

Prevent Duty Risk Assessment

School Details

Name: St Lawrence CofE (VA) Primary School, Napton-on-the-Hill, Southam, Warwickshire

URN: 130884

Age range: 4–11

Headteacher: Bethan Hanna

Chair of Governors: David Russell

Website: www.stlawrenceprimaryschool.co.uk

Updated: 5 October 2026

1 Leadership and Governance

Strengths:

- Safeguarding arrangements judged effective by Ofsted.
- Updated governance arrangements include Chair of Governors David Russell and revised committees, with a focus on leadership, communication and support for the school and school leadership.
- Governors monitor provision including RE and worship.
- Safeguarding audits and action planning in place.

Risks:

- Revised governance arrangements require consistent monitoring, timely challenge and clear communication.
- Safeguarding reporting arrangements require continued review to ensure concerns are recorded and followed up promptly.

Mitigation:

- Include regular safeguarding and Prevent updates in governor and relevant committee meetings.
- Monitor the effectiveness of revised committees, leadership communication and support for school leaders.
- Review the use and effectiveness of electronic safeguarding reporting.
- DSL and deputies to confirm completion of appropriate Prevent training and cascade updates.

2 Staff Training and Awareness

Strengths:

- Updated safeguarding training has been provided for all staff.
- Team Teach and Emotion Coaching training took place during the 2025/2026 academic

year, supporting staff responses to distress and dysregulation.

- Staff are encouraged to report safeguarding concerns promptly.

Risks:

- Completion and currency of Prevent-specific training need to be confirmed separately from general safeguarding training.
- Staff confidence in recognising and reporting concerns about radicalisation requires ongoing review.

Mitigation:

- Confirm and record Prevent-specific training for all staff and arrange refresher training where needed.
- Maintain staff training records and review gaps, including induction for new staff.
- DSL to provide Prevent updates at staff briefings.
- Reinforce consistent use of Team Teach and Emotion Coaching approaches through staff discussion and review.

3 Curriculum and Pupil Awareness

Strengths:

- The SCARF PSHE programme is embedded, supporting learning about relationships, diversity, respect and keeping safe.
- The assembly schedule reinforces key school messages linked to Nurture, Together, Soar, including belonging, inclusion and care for others.
- Pupils learn tolerance, respect and celebrate differences.
- Strong RE curriculum inclusive of ethical issues.

Risks:

- The embedded PSHE programme requires monitoring to ensure pupils understand and apply its messages.
- Opportunities to explore wider communities, global injustice and online influence need continued review.

Mitigation:

- Use SCARF, RE and the wider curriculum to reinforce democracy, tolerance and respect.
- Maintain assemblies linked to Nurture, Together, Soar and provide opportunities for pupil reflection and voice.
- Increase critical thinking about online influence and check pupils know how to seek help.

4 Pupil Safety and Welfare

Strengths:

- Pupils feel safe and know reporting routes.
- The updated behaviour policy sets out the expectations Ready, Respectful, Safe.
- SEND meetings with class teachers and EHCP meetings with parents and the SENDCo provide opportunities to review needs, support and adjustments.
- Team Teach and Emotion Coaching training supports staff responses to pupil distress.
- Good provision for refugee and vulnerable pupils.

Risks:

- Support and reasonable adjustments need consistent implementation and review.
- Individual pupils may be vulnerable to grooming or harmful online influence where communication, social understanding or other support needs affect their ability to recognise concerns. SEND alone does not establish a risk of radicalisation.

Mitigation:

- Use SEND meetings with class teachers and EHCP meetings with parents and the SENDCo to review individual needs, support and safeguarding concerns.
- Consider Prevent concerns within individual support plans where relevant to the pupil's circumstances.
- Monitor consistent implementation of Ready, Respectful, Safe, with appropriate adjustments for individual needs.
- Reinforce staff understanding of SEND and safeguarding links.

5 Partnerships and External Agencies

Strengths:

- Effective links with external agencies for SEND support.
- A link with the Data Protection Officer provides advice on data protection and handling sensitive information.
- Strong partnership with local church and charities.

