EQUA Mead
Learning Trust
Every Child, Every Chance

Trust Prevent Lead:	Risk assessment completed by:	Date:	Review Date:
Paul Skipp CEO/Trust DSL	Jayne Bullock DDSL Richard Borman – DSL & HeadTeacher	October 2026	October 2027

EQUA Mead Learning Trust
PREVENT Risk assessment– October 2026
Review date – September 2027 (in line with KCSIE guidance)

All schools are subject to a duty under section 26 of the Counter Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.
Settings are required to take a risk-based approach to the Prevent duty, under paragraph 14 of the Prevent duty guidance (Home Office, 2023).

The aim of Prevent is to reduce the threat to the UK from terrorism by stopping people being drawn into terrorism.

This document demonstrates our awareness of the specific risks of extremism and radicalisation within our Trust.

Terrorism is action that endangers / causes serious violence to a person/people; causes serious damage to property; or seriously interferes with / disrupts an electronic system.

Extremism is defined as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Extremism isn't exclusive to any section of society and can take many forms.

Radicalisation is defined as the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

This assessment has been written in line with statutory guidance Working together to safeguard children (DfE, 2023) and Keeping children safe in education (DfE, 2026).

NATIONAL INFORMATION – AS AT JANUARY 2026 (information adapted from the Counter Terrorism Local Profile)

Current terrorism threat level:	Vulnerabilities
National – Substantial (a threat is likely)	**Islamist Extremist Terrorism** remains the largest single category **of terrorist threat** in terms of volume of cases and potential attacks. **Extreme Right-Wing Terrorism** A significant and growing domestic threat, **far-right extremism** now accounts for roughly one-fifth of late-stage plots disrupted by MI5. **Northern Ireland-Related Terrorism** This threat is assessed separately but still affects overall national threat levels. **Online Radicalisation and Youth Vulnerability G**rowing concern through online platforms. Tensions between Israel and Gaza are influencing groups in the country. There is some evidence of some more far right aligned ideologies being promoted in the community eg. The putting up of flags, painting of flags on roundabouts etc. There have also been reported incidents of parents being 'anti' particular language groups due to personal experiences while serving in the army. Numbers evidenced on the DfE prevent page in terms of numbers of Prevent referrals for the local area are the second lowest in England during this reporting period (end March 2022). Numbers referenced in training for reporting years since that point have increased but are still low comparatively to other regions.

Requirements	Rating	Current Risk/concerns	Current risk mitigation	Next steps by whom/when
Senior Leaders (or an identified senior member of staff) are trained and aware of their responsibilities under the Prevent Duty Guidance Prevent duty guidance (Home Office, 2023)		❖ Staff new to role ❖ Staff new to school ❖ New SLT / MLT structure ❖ Training is out of date	❖ Training is up to date (Prevent/Safeguarding) ❖ Local threats are considered ❖ Prevent updates have been acted upon	
A Designated Safeguarding Lead is appointed for the setting and either leads on implementation of Prevent activities or works closely with a nominated Prevent Lead who in turn has sufficient authority to enable them to undertake the required actions.		❖ New staff in post ❖ DSL / Prevent Lead is / are not part of the SLT ❖ DSL/prevent lead communication is poor	❖ Effective induction processes both to role and to school ❖ DSL / Prevent Lead have sufficient authority and are member of the SLT ❖ Communication systems are effective and clear	

Requirements	Rating	Current Risk/concerns	Current risk mitigation	Next steps by whom/when
The Designated Safeguarding Lead (DSL) / Prevent Lead has access to up-to-date risk information about extremism and terrorism (and other important local community risk issues) that may affect pupils (or the school).		❖ Updates are not available ❖ DSL is unaware of/does not act on information	❖ Information is used to update risk assessments and inform decision making annual or when required due to changing threat levels	
Governors, Trustees, Directors, Board Members are fully aware of and regularly updated of responsibilities and progress		❖ No link governor ❖ Governors are unaware of the Prevent Duty ❖ Training is out of date/not attended	❖ Link SG/Prevent Governor is in place ❖ Link Governor accesses training and updates ❖ Updates are given at Board meetings	
Staff are given access to regularly updated Prevent awareness training that gives them the knowledge and confidence to identify those who may be vulnerable to radicalisation and know what to do when such concerns are identified.		❖ Training is incomplete and out of date. ❖ New staff to the school	❖ Training is up to date in line with SG training schedule (LA and Trust) ❖ DSL / Prevent Lead has highlighted to staff signs and indicators of radicalisation. ❖ Updates are continual not just face to face/ online e.g., through bulletins, notices, briefings etc. ❖ Training is quality assured and reviewed ❖ School staff have access to relevant newsletters eg Educate Against Hate	- Sign up for Educate Against Hate and South West Prevent newsletter – RB
The school / Trust has clear and robust policies and procedures in place for protecting children at risk of radicalisation.		❖ There are no safeguarding or other relevant policies ❖ School has no processes in place for escalation of concerns	❖ Staff have read and signed all relevant policies ❖ Policies have clear systems for reporting and escalating concerns. ❖ Staff are aware of these and act on them.	
The school's DSL and Prevent Lead have access to relevant Prevent advice and are aware of local procedures for making a Prevent referral. This is reflected in the Safeguarding Policy.		❖ Staff unaware of channels for referrals	❖ Referral procedures clear in relevant policies and followed appropriately	
Where risks are identified by Leaders an action plan has been developed that sets out steps taken to mitigate risk.		❖ Risks have not been identified or have been missed through lack of knowledge and training ❖ No action plan is in place	❖ Risks are identified and action plans are in place to mitigate.	

