



*'Life in all its fullness'*

## Prevent Duty Risk Assessment St Thomas' CofE Primary

The Prevent Duty requires specified authorities, including education, to help prevent the risk of people becoming terrorists or supporting terrorism. Prevent also extends to supporting the rehabilitation and management of those already involved in terrorism. The duty sits alongside wider safeguarding duties and polices and helps to ensure that those who are susceptible to radicalisation are supported as they would be under any other safeguarding process.

**Prevent** (to stop people becoming terrorists or supporting terrorism) remains one of the key pillars of the CONTEST strategy, working alongside:

**Pursue:** to stop terrorist attacks

**Protect:** to strengthen our protection against a terrorist attack

**Prepare:** to mitigate the impact of a terrorist attack

Undertaking a risk assessment linked to the contexts of our academy and identifying risks linked to extremism and radicalisation supports us in fulfilling statutory duties and responsibilities. This document outlines the risks we have identified and the appropriate measures in place to safeguard our academy community.

Since the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions, both locally and nationally, in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views, including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

In the 12 months up to September 30<sup>th</sup> 2024, there were 245 terrorism related arrests. This is a 41% increase compared to the previous 12-month period. 32 of these arrests were of children aged 17 and under. 82% of all those arrested were male. In the year ending March 31<sup>st</sup> 2024, there were 6922 referrals to Prevent, of which 40% were made by the Education sector. 53% of all referrals were for children aged between 11 and 17 years old.

Our academy is committed to providing a secure environment for pupils, where children and young people feel and are kept safe. The current UK threat level is regarded by the MI5 Security Service as substantial, meaning that an attack is likely.

This risk assessment is one element within our safeguarding arrangements that promotes the welfare of all children. It should be read alongside 'Keeping Children Safe in Education', 'Working Together to Safeguard Children', and the government Prevent strategy document.

<b>Designated Safeguarding Lead:</b>	Debbie Cooke
<b>Date of risk assessment:</b>	July 2025
<b>Date of review:</b>	July 2026

**National threats (completed by Prevent Lead at Three Spires Trust)**

<b>What national threats could affect our academy community?</b>	
<b>Threat one: Online radicalisation</b>	The government's counter-terrorism strategy (CONTEST) states that there is an operating environment where technology continues to provide both opportunity and risk to the UK's counter-terrorism efforts. Whilst the vast majority of internet users

	<p>will not be using the internet for the purposes of accessing extremist or terrorist content, there remains a wealth of radical propaganda online that users could be exposed to.</p> <p>The terrorist threat in the UK is dominated by individuals or small groups acting outside of organised terrorist networks, yet still influenced by their nefarious online presence. This is a trend which makes terrorists less predictable and harder to identify, investigate and disrupt.</p> <p>Encouraging susceptible individuals to commit acts of terrorism on their own initiative is a deliberate strategy of terrorist groups in their propaganda. This is exacerbated by online environments which bring together and facilitate individuals sharing and validating thoughts and ideas.</p> <p>Consequently, the primary threat to the UK stems from a self-initiated terrorist attack acting in support of Islamist or extreme right-wing terrorist ideology. This can involve low-sophistication methodology such as knives or vehicles but also more complex methods such as the use of an improvised explosive device.</p>
<p><b>Threat two: Daesh ideology</b></p>	<p>In the UK, the primary domestic terrorist threat comes from Islamist terrorism (inspired by Daesh), which accounts for approximately 67% of attacks since 2018.</p> <p>Within the UK, explicit affiliation and fixed ideological alignment with any one specific international terrorist organisation (e.g. al-Qa'ida or Daesh) has diminished. Instead, the continuing societal shift to an online world has led to issues and grievances from a wider range of sources becoming ideological influences and drivers.</p> <p>This has resulted in a broader array of fragmented ideological narratives and unconventional belief sets which may sit alongside or be used to reinforce more traditional Daesh terrorist ideology.</p>
<p><b>Threat three: Right wing extremism</b></p>	<p>The remainder of the UK domestic terrorist threat is driven almost exclusively by Extreme Right-Wing Terrorism, which amounts to approximately 22% of attacks since 2018, about a quarter of MI5 caseload and 28% of those in custody for terrorism-connected offences.</p> <p>The threat from Extreme Right-Wing Terrorism in Western countries is increasingly a transnational issue in terms of radicalising influence, inspiration and communication. Unlike Islamist terrorist groups, extreme right-wing terrorists are not typically organised into formal groups with leadership hierarchies and territorial ambitions, but informal online communities which facilitate international links. Fatal attacks have occurred in multiple countries, including the UK, often inspired by previous attackers.</p>

	The use of 'gore' is a feature of Extreme Right-Wing propaganda. This includes true-life killings, maiming, torture, graphic violence and bodily harm in visual media.
<b>Threat four: Self-initiated terrorists (S-lts)</b>	<p>A Self-Initiated Terrorist is defined as someone who threatens or mobilises to violence without the material support or personal direction from a terrorist organisation; but who may still be influence or encouraged by the rhetoric or ideology of a group.</p> <p>These individuals are the greatest threat and there remains a risk for them to carry out a low sophistication attack using common tools and objects as a weapon. Vehicle attacks have been seen in the UK and Europe on several occasions recently with bladed weapon attacks also prevalent.</p>

