

Prevent Risk Assessment

Designated Safeguarding Lead: Annie Hawkins	Prevent Lead: Annie Hawkins	Date of Assessment: November 2025	Date for next review: February 2025
National Threat Assessment: SUBSTANTIAL	The threat of a terrorist attack in the UK is currently assessed as SUBSTANTIAL, meaning an attack is likely.		
National Risks – latest updates			
<p>The latest South West Counter-terrorism newsletter (dated Nov 25) references data about individuals referred to Prevent:-</p> <ul style="list-style-type: none">• In the year ending 31 March 2025, there were 8,517 individuals referred to Prevent, with a total of 8,778 referrals made. This represents a 27% increase compared with the previous year (6,922) and is the highest number of referrals recorded in a single year since the data series began in April 2015.• The education sector made the highest number of referrals (3,129), accounting for 36% of all referrals this year• Individuals aged 11 to 15 accounted for the largest proportion (3,192; 36%) of the 8,759 referrals to Prevent where age was known• As in previous years, most referrals where sex was specified (8,525), were for males (7,605; 89%)• The ‘no ideology’ type of concern categories (‘no ideology – other susceptibility to radicalisation identified’ and ‘no ideology identified’) accounted for the largest proportion of referrals (4,917; 56%), where a type of concern was specified• Extreme Right-Wing’ concerns accounted for 21% (1,798) of referrals, higher than those related to ‘Islamist Extremism’ (10%; 870)• Around one-third of Prevent referrals (2,955 of 8,778) had at least one mental health or neurodiversity (MHND) condition recorded; Autistic Spectrum Disorder (ASD) was the most common condition recorded (14% of all referrals; 1,226 of 8,778)			
Local Risks – 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)			
<ul style="list-style-type: none">• Recent intelligence circulated to Swindon schools relating to COM groups (Oct 2025 NCA via Safeguarding Education Team email)• Discussion at SCAPP (Nov 2025) about referrals to Channel not being accepted, awaiting further advise.			

LEADERSHIP					
Risk	Hazard	Risk Management	RAG	Further action	Who? When?
The school does not place sufficient priority on 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.	The Duty is not managed or enabled at a sufficiently senior level.	<ul style="list-style-type: none"> The school has a Prevent lead, who is a member of the senior leadership team. This risk assessment is regularly reviewed, updated and shared with stakeholders to ensure everyone understands their role in working together to safeguarding pupils. 	G	Share Prevent Risk assessment at SLT meeting	HAK Dec 2025
	Leaders (including governors) within the organisation do not understand the requirements of the Prevent Statutory Duty or the risks faced by the organisation.	<ul style="list-style-type: none"> All members of the school safeguarding team have completed the Home Office Prevent training package: <u>Course 1 - Awareness course</u> <u>Course 2 - Referrals course</u> <u>Course 3 - Channel course</u> This additional training is regularly re-visited. The Prevent Lead attends SBC Safeguarding briefings, SCAPP & receives the South West DfE Prevent monthly newsletter to keep informed about risk/threat. Senior leaders, including members of the safeguarding team regularly complete additional Prevent training. Governors complete Prevent awareness training at least every two years. Annual safeguarding updates include information about Prevent and local context. 	G	Continue to monitor training record to ensure up to date	
	Leaders do not have understanding & ultimate ownership of their safeguarding processes, nor ensuring that all staff have sufficient understanding & that staff implement the duty effectively.	<ul style="list-style-type: none"> An external safeguarding quality assurance review is completed annually. This includes a review of:- <ol style="list-style-type: none"> The school's safeguarding policy and procedures, including Prevent procedures; the school's Prevent risk assessment; any cases where concerns have arisen about radicalisation or possible radicalisation of a pupil. 	G		
	Leaders do not communicate & promote the importance of the duty.	Staff are provided with regular safeguarding updates (Monday briefings, Safeguarding bulletins and CPD), which include information about Prevent and the current local context.	A		HAK ongoing
	Leaders do not drive an effective safeguarding culture across the institution.	Staff are equipped with good safeguarding knowledge and are encouraged to report prevent issues. Staff feel validated and we have a culture of challenge.			