Requirements	Rating	Current Risk/concerns	Current risk mitigation	Next steps by whom/when
The school is alert to local, national, and international incidents which may affect the local community. Where appropriate these are discussed with pupils.		❖ Updates are not available ❖ DSL is unaware of/does not act on information	❖ Staff attend relevant updates ❖ Staff are aware of current trends and risks within the local area.	
The school has a good working relationship with safeguarding partnerships in the area including: ❖ Local Safeguarding Children's Partnership ❖ DSL / headteacher forums ❖ LADO ❖ Community Safety Partnerships ❖ Police Prevent Team ❖ Channel panel ❖ Child and family		❖ Staff unaware of channels for information	❖ Staff aware of and follow relevant policies to ensure advice is gained, referrals and concerns reported	
The school has clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.		❖ External speakers or visitors being given a platform to radicalise children and young people or spread hateful or divisive narratives	❖ A process is in place to manage site visitors, including sub-contractors	
There is an effective due diligence process on the use of school premises and facilities by outside agencies and groups.		❖ School unaware of the practises and policies of groups using their facilities	❖ Thorough and effective lettings and hiring agreements are in place.	
The school has effective emergency response strategies in place such as lockdown / evacuation / invacuation. Staff and pupils are familiar with these.		❖ School has no lockdown /evacuation / invacuation procedures.	❖ Policies and procedures are in place, staff and children are aware and they have been practised.	
Leaders, staff, and pupils reflect a positive and respectful environment; pupils are safe, they feel safe and understand how to share any concerns. Leaders, those responsible for governance and all staff exemplify British Values in their attitudes and behaviours.		❖ Members of the school community do not feel supported to report concerns ❖ Members of the school community are not able to articulate and live out British values.	❖ Pupil voice demonstrates children feel safe ❖ British Values are taught and upheld through the school curriculum / values ❖ Values are displayed around the school and can be articulated by all members of the community.	

Requirements	Rating	Current Risk/concerns	Current risk mitigation	Next steps by whom/when
			❖ Website reflects British Values and the school's ethos ❖ British Values of tolerance and respect are embedded within the curriculum and the expectations of behaviour from children and staff.	
All staff receive appropriate online safety training (including cyber awareness) at induction as well as regular updates to equip them with relevant skills and knowledge of trends and developments.		❖ Induction training and updates are irregular or do not occur	❖ Relevant training is delivered annually and form part of staff and governance induction	
The school's approach to online safety is reflected in the Child Protection and Safeguarding policy and Online Safety Policy. Policies and practices are informed by 360 Safe		❖ Policies are not fit for purpose ❖ Inappropriate use of personal technology in school ❖ Online safety is not considered with regards to online learning providers and systems.	❖ All policies are in place, cross referenced and reflect the current situation ❖ Data Protection Impact Assessments signed by DPO (One West) ❖ School has an OSG ❖ School action plan is informed by completion of 360 Safe audit	
Online safety is taught across the curriculum		❖ Online curriculum is not relevant or supportive of teaching online resilience and respect. ❖ Online Safety Policy is not followed	❖ Online curriculum is reflective of British Values and teaches respect, resilience and tolerance online. ❖ The curriculum teaches digital resilience and safe practices ❖ The curriculum is informed by local community and context ❖ Curriculum action plan is followed as per schools 360 Safe audit	
The school has appropriate filtering and monitoring systems in place		❖ SLT are unaware of systems in school for Filtering and Monitoring ❖ Effective filtering and monitoring are not in place	❖ Leaders aware of filtering and monitoring responsibilities ❖ Filtering and monitoring are in place without hindering ability to teach the curriculum ❖ Trust recommended system Activion is in place as a planned phase implementation	- Undergoing implementation Activion system in line with trust rollout - Carry out annual filtering and Monitoring meeting with LGB representative – 09/11/2026
Adopts a whole school approach to building resilience to radicalisation.		❖ Staff and children do not feel safe to speak out ❖ Children are exposed to hateful and intolerant narratives	❖ British Values are embedded in the curriculum which promotes spiritual, moral and cultural values	

Requirements	Rating	Current Risk/concerns	Current risk mitigation	Next steps by whom/when
		❖ Children lack understanding of risks and the ideologies underpinning them	❖ There is a culture of respect and tolerance of others' views both off-line and online ❖ Children feel safe to discuss sensitive subjects and have a safe space to do so ❖ The school provides a safe environment for dialogue about challenging and controversial issues, supporting pupils to understand how they can influence and participate in decision-making ❖ Prejudicial and harmful incidents are recording, analysed and acted upon	
The school proactively engages with parents and carers to help promote online safety principles and reporting		❖ Parents are not challenged about mis- use of technology / social media ❖ Support and guidance are not provided	❖ Signposting for parents on website / newsletters ❖ Parental awareness sessions including an understanding of triggers and risks with regards to radicalisation.	

Useful links for teachers

- Educate Against Hate
- Educate Against Hate: antisemitism resources
- Educate Against Hate: newsletter sign up
- Going Too Far?
- Votes for Schools
- Guardian Education: media literacy training

Useful links for parents

- Common Sense Media
- NSPCC
- Safer Internet Centre
- Safer Internet Centre

Role	Signature:	Date
Trust Prevent Lead – Paul Skipp		12/02/2026
Headteacher	Richard Borman	09/10/2026