



'Life in all its fullness'

Prevent Duty Risk Assessment St Regis Academy

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 30th 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 31st 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.

Designated Safeguarding Lead:	Tom Barradas Lingard
Date of risk assessment:	26 th September 2025
Date of review:	26 th September 2026

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

What national threats could affect our academy community?

<p>Threat one: Online radicalisation</p>	<p>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 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>Threat two: Daesh ideology</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>Threat three: Right wing extremism</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> <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.</p>
Threat four: Self-initiated terrorists (S-lts)	<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)

Threat one:	Weapons
Threat two:	Right Wing Extremism
Threat three:	Online Safety
Threat Four:	Immigration/ New to Country/ Ideology and Culture

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.	Amber	All staff training takes place on a two yearly cycle. This was completed via national college in 24-25 academic year	Requirement for new staff to complete Prevent Duty Certificate	TBL	Nov 25
	Staff are aware of school procedure for handling Prevent related concerns.	Green	Handled as per safeguarding policy Covered in safeguarding lite bite training	Continue to deliver weekly safeguarding briefings to all staff		
	Staff are aware of how to identify children who are susceptible to radicalisation and at risk of abuse/exploitation	Green	Explained to staff in weekly safeguarding briefings Abuse, exploitation and radicalisation indicators are shared with staff and knowledge is tested following training sessions			
	Staff feel confident about raising concerns about risks within a timely manner, and	Green	MyConcern/ Confide records show that concerns			

	the process for reporting is clear		are reported in a timely manner Concerns are triaged by a member of the safeguarding team on the same day as reporting where applicable			
	All staff and governors have completed training in the last two years on the Prevent Duty		All staff training takes place on a two-yearly cycle. This was completed via national college in 24-25 academic year	Training to be organised for those individuals who have started at school from September '24.	TBL	Nov 25
	Prevent is included within the staff induction process and training is required as part of the new staff process		Covered within safeguarding induction process with 7 days of starting role			
	Staff guidance is readily available on the Prevent agenda		Prevent guidance is available on line but signposting needs to be explicit in school	Prevent duty documentation to be displayed/ accessible to all staff.	TBL	Oct 25
	Safer Recruitment training has been completed by: <ul style="list-style-type: none"> - Principal - DSL - HR/business team - Appropriate governors 		All completed via NSPCC/ Insight HR, including Chair of Governors. Trust safeguarding and operations/HR team have received training too	Ensure this is refreshed in line with guidance		
	Effectiveness and impact of Prevent training is included in the Academy Development plan					

Risk Area	Considerations	RAG rating	Measures currently in place	Measures required to reduce risk	Risk owner	Planned completion date
Leadership and Management	The senior team are aware of the Prevent Duty and its objectives. They place sufficient importance on the Duty and the risks faced by pupils		Annual declarations are signed that KCSIE and relevant documentation to the duty have been read on an annual basis SLT complete Prevent Duty training in line with whole staff			
	The Principal and DSL understand their duties if concerns relating to extremism and radicalisation are raised		Principal and D(D)SL team are aware of all duties, referral pathways and where to obtain the relevant information in the event of a concern, referral and follow up			
	Governors understand the requirements of the Prevent statutory duty and the risks faced by pupils		This is covered within governor safeguarding training delivered by TST			
	There is a Prevent Duty Lead identified in school who understands The Prevent		DSL is the Prevent Lead and works with TST Prevent Lead			

	Duty and the academy's statutory obligations		on paperwork, referrals and any statutory obligations			
	<p>There are policies in place that set out:</p> <ul style="list-style-type: none"> - Procedures in place to protect those who are susceptible - How to make a referral - How to support those who have been identified as requiring support 		Procedures for reporting and protecting those at risk of harm are detailed in TST safeguarding policy			
	British values are modeled by leaders and governors in their attitudes and behaviour		St Regis school values are linked to Christian Distinctiveness: Responsibility, Forgiveness, Kindness and a sanctuary to the community where all are welcome. These are linked to British Values and respecting those from all walks of life. This is modeled by all staff and is the expectation for pupils as part of the behaviour policy			