#### Local Threats (completed by Academy Prevent Lead)

What local threats could affect our academy community? (online safety, Israel/Gaza, right wing extremism, Daesh ideology, weapons, immigration, left wing, anarchy, VAWG, incel)	
<b>Threat one:</b>	Unsupervised Online activity
<b>Threat two:</b>	Vulnerable cohorts of SEND children
<b>Threat three:</b>	Transport links and outdoor spaces where children could be unsupervised for long periods of time e.g. train station, county lines, Bathpool Park, Clough Hall Park.

Key	Highest
Red	Unable to evidence
Amber	Action to take to reduce risk
Green	Appropriate measures in place with evidence

## Academy Risk Assessment

Risk Area	Considerations	RAG rating	Measures currently in place	Measures required to reduce risk	Risk owner	Planned completion date
Whole staff knowledge  CPD	Staff are aware of the Prevent agenda and of radicalisation and extremism as safeguarding issues.		<b>Whole school Prevent Duty training up to date.</b>			
	Staff are aware of school procedure for handling Prevent related concerns.		<b>Whole school Prevent Duty training completed.</b>			
	Staff are aware of how to identify children who are susceptible to radicalisation and at risk of abuse/exploitation		<b>Included in staff briefings and annual KCSIE updates.</b>			
	Staff feel confident about raising concerns about risks within a timely manner, and the process for reporting is clear		<b>Process included in whole school Prevent Duty training.</b>			
	All staff and governors have completed training in the last		<b>Training completed by all staff and some governors.</b>	<b>New governors appointed to complete Prevent training.</b>	<b>Donna Pierpoint</b>	<b>April 2026</b>

	two years on the Prevent Duty					
	Prevent is included within the staff induction process and training is required as part of the new staff process		<b>Prevent is included in induction processes and delivered by the DSL.</b>			
	Staff guidance is readily available on the Prevent agenda		<b>Advice and referral forms accessible in the staff room area and regularly updated by the DSL.</b>			
	Safer Recruitment training has been completed by: <ul style="list-style-type: none"> <li>- Principal</li> <li>- DSL</li> <li>- HR/business team</li> <li>- Appropriate governors</li> </ul>		<b>Principal, Business Manager and Vice Chair of Governors have completed safer recruitment training.</b>	<b>DSL and Deputy Principal training to be completed.</b>	<b>Donna Pierpoint</b>	<b>July 2026</b>
	Effectiveness and impact of Prevent training is included in the Academy Development plan		<b>Noted as an action in the Academy Development Plan and reviewed termly.</b>			

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Leadership and Management	The senior team are aware of the Prevent Duty and its objectives. They place		<b>Updates provided by the DSL at regular intervals.</b>			

	sufficient important on the Duty and the risks faced by pupils				
	The Principal and DSL understand their duties if concerns relating to extremism and radicalisation are raised				
	Governors understand the requirements of the Prevent statutory duty and the risks faced by pupils			<b>Newly appointed Governors to complete Prevent training.</b>	<b>July 2026</b>
	There is a Prevent Duty Lead identified in school who understands The Prevent Duty and the academy's statutory obligations		<b>DSL is the named Prevent Duty Lead.</b>		
	There are policies in place that set out: <ul style="list-style-type: none"> <li>- Procedures in place to protect those who are susceptible</li> <li>- How to make a referral</li> </ul>		<b>Policies are available and stored in an accessible place for all to access either in paper format or electronically.</b>		

	<ul style="list-style-type: none"> <li>- How to support those who have been identified as requiring support</li> </ul>					
	British values are modeled by leaders and governors in their attitudes and behaviour		<b>British values are addressed with the children in worship. We have a separate British Values Policy which links with our Rights Respecting Schools status.</b>			
	A process is in place to identify 'lessons learnt'		<b>Lessons learnt can be recorded within MyConcern. If a serious incident were to occur we would complete a SWOT analysis.</b>			
	There is clear recording of any safeguarding concern relating to radicalisation and referrals that have been made e.g. channel, CTU		<b>Concerns are recorded on MyConcern, triaged, acted on and reviewed with an escalation process in place if needed.</b>			
	The DSL has developed Partner agency working including relationships with: <ul style="list-style-type: none"> <li>- Police</li> <li>- Local Authority</li> </ul>		<b>Designated PCSO is available and called upon to support leaders in school and to deliver</b>			

	- Social care		targeted intervention with children. DSL attends regular LA briefings to maintain contact.			
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Risk Area	Considerations	RAG rating	Measures currently in place	Measures required to reduce risk	Risk Owner	Planned completion date
Online Safety	Leaders at all levels have read and have a solid understanding of KCSIE		Every member of staff has read all parts of KCSIE that are relevant to their role in school and have signed to confirm they have read and understood the document.			
	All staff receive annual training on online safety		This is included in annual updates and training. Principal and Deputy Principal have completed Level 3 safeguarding training on the Dark Web.			
	Online safety is part of the new staff induction process		Online safety is included in the induction process and delivered by the DSL.			