WORKING IN PARTNERSHIP					
Risk	Hazard	Risk Management	RAG	Further action	Who? When?
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 Prevent Lead does not know the National or Local risks	To keep updated on threat levels, the Prevent Lead: <ul style="list-style-type: none"> refers to Protect UK https://www.protectuk.police.uk/threat-levels receives the South West DfE Prevent Newsletter monthly. attends SCAPP/ SBC DSL network Discuss Prevent at TPAT DSL Network meeting 	A	Keep minutes of Prevent discussion when agenda item at external meetings and share with stakeholders.	HAK Ongoing
	The organisation does not establish effective partnerships with organisations such as the Local Authority and Police Prevent Team.	The school can reach out for guidance and good practice from: <ul style="list-style-type: none"> Tanya Westall, Swindon SSP contact TWestall@swindon.gov.uk https://safeguardingpartnership.swindon.gov.uk/info/15/for_professionals/47/prevent Swindon and Wiltshire Prevent Board is: Cheri Fayers cheri.fayers@education.gov.uk Wiltshire Police Prevent: https://www.wiltshire.police.uk/advice/advice-and-information/t/prevent/prevent/ <ul style="list-style-type: none"> The Prevent Lead knows how to contact Debbie Greenough Community Safety Development Manager who chairs the Swindon Prevent Board. DGreenough@swindon.gov.uk 			
Parents are not taking responsible to ensure their children are accessing age-appropriate content only. Parents are not monitoring what their children are accessing online.	The school does not communicate with parents: <ul style="list-style-type: none"> on topics such as use of parental filtering and monitoring tools, and how to spot and respond to harmful behaviour on online platforms. tools, tips and resources about online safety. 	To advise and support parents, the school: <ul style="list-style-type: none"> Shares useful resources to help them talk to their child about safety online on the school website. Regularly publishes advice to parents via email and school social media. 	A	Update school website Communication via classcharts PIE 29 th Jan – Online safety/ Prevent focus	December 2025 HAK/NYE Ongoing

CAPABILITIES: STAFF TRAINING					
Risk	Hazard	Risk Management	RAG	Further action	Who? When?
Staff do not recognise signs of abuse or vulnerabilities and the risk of harm is not reported properly and promptly by staff.	Frontline staff do not understand what radicalisation means and why people may be vulnerable to being drawn into terrorism	<ul style="list-style-type: none"> All staff complete safeguarding training annually and are provided with regular safeguarding updates (Monday Briefing, SG bulletins, CPD). These updates can be used to update staff on local context relating to Prevent e.g. COM group communication. All staff complete Prevent awareness training Course 1 - Awareness course. This is refreshed every 2 years. Induction for new staff includes safeguarding training and Prevent awareness training Course 1 - Awareness course All members of the safeguarding team have completed additional Home Office Training and this is refreshed every two years. All members of the Safeguarding team do additional reading of national and local prevent newsletters, bulletins and complete the government refresher course annually. A record is kept of Prevent training. This is monitored by 	G	Monitor training records	Ongoing
	Frontline staff do not know what measures are available to prevent pupils from being drawn into terrorism and do not know how to obtain support for pupils who may be exploited by radicalising influences. Staff do not access Prevent training or refresher training.	<ul style="list-style-type: none"> Safeguarding Bulletin has focus "Prevent section sharing local and national concerns and what signs to look out for. Knowledge checks including safeguarding scenarios, focussing on signs of radicalisation are used in staff training to check staff's understanding of procedures. Additional reading/videos/training is shared with staff if a lack of understanding is identified. 	R	Needs to be implemented. Create knowledge checks	HAK - Ongoing

CAPABILITIES: INFORMATION SHARING					
Risk	Hazard	Risk Management	RAG	Further action	Who? When?
Staff do not share information with relevant partners in a timely manner.	Staff do not feel confident sharing information with partners regarding radicalisation concerns.	<ul style="list-style-type: none"> Members of the safeguarding complete the additional Home Office module – Prevent referrals. Members of the safeguarding team work in line with agreed procedures set out in the school's safeguarding policy and also in line with statutory safeguarding guidance KCSIE. Annual external quality assurance reviews include opportunity to review safeguarding records to ensure procedures are being adhered to. Members of the safeguarding team are aware and adhere to DfE information-sharing guidance. Local threshold guidance is referred to, to inform decision-making and advice will be sought from external partners if the school are unsure about next steps. 	G		
	Staff are not aware of the Prevent referral process.	<ul style="list-style-type: none"> Members of the safeguarding team are aware of the Prevent referral process. A Prevent referral is made directly to the Police: https://www.wiltshire.police.uk/advice/advice-and-information/t/prevent/prevent/beta/prevent-team-referral/ 			

