Brighstone C.E. Primary

Prevent Risk Assessment/Action Plan 2026-27

Introduction
Everyone who comes into contact with children and their families has a role to play in safeguarding children. Schools have a duty of care to their pupils and staff which includes safeguarding them from the risk of being drawn into terrorism − this includes not just violent extremism but also non−violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of the terrorist ideology and learn how to challenge these ideas.

School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance Working Together to Safeguard Children (2023) and Keeping Children Safe in Education (2025). Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. Radicalisation is listed as a specific safeguarding issue within this statutory guidance and is addressed within the Government Prevent Strategy. The Counter−Terrorism and Security Act 2015 places a duty on Schools to 'have "due regard to the need to prevent people from being drawn into terrorism".

The Prevent Strategy has three main objectives:

- Respond to the ideological challenge of terrorism & the threat we face from those who promote it;
- Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support;
- Work with sectors and institutions where there are risks of radicalisation which we need to address.

Prevent Risk Assessment

Brighstone C.E. Primary school recognises that it has a duty under Section 26 of the Counter−Terrorism and Security Act, 2015, in the exercise of its functions, to have due regard to the need to prevent people from being drawn into terrorism.

Duty	What this means	Action
RISK ASSESSMENT		
Assess the risk of children being drawn into terrorism	Staff can demonstrate a general understanding of the risks affecting children and young people	• All staff attend Safeguarding Training September 2026 • All staff have read "Keeping Children Safe in Education", Sep 2026 • The Prevent Lead has informed staff of their duties as set out in "The Prevent Duty" (DfE, April 2021 updated Sept 23) • All staff have completed the online Prevent Training • All staff have been asked to refresh their Prevent awareness by Jan 2026 to accommodate changes to the Prevent Duty • Updates from validated sources such as the NSPCC / Educate Against Hate ensures staff remain appraised of the key safeguarding risks posed to children.
	Staff can identify individual children who may be at risk of radicalisation and how to support them.	• The DSL has informed staff about signs and indicators of radicalisation. • Staff alerted to 'notice' changes in behaviour that may cause concern and question whether the person might be susceptible to the risk of radicalisation. • Clear CPOMS/My Concern reporting pathway for staff • Strong pastoral support and MASH/Channel panel referral links.
	There is a clear procedure in place for protecting children at risk of radicalisation.	• Prevent Risk Assessment and policy are reviewed annually • Appoint a designated Governor to oversee Prevent compliance alongside general safeguarding • All staff have read the Safeguarding Policy which includes a section regarding the school's "Prevent" duty. • All staff understand how to record and report concerns regarding risk of radicalisation. • Staff made aware of need to 'notice, check and share' information.
	Wider community have been made aware of The Prevent Duty and associated expectations upon the school to comply.	• Simplified documents to aid parental understanding produced for school websites – published Jan 2027. • Risk assessment published and updated – October 2026

	The school has identified a Prevent Lead	• All staff are aware to report any concerns regarding Prevent to Elizabeth Grainger (Designated Safeguarding Lead). • DSL seeking advice to keep up to date with emerging ideologies and extremist sign and symbols. • DSL attends additional Prevent Training.
	Prevent Lead takes a proactive approach to secure up-to-date knowledge of the national and local threat level.	• Effective partnership working with local police, children's safeguarding board, attendance at regular safeguarding networking meetings. • Regular national updates via newsletters such as 'Educate Against Hate', NSPCC 'Casper' ensure key information shared more widely.
	Children prevented from accessing extremist, age-appropriate, or radicalizing material via school devices or personal devices	• DfE complaint broadbacnd filtering and monitoring software active • IT Acceptable use policy signed by staff and communicated to children • Real time alerts for flagged key words routed to the SBM/DSL
Prohibit extremist speakers and events in the school	The school exercises "due diligence" in relation to requests from external speakers and organisations using school premises.	• Visiting Speaker Policy in place. • Request an outline of what the speaker intends to cover • Ensure teacher presence at time of presentation • Research the person/organisation to establish whether they have demonstrated extreme views/actions. • Seek additional advice and support where necessary to determine the suitability of a speaker. • Deny permission for people/organisations to use school premises if they have links to extreme groups.
WORKING IN PARTNERSHIP		
The school is using existing local partnership arrangements in exercising its Prevent duty.	Staff record and report concerns in line with existing policies and procedures. 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 who have the expertise to help	• All staff record and report concerns to the DSL. • Use of CPOMs to recorded any evidence of 'notice, check and share' protocol being followed.
	The Prevent Lead makes appropriate referrals to other agencies including the Multi− Agency	• Records of any referrals to be kept on CPOMS • Referrals are followed up appropriately (and challenged if necessary).