			This is reiterated in PSHE lessons and discussed with pupils at the school council, so that pupils have a voice in school processes			
	A process is in place to identify 'lessons learnt'		Trust led process in place where lessons learnt take place. The school has participated in Rapid Review LA processes and supported an external lessons learnt exercise			
	There is clear recording of any safeguarding concern relating to radicalisation and referrals that have been made e.g. channel, CTU		All concerns are recorded in MyConcern and chronologies are updated. This includes meeting logs, copies of referrals and communication with external professionals. Prevent, Channel and CTU and treated in the same way as a social care referral in regards to record keeping.			
	The DSL has developed Partner agency working including relationships with: <ul style="list-style-type: none"> - Police - Local Authority - Social care 		The school has strong links with partner agencies as this is in the best interest of children:			

			<ul style="list-style-type: none"> • The DSL is the Chair of Secondary Police & Schools Panel. • Strong SIPO links (weekly visits, information sharing and peer mapping) • Positive relationships with education leaders in LA (Mark Heywood/ Kelly Jones/ Deb Owen). School participated in Family Pathway DFE pilot and was a trailblazer in the program. 			
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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		All leaders read KCSIE on an annual basis and sign the annual declaration to confirm			

			<p>their understanding of the key documentation relating to safeguarding and child protection</p> <p>Training log maintaining this is the responsibility of the DSL</p>			
	All staff receive annual training on online safety		<p>This is delivered via the safeguarding weekly briefings and was also part of the whole school staff training in September 2025.</p> <p>Training materials available to all staff to refresh</p>			
	Online safety is part of the new staff induction process		<p>As part of safeguarding induction within 7 days of starting role</p>			
	<p>There are appropriate filtering and monitoring systems in place</p> <ul style="list-style-type: none"> - Concerns can be acted upon immediately - Measures are taken to ensure that inappropriate and extremist material is blocked 		<p>Lightspeed filtering & SENSO monitoring in place across whole school for pupils and staff.</p> <p>Instant alerts to DSL/ DDSL in line with Internet Watch Foundation checklists.</p> <p>Concerns are recorded on my concern if they arise.</p> <p>DSL team completes filtering data analysis to support and look for trends relating to any extremist material.</p>			

	The online safety policy is updated annually		This is a TST policy which is updated annually or in line with updates to national guidance			
	There are additional policies in place to support online safety e.g. acceptable use and staff code of conduct		Staff handbook features the acceptable use policy. Pupil AUP is in the pupil planners. Staff code of conduct is TST policy which is reviewed annually Online safety is referred to within the safeguarding and child protection policy The Trust has a full suite of policies that support schools to ensure compliance in this area			
	The school actively engages with parents/carers regarding online safety and shares information to help protect children online		Parents receive and are signposted to the Spotlight on Safeguarding support (newsletter) Information regarding online safety is included at the pupil information evenings The school website signposts to CEOP School is currently trialing Peerscroller so parents will have access to this to support	<i>'Wake Up Wednesday'</i> materials to be accessed and shared with parents	TBL	Nov 25

			conversations and discussions at home PSHE virtual resources are available			
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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		Contextual safeguarding risks are discussed at SLT on a regular basis and whole staff training is based around the needs of the school, pupils and trends identified in data HSB and child on child abuse data is kept half termly to identify any trends that are contextual and need to be address			
	Leaders are alert to local, national and international incidents which may affect their school community		See pages above for further details			
	The wider safeguarding culture across the academy is effective and consistent		The academy takes part in the Trust Culture of Safeguarding Reviews (annually) and through	Head of year DSL training to be completed		