REDUCING PERMISSIVE ENVIRONMENTS: BUILDING CHILDREN'S RESILIENCE TO RADICALISATION					
Risk	Hazard	Risk Management	RAG	Further action	Who? When?
Children 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.	<ul style="list-style-type: none"> Without bias, staff know to facilitate age-appropriate discussion ensuring respect and sensitivity. Pupils engage with views, beliefs and opinions that are different from their own in considered ways. Specifically, through the RE & PSHE curriculum, pupils regularly have opportunity to respect differing views. (See curriculum map) Pupils are taught to respect the views of others and resolve conflict peacefully. Staff are aware the most likely risk to our pupils is from online misinformation – they need to be educated on fake news and questioning what they are exposed to. (See computing KS3 Curriculum map) 			
	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.	<ul style="list-style-type: none"> PSHE curriculum covers fundamental British Values progressively from Year 7 to Year 11 (See Curriculum map) British Values are explicitly discussed in assemblies as are protective characteristic and topics such as “Hate Crime”, “Racism” 			
	Prejudiced and extreme views such as racism, antisemitism, misogyny, antiestablishment, anti-LGBT, are not appropriately challenged by staff.	<ul style="list-style-type: none"> Our Staff Code of Conduct and pupils' behaviour policy is clear that the school will not tolerate discriminatory or prejudice language or behaviour. Staff will challenge negative views by offering alternative thinking and correct facts. Behaviour report are monitored to ensure staff are taking appropriate actions to challenge negative views. New continuum and reporting system developed to ensure that we support and educate perpetrators. 			HOKS ongoing
	Conspiracy theories are not challenged (as appropriate); Children are not taught to question the validity of online information e.g. challenging fake news.	See computing Curriculum map.			

REDUCING PERMISSIVE ENVIRONMENTS: IT POLICIES					
Risk	Hazard	Risk Management	RAG	Further action	Who? When?
Ineffective IT policies increases the likelihood of children and staff being drawn into extremist material and narratives online. Inappropriate internet use by children is not identified or followed up.	<p>The school does not know how to test the effective of its filtering systems.</p> <p>The school does not have appropriate filtering and monitoring systems in place.</p> <p>Students can access terrorist and extremist material when accessing the internet at the institution.</p> <p>Students may distribute extremist material using the institution IT system.</p>	<ul style="list-style-type: none"> Securus is a live monitoring system, Pastoral receive incident report and can speak with student instantly. We keep a log - efficient use of CPOMS to record We monitor the effectiveness of our filtering systems using: Test Your Internet Filter SWGfL Test Filtering Checks of Securus system completed at Trust DSL meetings. Searches include terms that would flag "Prevent" (see minutes). Our filtering provider respond to filtering requests from Trust IT services (we make request to IT Services). Monitoring: 'Live' blocking of restricted and banned content for staff and pupil searches – Central IT team. Each alert is investigated and appropriate action is taken. 			Ongoing HAK/MAY Trust DSL meetings
	Unclear linkages between IT policy and the Prevent duty. No consideration of filtering as a means of restricting access to harmful content.	<ul style="list-style-type: none"> See Trust Policy 			
	<p>The school does not have a sequential Esafety curriculum in place.</p> <p>Children are not taught to report inappropriate content.</p>	<ul style="list-style-type: none"> See Computing Curriculum map 			

REDUCING PERMISSIVE ENVIRONMENTS: VISITORS					
Risk	Hazard	Risk Management	RAG	Further action	Who? When?
External speakers or visitors being given a platform to radicalise children or spread hateful or divisive narratives.	Leaders do not provide a safe space for children to learn.	<p>The school will exercise “due diligence” in relation to requests from external speakers and organisations using school premises by:</p> <ul style="list-style-type: none"> • Requesting an outline of what the speaker intends to cover and a copy of a powerpoint/resources if available. • Researching the person/organisation to establish whether they have demonstrated extreme views/actions. • Denying permission for people/organisations to use school premises if they have links to extreme groups or movements. • Ensuring visitors to school, particularly those leading assemblies or lessons in class, are supported by a member of staff. • Staff will intervene if content speaks against the fundamental British Values. • Reporting any concerns around visitors to the Principal. <p>This includes during external school trips.</p> <p>Staff would step in to stop a speaker if the content was not aligned with the school's ethos, policy and expectations.</p>		Create procedure for external visitors to ensure all staff know to ask for content beforehand	DEC 2025 HAK
	Settings do not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.				
	The setting does not conduct any due diligence checks on visitors or the materials they may use.				
	The school does not ensure speakers do not undermine the fundamental British Values.				
	The school does not risk assessment third party lettings.	<ul style="list-style-type: none"> •The school has a lettings policy. •All third party/Lettings safeguarding policies are checked. 			