



GREAT BENTLEY PRIMARY SCHOOL

PREVENT RISK ASSESSMENT



School Prevent Lead:	Risk assessment completed by:	Date:	Reviewed by/ date	Interim Review:	Review Date:
Daniel Wilkinson Head of School	Head of School	01.11.25	Academy Committee / 04.12.25	19.08.26	On or before 1.11.26

This risk assessment follows the template of the Essex County Council Model Prevent Risk Assessment published by the Safeguarding Team in September 2024.

All settings 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.

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

Settings are required to take a risk-based approach to the Prevent duty, under paragraph 14 of the [Prevent duty guidance](#). This document demonstrates our awareness of the specific risks of extremism and radicalisation in our setting and our area.

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.

Staff are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Settings and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance [Working Together to Safeguard Children 2026](#) and [Keeping Children safe in Education 2026](#).

This document relates to the school's duties within the [Prevent duty guidance](#) and also considers the government's [Filtering and monitoring standards for schools and colleges guidance](#). The appropriateness of any filtering and monitoring systems are actioned for individual schools and colleges and will be informed in part, by the risk assessment required by the Prevent Duty



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NATIONAL AND REGIONAL INFORMATION - AS AT NOVEMBER 2025 (information adapted from the Counter Terrorism Local Profile)

UK current threat level:	National information:	Eastern regional information/emerging vulnerabilities:
SUBSTANTIAL - meaning an attack is considered likely	The primary threat nationally is from Islamist Extremist Groups, whilst an attack from individuals with an Extreme Far Right mindset/ideology remains a realistic possibility.	The Eastern regional picture reflects the national: the primary threat regionally is also from Islamist Extremist Groups, and an attack from individuals with an extreme Far Right mindset/ ideology remains a possibility. Regional data: - slight increase in Islamist extremist referrals - slight decrease in Extreme Right Wing and Mixed, Unclear and Unstable referrals 12% increase in referrals regionally - majority of cases deemed 'vulnerability present, but no Counter Terrorism ideology or risk identified' - At Channel Panel most cases are Extreme Right Wing Essex data - majority of referrals continue to be from education (15) - largest decrease was in Essex was Extreme Right Wing 50% of Channel Panel cases are for under 18-year-olds / 21% for 18-24-year-olds



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Training/Updates	Who and When	Next steps
Prevent Training	All staff certificates reviewed in September each year. Any staff who do not have a current Prevent certificate (within past 2 years) are asked to complete the training	Review again in March to capture any new starter staff
Prevent refresher staff meetings	LSAs and Teacher- autumn 2025 INSET, and spring 2026 & summer 2026.	Plan refresher training



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Requirements	Rating High/medium/low	Current Risk/concerns	Current risk mitigation	
Leaders and staff members are trained and aware of their responsibilities under the Prevent Duty. A Designated Safeguarding Lead (DSL) is appointed for the setting and they have a clear understanding of their duty with regard to the Prevent Duty	L	For example: - Staff new to role - Staff new to setting. - New management structure - Training is out of date. - Leaders do not promote the importance of the Prevent duty. - DSL is not aware of their duty	For example: Training is up to date (Prevent/Safeguarding) Local threats are considered Staff are aware of the national/regional and local threats. Prevent updates have been acted upon Effective induction processes both to role and to setting.	Review staff PREVENT status annually in September (DSL & DDSLs) Review again in September 2026 to capture any new starters DSL & DDSLs in place Prevent is included within induction
The Designated Safeguarding Lead/ 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/families or the setting.	L	Updates are not available. DSL / Lead Practitioner is unaware of/does not act on information	Updates are entered and a record kept. Information is used to update risk assessments and inform decision making	Updates are received from Jo Barclay (Essex Prevent Lead) and distributed to DDSLs and staff as appropriate Annual refreshers used throughout the year



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Governors and trustees are fully aware of and regularly updated of responsibilities and progress	L	- No Link Governor - Governors are unaware of the Prevent Duty - Training is out of date/ not a ended - DSL is unaware of/does not act on information	- Updates are given at FGM/ board mee ng - Link governors in place - Link governor accesses training and updates - Link Governor carries out effective and robust monitoring	Link Governor/ CoG is in place to monitor safeguarding Link Governor accesses training as required Monitoring of PREVENT included within annual safeguarding Trust and LA audit
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Requirements	Rating High/medium/low	Current Risk/concerns	Current risk mitigation	Next steps by whom/when	Requirements
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. Staff understand the risks to children and families they work with.	L	- Training is incomplete and out of date. - New staff to the seng	Training is up to date including the DfE online training, current updates / trends and staff understand current risks. DSL / Prevent Lead has highlighted to staff signs and indicators of radicalisation. Training is broad, not just face to face online eg through bulletins, notices, briefings etc Training is quality assured and reviewed. Trustees and managers are included in any training. A record is kept of all training. Training is regularly updated.		Prevent updates are given annually in September. Prevent certificate status is reviewed annually and again in March Prevent is included within staff induction and regular updates



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The school has clear and robust policies and procedures in place for protecting children at risk of radicalisation	L	□ There is no safeguarding or other relevant policies □ School has no processes in place for escalating concerns	Staff have signed and read all relevant policies Policies have clear systems for reporting and escalating concerns Staff are aware of these and act on them	There is an annually reviewed Safeguarding Policy. All staff sign to say they have read the policy Staff use MyConcern to report concerns or know that Prevent concerns can be reported directly to the Police
The DSL (and any deputies) have access to and are aware of local procedures for making a Prevent referral. This is reflected in the setting's Safeguarding Policy. Staff share information in with relevant partners in a timely manner.	L	Staff unaware of channels for referrals Staff do not / are unaware of the need to □ They don't share relevant information. The culture and environment are not open and positive.	Referral procedures clear in relevant policies and are followed appropriately. Families and children are identified for Early Help	DSL/ DDSLs know how to refer to Channel and will seek advice as required



