead	Spring 2027	

		Prejudice-related language (racist, religious, antisemitic, anti-Muslim, homophobic, misogynistic) is not consistently challenged, recorded, analysed or followed up educatively.	Prejudice-related incidents are challenged, recorded on CPOMS and followed up with education and restorative work, and parents are informed. Teaching is monitored by leaders through observations and book looks.	Green	*Include prejudice incident trends in the termly governor report.*	Rob Andrew / Carley Dootson	Termly	
		Pupils repeat inflammatory content about local or world events (e.g. the 2024 disorder, the Middle East conflict). Staff lack the confidence to discuss these safely and impartially.	Teachers create a safe space with agreed ground rules for discussing difficult topics (Jigsaw, circle time). Political issues are presented in a balanced way, in line with DfE political impartiality guidance.	Amber	*Share Educate Against Hate 'Let's Discuss' resources in a staff briefing.*	PSHE lead	Mar 2027	
		Year 6 pupils move on to larger, more diverse secondary schools without the knowledge, experience or skills to navigate difference respectfully.	Critical thinking and digital literacy are taught through named scheme content: • Jigsaw Year 2 Healthy Me: how search engines rank results and how online content is targeted at users • Purple Mash Units 3.2, 5.2 and 6.2: judging whether online information is reliable • Jigsaw Year 5 Dreams and Goals: thinking critically about information online • Jigsaw Year 6 Relationships (stronger AI focus): judging whether content is real or fake, power and control, resisting pressure online, digital rights • Jigsaw Year 6 Being Me in My World: rights, responsibilities and reporting Year 6 transition work is in place.	Green	*Add one 'diverse borough' session to Y6 transition PSHE.*	Y6 team	Jun 2027	
IT policies	Ineffective IT policies increases the likelihood of students and staff being drawn into extremist material and narratives online. Inappropriate internet use by students is not identified or followed up.	Students can access terrorist and extremist material when accessing the internet at the institution.	Smoothwall filtering and monitoring is applied to all school devices and the school network. School devices are used on site only; no school devices are used by pupils at home. Filtering therefore covers all pupil use of school technology.	Green	*Note in the online safety policy that school devices stay on site.*	Robyn Turner	Feb 2027	**Web filtering and online safety** The Department for Education have issued comprehensive guidance on how schools and colleges should be using filtering and monitoring standards, including specific measures to comply with the Prevent duty. https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges Further guidance is available at https://saferinternet.org.uk/guide-and-resource/teachers-and-school-staff/appropriate-filtering-and-monitoring/appropriate-monitoring You can test whether your internet service provider removes terrorist content at http://testfiltering.com/ The Joint Information Systems Committee (JISC) can provide specialist advice and support to the further and higher education sectors to help providers ensure students are safe online and appropriate safeguards are in place. **Teach about online extremism** The 'Going Too Far?' resource from Educate Against Hate and the London Grid for Learning to help teach students about staying safe online https://www.educateagainsthate.com/resources/going-too-far/
		Students may distribute extremist material using the institution IT system.	Smoothwall alerts go to the DSL team and are recorded and acted on via CPOMS. Pupils cannot send external messages through school systems, and the acceptable use agreement covers misuse.	Green	*Test the alert route during the filtering review.*	Rob Andrew / Carley Dootson / IT provider	Dec 2026	
		Unclear linkages between IT policy and the Prevent duty. No consideration of filtering as a means of restricting access to harmful content.	The DSL takes lead responsibility for online safety, including filtering and monitoring. Filtering and monitoring are reviewed annually against the DfE standards, and the Prevent duty is referenced in the online safety policy.	Amber	*Complete and record the annual filtering and monitoring review.*	Rob Andrew / Carley Dootson / IT provider	Dec 2026	
		Pupils access extremist, hateful or violent content on personal or family devices at home (outside school filtering): gaming chat, video platforms, messaging, older siblings' social media. They then repeat it or are groomed through it.	Online safety is taught from Reception to Year 6 through two connected schemes, set out in the Online Safety Curriculum Framework 2026/27. Purple Mash Computing (Units 1.1 to 6.2, plus 2BeSafe): • Safe log-ins, passwords and personal information • Telling a trusted adult • Cyberbullying (Unit 3.2: screenshot and report unkind words only, never images) • Phishing, scam websites and malware (Unit 4.2) • Online identity and digital footprint • Image rights and screen-time balance (Units 4.2 and 6.2) Jigsaw PSHE 3-11: • Year 2 Relationships: good secrets and worry secrets, trusted adults and persistent help-seeking • Year 3 Relationships: first explicit online safety teaching (who to tell, age restrictions, privacy and location settings) • Year 4: SMARRT rules; Healthy Me peer influence and acting assertively • Year 5 Relationships (the main online safety Puzzle): online communities, gaming, personal data and safe communication; key vocabulary includes grooming and fake online hoaxes • Year 6 Healthy Me: exploitation, including being made to do things against the law, and why people join gangs Common language across both schemes: the Jigsaw Safety STAR (Stop, Think, Assess, React) and 'show, do not save'. Pupils learn to resist manipulation, secrecy and pressure, and to tell an adult. These are the same protective skills that reduce susceptibility to online radicalisation.	Green	*Tell the DSL before Y5 Relationships and Y6 exploitation Pieces; notify parents; add an online safety tip to the newsletter each term.*	Class teachers / PSHE lead	As taught	

Visitors	External speakers or visitors being given a platform to radicalise children and young people or spread hateful or divisive narratives.	Leaders do not provide a safe space for children to learn.	Signing-in and badge system on both sites; visitors are supervised and contractors are managed in line with the safeguarding policy.	**Green**	*Sample the visitor log once a year.*	Robyn Turner	Jun 2027	**Political Impartiality Guidance** When using external agencies, schools in England must be mindful of their existing duties regarding political impartiality and to ensure the balanced presentation of political issues. Guidance on this is available on GOV.UK. https://www.gov.uk/government/publications/political-impartiality-in-schools/political-impartiality-in-schools#the-law
		Settings do not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.	Visiting speakers, faith visitors and external providers are agreed in advance by SLT. Leaders check the organisation, the speaker and the materials, and a member of staff is present throughout.	**Green**	Introduce a one-page visiting speaker form.	Robyn Turner	Apr 2027	
		The setting does not conduct any due diligence checks on visitors or the materials they may use.	Lettings agreements include safeguarding and Prevent conditions; the SBM carries out due diligence checks on hirers.	**Amber**	Add a Prevent clause to lettings agreements at renewal.	Robyn Turner	Apr 2027	
		Premises lettings or hire on either site are used by groups whose aims, speakers or materials have not been checked.	The school seeks advice from the BwD Prevent Team where a speaker's or hirer's suitability is unclear.	**Green**	None. Keep under review.	Rob Andrew / Carley Dootson	Ongoing	
Principles	This assessment is proportionate to a two-form-entry maintained primary school (Reception to Year 6). No evidence establishes a specific threat to Feniscowles. Ethnicity, religion, SEND, deprivation, religious observance and lawful political expression are not risk indicators in themselves. Concerns are judged on observable behaviour, context and pattern. Ratings marked Amber are pending verification of evidence.							