			<p>this, all aspects of safeguarding are covered. These reports are positive and demonstrate the progress that the academy has made.</p> <p>Business and safeguarding teams work together on the SCR and safer recruitment, and all staff are engaged in all aspects of training so that safeguarding is everybody's responsibility</p> <p>There are 8 DDSLs who work with the DSL (across behaviour, appropriate provision etc) with additional training planned for Head of Year Team to ensure that staff are upskilled to support safeguarding concerns at the earliest opportunity</p> <p>The school has over 20 early support plans open that are school led</p>			
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	<p>The school environment is positive and respectful</p> <ul style="list-style-type: none">- Promotes trust values- Pupils know how to share concerns- Pupils feel safe- Clear and inclusive behaviour policy		<p>School values are based around kindness, respect and a nurturing environment</p> <ul style="list-style-type: none">- A Pupil leadership team is in place and this also includes Anti-Bullying and Wellbeing Ambassadors so that pupil voice is heard and respected- MHFA training has taken place for pupils.- There is clear signposting around the school site for reporting concerns and this has been echoed in pupil voice sessions.- School Council allows for a safe space for pupils to raise concerns and anything relating to their safety.- St Regis is a UNICEF Rights Respecting School (Bronze).- School of Sanctuary award achieved			
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			<ul style="list-style-type: none"> - Young Carers Trust Award - Sandwell Chartermark <p>The behaviour policy is reviewed annually and is in line with the school values around inclusion and SEND</p>			
	There is a lockdown policy in place and pupils/staff understand how to respond to an alarm being raised		<p>There is a robust policy in place that is rehearsed on a termly basis</p> <p>Following drills, a SWOT analysis is completed and recorded with all the relevant teams (estates, safeguarding, office, admin, ICT)</p> <p>Joint site drills completed with neighbouring school with accompanying SWOT analysis, so that both teams are aware of local risks and procedures are in place in the event of each site being in lockdown</p>			
	There is a clear escalation procedure in place relating to lockdown, including when to call the police		This is detailed in the school lockdown policy and has been successfully implemented when required			

	<p>There is a robust and continual safer recruitment process in place for all employed staff</p>		<p>Safer recruitment processes are overseen by the school business team in line with TST policy There is a school SCR in place to record all vetting and this is subject to termly review by the trust The business teams have received the correct training to execute robust processes Any adverts are signed off by the Principal All staff are subject to an Enhanced DBS check and the relevant checks to each role Letters of assurance for agency and contractor staff are sought on at least an annual basis</p>			
	<p>All visiting speakers are approved by a member of the senior team so that pupils are not exposed to intolerant or hateful content</p>		<p>A member of SLT approves all external speakers and material is shared in advance of content being delivered to pupils Research is completed in to the speaker or organisation prior to agreeing sessions in school</p>			
	<p>There are appropriate checks are in place for external individuals who visit the school</p>		<p>The school operates a coloured lanyard system for visitors so there is a distinction between</p>			

	e.g. supervised and unsupervised visitors, identification, vetting confirmation		<p>supervised and unsupervised visitors</p> <p>The reception and office team work together to ensure that the correct vetting has been received. All ID is confirmed at reception prior to any individual entering the school building</p> <p>Letters of assurance are collected in advance (e.g. trainee teachers, college placements, contractors, supply agency) and stored on the SCR</p>			
	Checks are carried out on those who hire out school facilities including third party lettings and activities held outside of academy hours		There are arrangements in place between the school and the contractors that use the school swimming pool. Letters of assurance are collected and there is a lettings process in place for information sharing and collection of key documents prior to lettings commencing	DSL to be clear on process of what is in place outside of academy hours	TBL	Oct 25
	There are arrangements in place to promote equality, diversity and inclusion within the academy community e.g. prayer space, extra-curricular activities, support groups		<p>St Regis is a Christian academy.</p> <p>There is a school chaplain available for staff and pupils</p> <p>Collective worship takes place for all pupils</p> <p>There is access to a prayer space in the chapel which is</p>			

			<p>overseen by the chaplain, where all are welcome</p> <p>There are extra curricular clubs in place to promote equality e.g. LGBTQ support, young carers network</p> <p>All pupils have access to the flourishing space, which is a safe place within school (sensory support, safeguarding team, outdoor area, calm space)</p>			
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Risk Area	Considerations	RAG rating	Current measures in place	Measures required to reduce risk	Risk owner	Planned completion date
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					
	British values are threaded throughout the curriculum					
	Pupils are confident to engage with view, beliefs and opinions that are different from their own					
	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					
	There is an appropriate assembly agenda in place that addresses contextual issues					
	School has access to current resources that can inform teaching and learning					
	Pupils are taught how to recognise risks posed by terrorist organisations and the extremist ideologies that underpin them					