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Requirements	Rating High/medium/low	Current Risk/concerns	Current risk mitigation	Next steps by whom/when
Where risks are identified by leaders, an action plan has been developed that sets out steps to take to mitigate risk	L	□ 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 these	Action plans would be created if needed
The school is alert to local, national and international incidents which may affect the local community. Where appropriate, these are discussed with pupils	L	□ Updates are not available □ DSL is unaware of/ does not act on information	□ Staff action and share relevant updates □ Staff are aware of current trends within the local area	Provide staff and pupil updates via briefings and assemblies as required
The school has a good working relationship with safeguarding partnerships in the area, including the Local Safeguarding Children's Partnerships and Police.	L	□ Staff unaware of channels for information	Staff aware of and use all relevant professional bodies in order to remain up to date and with relation to referrals.	As part of updates
The school has clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.	L	□ Visitors deliver potentially damaging information	The materials that visiting speakers deliver are discussed and approved prior to their visit	Headteacher vet and approve all visiting speakers

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Requirements	Rating High/medium/low	Current Risk/concerns	Current risk mitigation	Next steps by whom/when
There is an effective due diligence process on the use of school premises and facilities by outside agencies and groups.	L	School unaware of the practises and policies of groups using their facilities.	Thorough and effective lettings and hiring agreements are in place.	Lettings policy in place to ensure all hirers of the school are vetted. Head of School signs off all lettings
The setting has effective emergency response strategies in place such as evacuation/lockdown/invacuation. Staff and pupils are familiar with these.	L	School has no lockdown/evacuation/invacuation procedures.	Policies and procedures are in place, staff and children are aware and they have been practised.	Lockdown procedures practised regularly.



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Leaders, staff and pupils reflect a positive and respectful environment; pupils are safe, they feel safe and understand how share any concerns. Leaders, AC committee and staff exemplify British Values in their attitudes and behaviours	L	- 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 throughout the school curriculum and values - Values are displayed throughout the school and can be articulated by all members of the school community - Website reflects British values and ethos - British values of tolerance and respect are embedded within the curriculum and assemblies and the expectations and behaviour of staff and children	Senior leaders oversee expectations for behaviour and a tudes and offer reminders to staff and children Values are visible Website reflects British values
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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	L	- Induction training and updates are irregular or do not occur - Senior leaders are not aware of current trends and developments	- Relevant training is delivered regularly - National College training and updates		Headteacher and all staff carry out cyber security training annually. Videos and updates shared as required Reports are shared from DSL team when Classroom Cloud flags concerns Internet safety policy and insurance via Penrose Learning Trust
The school's approach to online safety is reflected in the Safeguarding policy and other relevant policies including use of technology agreements and staff code of conduct Online safety is reflected in curriculum planning in line with Teaching Online Safety in schools and other current guidance including how to share concerns	L	- 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 - Online curriculum is not relevant or supportive of teaching online resilience and respect	- All policies are in place, cross-referenced to reflect the current situation - The curriculum teaches digital resilience		Senior leaders review curriculum and policies to ensure appropriate content



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The school has appropriate filtering and monitoring systems in place. Children and staff are kept safe from accessing inappropriate content.	L	SLT are unaware of systems in setting for □ Filtering and Monitoring Staff and children can access □ extremist materials.	Filtering and monitoring guidance and policies Annual review/records of checks Leaders aware of filtering and monitoring responsibilities Procurement procedures Remote access If appropriate - ICT providers for settings are members of the Internet Watch Founda on Counter-terrorism Internet Referral Unit list (CTIRU)	Yes- classroom cloud reports uploaded to DSL daily
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As part of the whole approach to building resilience to radicalisation, 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	L	- Safe and children do not feel safe to speak out - Children are exposed to hateful and intolerant narratives - Children lack understanding of risks and the ideologies underpinning them	- British values are embedded in the curriculum - There is a culture of respect and tolerance of others' views shared offline and online - Children feel safe to discuss sensitive subjects and have a safe space to do so	Pupil views sought formally as part of subject reviews and audits and school council and informally through dialogue with children in playground and around the school
The school delivers a comprehensive curriculum that builds resilience and promotes positive relationships free from intolerance and prejudice	L	- Curriculum is not fit for purpose. - Children are exposed to intolerant beliefs and views. - Environment does not allow the building of positive relationships	- Curriculum promotes right from wrong and children who learn to listen and share, know about similarities and differences between themselves and others. - Teaching is monitored through observations, learning journal checks and is quality assured. - The providers promote British Values.	See above- policy regularly reviewed in line with subject monitoring schedule
The school delivers provision that helps pupils develop skills to critically assess information, supporting them to recognise risks and make safe children online and offline	L	Skills are not taught; staff are not aware of the importance and children do not have the resilience, support, or understanding to make safe choices	Curriculum is thorough, sequenced and teaches these skills in age appropriate and effective ways	See above re curriculum planning and review



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The school proactively engages with parents and carers to help promotes online safety principles and reporting at home, including messaging, guidance and safety settings on home systems and these messages are regularly updated.	L	Parents are not challenged about mis-use of technology / social media ▫ Support and guidance is not provided	Signposting for parents on website / newsletters Parental awareness sessions including an understanding of triggers and risks with regards to radicalisation.	Parent website and newsletters provide regular updates about current concerns