	Safeguarding Hub (MASH) and Channel Panel.	
STAFF TRAINING		
Equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas.	Training needs of staff are assessed in the light of the school's assessment of the risk to pupils at the school of being drawn into terrorism.	• The DSL completes Prevent Awareness Training and other relevant training as signposted. This ensures that the designated safeguarding lead is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation. • All staff completed online Prevent Training • All staff new to the school complete Prevent training as part of their induction. • Staff have completed a renewal Prevent training – Jan 2027
	Following training, teachers planning and resources are specifically chosen to represent and reflect the diversity of cultural experiences in modern Britain.	• Curriculum audits have taken place to ensure difference and diversity celebrated within and across the entire curriculum. • Enrichment activities are carefully planned to further embrace experiences that the children may not otherwise be afforded or those that are beyond their immediate experience e.g. Residential, off island opportunities, culturally based activities and workshops, Virtual tours are used when locality and geographical restraints make access prohibitive.
	Promotion of equality of opportunity and inclusion.	• Publishing of Single Equalities Policy • Publishing and review of Equality objectives. • Ensure any training linked to objectives set is coordinated and executed.
IT POLICIES		

Ensure that children are safe from terrorist and extremist material when accessing the internet in schools	The school has policies in place which make reference to the "Prevent" duty – these are updated regularly in line with changing guidance and robustly monitored by the Governing Body.	• Safeguarding Policy • Online safety policy • Acceptable use policy
	Staff have undertaken filtering and monitoring training.	• DSL and Governor responsible for safeguarding engaged in training in readiness for the changes identified in KCSiE 2026 • Staff appraised of filtering and monitoring systems in Oct 2026. • Staff appraised of how to block content – Oct 2026. • Staff appraised of how to unblock content necessary to educate the children – Oct 2026. • Staff appraised about Monitoring and Filtering and necessity to act swiftly to any alert raised.
	Half termly checks are undertaken to ensure that IT safety systems remain fit for purpose.	• Checks scheduled each half term with DSL/ IT provider (evidence in file). • All new devices have appropriate safeguards installed prior to use.
	Children are taught about on−line safety with specific reference to the risk of radicalisation	• The children are able to recognise online risks. • Specific reference and curriculum time devoted to identified days such as internet safety day • Regular updates to Keeping Children Safe online in the school safeguarding newsletter. Ensuring that parents are appraised of timely interventions that can be taken to secure electronic devices with internet connectivity.
BUILDING CHILDREN'S RESILIENCE TO RADICALISATION		
Ensure that pupils have a "safe environment" in which to discuss "controversial issues".	Pupils develop "the knowledge, skills and understanding to prepare them to play a full and active part in society".	• Mission possible identifies the building of resilience through every aspect of school life. • 'Speak Out Stay Safe' message embedded across the school. All children are aware and frequently reminded of a trusted adult to whom they can talk. • Positions of responsibility available for children. • Debates embedded within the curriculum to encourage the discussion of different opinions safely. • Real life decision making embedded and opportunities for children to make informed decisions that impact their own lives and others. • Through PSHE/RSE and other curriculum activities, pupils are able to explore political, religious and social issues. Controversial issues are discussed within a safe space.

		• Pupils are taught about the diverse national, regional and ethnic identities in the UK and the need for mutual respect.
	British Values are promoted within the curriculum and beyond.	• Collective Worships are prepared with British values in mind. • British Values are explicitly and frequently referred to as a point of reference.
	Positive Mental Health is promoted	• Children are encouraged via the mission possible to 'make healthy choices' linked to both physical and mental health. • Identified peer to peer support in the form of Mental Health Ambassadors and PEER SUPPORT to support children making healthy choices. • Zones of regulation and emotional literacy support helps children to identify their emotions and regulate their actions accordingly. School environments are created to create calm, safe and therapeutic areas.
	Real life decision making encouraged	• Children encouraged to be proactive in suggesting ideas to enhance school life. • JLT voted for using a democratic process in place to represent the views of each class. • Consultation with pupils as stakeholders in school policy making e.g. Positive Behaviour Policy. • Children are able to recognise themselves as 'agents of change.'
	Children are made aware of what healthy age-appropriate relationships look like	• Use of Pol-Ed resources to provide age appropriate and comprehensive understanding of healthy relationships. • Key messages such as 'no means no' taught from the very earliest age.
Ensure those working with children are appropriately vetted and a strong infrastructure supports their work.	Robust safer recruitment protocols are followed. Staff are fully aware of the strong safeguarding culture that is adopted across the school.	• Safer recruitment protocols are followed for all staff. • Additional safeguarding measures are followed for adults wishing to volunteer within the school. • The school has a code of conduct that applies to all adults working within the school (paid or unpaid). • A process is in place to manage all visitors to site – including contractors.

"Keeping Children Safe in Education: Information for all school and college staff" DfE, 2026 (Update)

"The Prevent Duty: Departmental advice for schools and childcare providers", DfE, April 2023