Thomas Harding School Prevent Risk Assessment: Local Context and Community Risks

August 2026

Community Risk / Pressure	Potential Prevent Risk	Current Mitigating Actions
Deprivation and inequality within parts of Chesham and surrounding areas	Pupils experiencing social isolation, disadvantage or limited aspirations may be more vulnerable to extremist narratives that exploit feelings of grievance, injustice or exclusion.	Targeted pastoral support; monitoring of vulnerable pupils; provision of enrichment opportunities; promotion of equality, inclusion and British Values throughout the curriculum.
County lines and local drug-related criminal activity	Risk of exploitation by criminal networks. Vulnerability to coercion, grooming and exposure to extremist or anti-social influences.	Staff training on exploitation risks; early identification of concerns; strong links with safeguarding partners, police and social care; pupil education around exploitation and personal safety.
High levels of social care involvement	Pupils experiencing family instability or trauma may be more susceptible to grooming, radicalisation or other forms of exploitation.	Robust safeguarding systems; regular multi-agency working; effective information sharing; targeted pastoral and wellbeing support for affected pupils.
Incidents of serious violence within the local community	Exposure to violence may contribute to fear, mistrust, normalisation of violence, or increased vulnerability to extremist narratives promoting division or retaliation.	Safe opportunities to discuss current events; emotional wellbeing support; restorative approaches; curriculum activities promoting conflict resolution, tolerance and community cohesion.
Low parental engagement for some families	Reduced opportunities for positive challenge and discussion at home regarding online content, misinformation and extremist influences.	Parent engagement initiatives; safeguarding communications; online safety workshops; targeted support for vulnerable families.
Formation of insular cultural or peer groups within the community	Risk of increased division, stereotyping, prejudice or susceptibility to narratives that encourage separation from wider society.	Promotion of British Values; structured opportunities for intercultural understanding; inclusive curriculum; celebration of diversity; anti-discrimination education.
Long waiting times for external support services	Delays in accessing services may result in unmet needs and increased vulnerability to harmful influences, including radicalisation.	Early intervention within school; strong pastoral systems; regular review of vulnerable pupils; escalation through safeguarding channels where necessary.

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Financial and housing insecurity	Family stress, instability and reduced resilience may increase vulnerability to extremist or grievance-based narratives.	Family support; safeguarding interventions; signposting to community resources; consistent routines and trusted adult relationships within school.
Temporary accommodation and refugee families within the catchment	Newly arrived pupils may face isolation, trauma, language barriers or difficulties integrating into the community, making them more vulnerable to exploitation.	EAL support; transition support; inclusion programmes; monitoring of wellbeing and attendance; fostering belonging and community connection.
Rising cost of living pressures	Reduced access to extracurricular experiences and widening disadvantage may increase feelings of exclusion among some pupils.	Financial support for trips and enrichment; inclusive participation strategies; pastoral monitoring.
Cultural concerns regarding aspects of the curriculum (e.g. RSE)	Potential for misunderstandings, disengagement or exposure to misinformation regarding equality, diversity and protected characteristics.	Clear communication with families; consultation opportunities; curriculum aligned with statutory guidance; respectful discussion of differing viewpoints.
Increasing mental health concerns among children and families	Pupils experiencing anxiety, emotional distress or social isolation may be more susceptible to online grooming, conspiracy theories or extremist messaging.	Mental health support; PSHE education; trusted adults in school; resilience-building activities; early identification and intervention.

Overall Prevent Risk Assessment

Risk Level: Low to Moderate

The school community experiences several contextual safeguarding pressures, including deprivation, criminal exploitation, serious youth violence, social care involvement, financial insecurity and increasing mental health needs. While there is currently no evidence of specific extremist activity directly affecting the school, these factors can increase pupil vulnerability to radicalisation and other forms of exploitation.

The school's strong safeguarding culture, effective multi-agency working, inclusive ethos, promotion of British Values, comprehensive PSHE curriculum, online safety education, and robust referral procedures significantly mitigate these risks. Staff should remain vigilant to emerging local and national threats, particularly those linked to online radicalisation, misinformation, conspiracy narratives and the exploitation of vulnerable young people.

Key Actions

- Maintain annual Prevent training for all staff and governors.
- Review local safeguarding and Prevent intelligence regularly.
- Continue teaching British Values, critical thinking and online safety.
- Monitor vulnerable pupils through safeguarding and pastoral systems.
- Strengthen engagement with parents regarding online risks and extremist content.
- Ensure clear referral pathways to the DSL, MASH and Channel where concerns arise