Education South West

Prevent risk assessment for Wynstream Primary School			
Person completing:	Elise Redman	Date Implemented:	Date for review: September 2026

National Risks – risk of radicalisation generally

What national risks are you aware of that could impact in your area, setting, pupils or families? For example, national threat level

| The threat to the UK from terrorism is substantial. Substantial means an attack is likely. | **Islamic Terrorism** According to MI5 Security Service, Islamic terrorism is the most significant terrorist threat to the UK by volume. Much of the volume of the threat is from individual who have self-radicalised, seeking to carry out attacks using unsophisticated or low-sophistication methodologies. Generally, individuals will decide themselves to conduct an attack, rather than the attack being directed or controlled by a terrorist group. This can make it harder to identify terrorist activity. | **Extreme Right Wing Terrorism** The extreme right wing terrorism landscape has evolved away from the structured groups towards a more diffused threat where individuals form loose networks, often online. The ideologies and grievance narratives are varied, wide ranging and often overlapping. They an encompass elements of cultural nationalism , white nationalism and white supremacism and are often fuelled by conspiracy theories. | **Left wing, anarchist and single issue terrorism** Left wing, anarchist and single -issue terrorism makes up a significantly smaller portion of the casework than other forms of terrorism. It encompasses a wide range of ideologies. It includes those from the extreme political left-wing as well as anarchists who seek to use violence to advance their cause in seeking to overthrow the state in all its forms. | | | | |

Local Risks – risk of radicalisation in your area and institution

What specific local risks are you aware of that could impact your area, setting, pupils or families? For example, local extremist activity

| Taken from the Devon and Torbay Prevent Partnership Education Briefing 2023 (most up to date) | Risk 1 High proportion of young people included in Prevent referral and Channel Cases. Links to far right extreme ideologies, significant complex and unmet needs. | Risk 2 Increase in EHE and low attendance leading to a possible increase risk of exploitation as they spend more time online | Risk 3 Increase in extremist groups taking advantage of sociatal frustrations. Increase in stikering, leaflettin and graffiti linked to extremist groups. Community tensions exist in areas | | | | |

Leadership and Partnership

Category	Risk	Hazard	Risk management	RAG	Further action needed	Lead officer	Date for completion/ Review
	What is the risk here?	*What are the hazards?*	*What has your institution put in place to ensure sufficient understanding and buy-in from Leadership?*		*What does your institution need to further action to address the identified risk(s)?*		
		Leaders (including governors and trustees) within the organisation do not understand the requirements of the Prevent Statutory Duty or the risks faced by the organisation. The Duty is not managed or enabled at a sufficiently senior level.	Safeguarding leads receive bi-annual Prevent training. Governors and Trustees receive annual updates through their safeguarding training Safeguarding leads sign up for local Prevent updates and attend training where available	Green	Ensuring that DSL maintains training updates and distributes relevant information to staff and leaders. Remaining vigilant to new threats as they arise.	DSL	Sep-25
		Leaders do not have understanding and ultimate ownership of their internal safeguarding processes, nor ensuring that all staff have sufficient understanding and that staff implement the duty effectively.	Prevent Training given a priority Risk Assessment reviewed annually and shared with the governing body Prevent included in Annual Safeguarding Training	Green			
Leadership	The setting does not place sufficient priority to Prevent and risk assessment/action plans (or does not have one) and therefore actions to mitigate risks and meet the requirements of the	Leaders do not communicate and promote the importance of the duty.	Prevent Duty part of the whole school curriculum Prevent training carried out by all teachers and Tas every two years Prevent updates provided to staff annually as part of wider safeguarding training	Green	Remain vigilant to new threats	DSL	Sep-25