Risks:

- No explicit mention of partnership with Prevent/Channel panels.

Mitigation:

- DSL to maintain contact with the Warwickshire Prevent team and confirm referral and support pathways.
- Record referrals, advice and decisions.
- Seek DPO advice on data protection questions when handling or sharing sensitive information.

Summary of Key Risks and Actions

Risk	Action	Owner	Timescale
Consistent governance oversight and communication	Monitor revised committees, leadership support and safeguarding and Prevent reporting	David Russell and committee chairs	Ongoing
Prevent-specific training needs confirmation	Check training records following updated safeguarding training; arrange Prevent refreshers where needed	DSL	Autumn 2026 and ongoing
Pupils need opportunities to discuss wider communities and online influence	Monitor embedded SCARF PSHE and RE; maintain Nurture, Together, Soar assemblies	Curriculum Lead	Ongoing
Individual support needs and adjustments require review	Use SEND and EHCP meetings to review support and any relevant safeguarding concerns; monitor behaviour policy implementation	SENDCo and class teachers	Ongoing
Prevent and Channel links need confirmation	Confirm Warwickshire Prevent contacts and referral pathways	DSL	Autumn 2026
Sensitive information requires careful handling	Use the DPO link for advice on data protection and information sharing	DSL and DPO	As needed
Consistency in supporting behaviour and regulation	Review use of Ready, Respectful, Safe and Team Teach and Emotion Coaching approaches	School leaders	Ongoing

6 Locality and Demographics Context

St Lawrence CofE Primary School is located in Napton-on-the-Hill, Warwickshire, a small rural village community. The following figures replace the previous demographic data and are taken from the supplied Insight report for 2026–2027. They describe the school population and help inform inclusive provision; they do not establish an individual pupil's risk of radicalisation.

School demographic overview

Measure	School 2026–2027	National in report
Pupils on roll	192	Not provided
Boys	49.5%	Not provided
Girls	50.5%	Not provided
Minority ethnic background	7.8%	38.9%

Measure	School 2026-2027	National in report
English as an additional language	1.6%	23.8%
Homegrown pupils	86.5%	Not provided
Pupils with SEND	44 pupils / 22.9%	19.5%
SEN Support	35 pupils / 18.2%	15.4%
EHC Plan	9 pupils / 4.7%	4.1%
Targeted free school meals	6.8%	24.9%
Overall absence	5.0%	3.7%
Authorised absence	4.3%	2.2%
Unauthorised absence	0.7%	1.5%
Persistent absence	14.4%	Not provided

Recorded ethnicity

Ethnicity in report	Pupils	Percentage
White British	147	76.6%
Not set	30	15.6%
Any other White background	4	2.1%
White and Asian	4	2.1%
Any other mixed background	3	1.6%
Indian	3	1.6%
Black African	1	0.5%

Risks:

- The recorded profile shows limited ethnic and linguistic diversity, although ethnicity is not set for 15.6% of pupils. Continue to provide opportunities to learn about different cultures.
- Assess individual support needs and circumstances when considering vulnerability to grooming or harmful online influence; SEND prevalence does not itself establish radicalisation risk.
- Overall absence is 5.0% and persistent absence is 14.4% in this report. Reduced engagement with school may limit access to support and warrants individual follow-up.
- Rural pupils may rely on online contact with wider communities; continue to reinforce online safety.

Mitigation:

- Maintain intercultural understanding and diversity teaching through the embedded SCARF PSHE programme, RE, and wider curriculum.
- Use the Nurture, Together, Soar assembly schedule, visiting speakers and enrichment to broaden worldviews.
- Use SEND and EHCP review meetings to consider individual safeguarding and Prevent

concerns where relevant.

- Strengthen digital literacy and online safety education to mitigate online radicalisation risks.
- Review attendance concerns and individual welfare needs with families and relevant staff.
- Check missing ethnicity records, FSM coding and detailed SEND codes, and confirm the period covered by attendance figures.