	<p>There are appropriate filtering and monitoring systems in place</p> <ul style="list-style-type: none"> <li>- Concerns can be acted upon immediately</li> <li>- Measures are taken to ensure that inappropriate and extremist material is blocked</li> </ul>		<p><b>School filtering and monitoring is in place. Weekly reports are actioned by the DSL and all urgent alerts are recorded on a safeguarding concern and acted upon accordingly.</b></p>			
	<p>The online safety policy is updated annually</p>		<p><b>Yes, this is reviewed on an annual basis by the trust.</b></p>			
	<p>There are additional policies in place to support online safety e.g. acceptable use and staff code of conduct</p>		<p><b>Yes. Supporting policies are in place and are available to all staff either in paper format or Teams. Policies are shared with new staff as part of the induction process.</b></p>			
	<p>The school actively engages with parents/carers regarding online safety and shares information to help protect children online</p>		<p><b>Regular updates are shared with parents giving advice and information on how to keep their children safe online. Wake Up Wednesday newsletters are shared on a weekly basis.</b></p>			

Risk Area	Considerations	RAG rating	Current measures in place	Measures required to reduce risk	Risk owner	Planned completion date
School environment	Leaders are aware of the setting's contextual safeguarding risks		Designated PCSO maintains contact with school to update leaders with emerging risks			
	Leaders are alert to local, national and international incidents which may affect their school community		Updates shared by the DSL.			
	The wider safeguarding culture across the academy is effective and consistent		Culture of Safeguarding reviews are completed yearly to ensure safeguarding practices are effective.			
	The school environment is positive and respectful <ul style="list-style-type: none"> <li>- Promotes trust values</li> <li>- Pupils know how to share concerns</li> <li>- Pupils feel safe</li> <li>- Clear and inclusive behaviour policy</li> </ul>		<b>Child friendly safeguarding policy is available for children to read.</b> <b>Pupils share that they feel safe at school through pupil voice and are able to identify staff in school who can help them.</b>			
	There is a lockdown policy in place and pupils/staff understand how to respond to an alarm being raised		<b>An effective Lockdown policy is in place and up to date.</b> <b>Policy is reviewed after every drill to maintain effectiveness.</b>			

			<b>SWOT analysis is completed immediately after every drill.</b>			
	There is a clear escalation procedure in place relating to lockdown, including when to call the police		<b>Escalation steps are included in the Lockdown policy.</b>			
	There is a robust and continual safer recruitment process in place for all employed staff					
	All visiting speakers are approved by a member of the senior team so that pupils are not exposed to intolerant or hateful content		<b>Discussed at SLT prior to arrangement with a relevant risk assessment in place if needed.</b>			
	There are appropriate checks are in place for external individuals who visit the school e.g. supervised and unsupervised visitors, identification, vetting confirmation		<b>Visitors are not allowed in to school without prior booking to allow for all checks and vetting to be completed. Identification is vetted before being allowed to enter the building and SCR is maintained.</b>			
	Checks are carried out on those who hire out school facilities including third party lettings and activities held outside of academy hours		<b>All PSA members receive Level 1 Safeguarding training and hold up to date DBS checks.</b>			
	There are arrangements in place to promote equality,		<b>All faiths are celebrated at St Thomas' and prayer/reflection</b>			

	diversity and inclusion within the academy community e.g. prayer space, extra-curricular activities, support groups		<b>spaces are available in every classroom. The Christian faith is invitational and fully inclusive.</b>			
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Curriculum	Online Safety is embedded throughout the curriculum in an age-appropriate way					
	Students are taught how to recognise risks and make safe choices online					
	Pupils are taught about misinformation and disinformation, conspiracy theories and the spreading of extremist materials to exacerbate hate			<b>Updated PSHE curriculum required.</b>	<b>Donna Pierpoint</b>	<b>July 2026</b>
	British values are threaded throughout the curriculum		<b>Linked within our Rights Respecting Schools agenda.</b>			

	Pupils are confident to engage with view, beliefs and opinions that are different from their own		<b>All children are encouraged and are happy to share their views and beliefs. All children feel safe in school (pupil voice 2025).</b>			
	The school provides a safe environment for dialogue about challenging and controversial issues: -supports pupils to understand how they can influence and participate in decision-making		<b>School has a number of safe spaces in school that promotes discussion.</b>			
	There is an appropriate assembly agenda in place that addresses contextual issues		<b>Annual worship covers all key themes and is adapted to any sudden changes in need or circumstance.</b>			
	School has access to current resources that can inform teaching and learning		<b>Picture News Plus is used to support children's understanding of local and global events.</b>			
	Pupils are taught how to recognise risks posed by terrorist organisations and the extremist ideologies that underpin them			<b>Updated PSHE curriculum required.</b>	<b>Donna Pierpoint</b>	<b>July 2026</b>