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	Duty are not effective.	Leaders do not drive an effective safeguarding culture across the institution.	Safeguarding a priority in the school. Reporting mechanisms clear, accesible and simple to use Regular review of safeguarding rpocedures and practices both at a school level and via Trust Safeguarding leadership Audit of safeguarding procedures on an annual basis.	Green			
		Leaders do not provide a safe environment in which children can learn.	This is a key focus on all safeguarding training and is reviewed on a regular basis Feedback from staff, students and parents outlines that school is safe Curriuclum is broad and balanced providing opportunities for students to appreciate British values and respecting the rights of others. School is a UN Rights Respecting School OFSTED identified that safeguarding arrangements within	Green			
		[Insert additional hazards here]					
		[Insert additional hazards here]					
Working in Partnership	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 organisation does not establish effective partnerships with organisations such as the Local Authority and Police Prevent Team.	The providers has strong partnerships with: • Local Safeguarding Children's Partnership • DSL / headteacher forums • LADO • Community Safety Partnerships • Police Prevent Team • Channel panel	Amber	DSL and other key staff to maintain contact and engagement with partnership organisations	DSL	Sep-25
		There is no SPOC for Prevent Related Activity	SPOC is the DSL who has received training relevant to their role	Green			
Capabilities							
Staff training	Staff do not recognise signs of abuse or vulnerabilities and the risk of harm is not reported properly and promptly by staff.	Frontline staff including governors, do not understand what radicalisation means and why people may be vulnerable to being drawn into terrorism	Annual Prevent training updates for all staff Bi-Annual Prevent training for all staff and TAs Clear reporting, monitoring and tracking systems in place Reviews of Prevent referrals on an annual basis via the Trust safeguarding audit. This includes checks of staff knowldege and training.	Green	Continued updates of staff training and assessment of any threat changes.	DSL	Sep-25
		Frontline staff including governors, do not know what measures are available to prevent people from being drawn into terrorism and do not know how to obtain support for people who may be exploited by radicalising influences. Staff do not access Prevent training or refresher training.	As above	Green			
		Volunteers and Casual staff do not understand their role in keeping children safe from radicalsiation and extremism	Part of annual training to all causual and volunteer staff	Green			
		[Insert additional hazards here]					
Information Sharing	Staff do not share information with relevant partners in a timely manner.	Staff do not feel confident sharing information with partners regarding radicalisation concerns.	The school has a culture of safeguarding that supports effective arrangements to: • identify children who may need early help or who are at risk of neglect, abuse, grooming or exploitation • help children reduce their risk of harm by securing the support they need, or referring in a timely way to those	Green			
		Staff are not aware of the Prevent referral process.	The school has clear processes for raising radicalisation concerns and making a Prevent referral through the DSL and recorded in CPOMS	Green			
		[Insert additional hazards here]					
Reducing Permissive Environments							

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Building children's resilience to radicalisation	Children and young people 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.	Children at the school are encouraged to engage in Britich values through PSHE lessons, assemblies and leadership opportunites. The risks of extremism and radicalisation are part of the age appropriate curriculum. Evaluation of the curriculum is undertaken at a school elvel and via the Prevent specific Trust Safeguading audit carried out bi-annually Recrutment and selection of all staff is carried out in line with the requirements of Keeping Children Safe in Education There are Staff Code of Conduct and Whistleblowing policies that are reviewed and presented to staff annually.	Green	Review of curriculum for most recent threats is required as and when they arise	DSL	Sep-25
		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.	As above	Green			
		The school does not have a critical incident or lockdown plan	Both plans are in place and reviewed annually School lockdown procedures are reinforced with staff at least twice a year.	Green			
		[Insert additional hazards here]					
IT policies	Ineffective IT policies increases the likelihood of students and staff being drawn into extremist material and narratives online. Inappropriate internet use by students is not identified or followed up.	Students can access terrorist and extremist material when accessing the internet at the institution.	School uses Securly system to filter and alert concerns around extremism and potential radicalisation. This goes beyond web filtering into monitoring of applications used in school such as Word and PowerPoint. Regular testing of the filtering is carried out by DSL using the www.testflitering.com	Green			
		Students may distribute extremist material using the institution IT system.	As above. Alerts are recorded in CPOMS and addressed in line with the Prevent and local authoirty requirements.	Green			
		Unclear linkages between IT policy and the Prevent duty. No consideration of filtering as a means of restricting access to harmful content.	As above	Green			
		[Insert additional hazards here]					
Visitors	External speakers or visitors being given a platform to radicalise children and young people or spread hateful or divisive narratives.	Settings do not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.	The school has a robust risk assessment and carries out due diligence checks on visitors, speakers, the organisations they represent and the materials they promote or share.				
		The setting does not conduct any due diligence checks on visitors or the materials they may use.	The private/commercial use of the school's spaces is effectively managed & due diligence checks are carried out on those using/booking and organisations that they represent.				
		[Insert additional hazards here]					

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