# Frinton-on-Sea Primary School Prevent Risk Assessment
# September 2026

| School Prevent Lead: | Risk assessment completed by: | Date: | Review Date: |
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| Laurie Chapman | Laurie Chapman | 13.09.26 | 13.09.27 |

**All schools and colleges 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 (Home Office, 2023). This document demonstrates our awareness of the specific risks of extremism and radicalisation in our school 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.

School staff 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 (DfE, 2023) and Keeping children safe in education (DfE, 2026).

Designated Safeguarding Leads and other senior leaders in schools should familiarise themselves with the Prevent duty guidance (Home Office, 2023), especially page 33, which is specifically concerned with schools.

Schools should also consider the government's Filtering and monitoring standards for schools and colleges guidance. The appropriateness of any filtering and monitoring systems are a matter for individual schools and colleges and will be informed in part, by the risk assessment required by the Prevent duty Keeping children safe in education (DfE, 2026).

**All records and data handling must comply with the Data Protection Act 2018, UK GDPR, and the Data (Use and Access) Act 2025.**

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## NATIONAL AND REGIONAL INFORMATION – AS OF SEPTEMBER 2026 (information adapted from the Counter Terrorism Local Profile)

| UK current threat level: | National information: | Eastern regional information/emerging vulnerabilities: |
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| SEVERE – meaning an attack is considered highly likely | The UK National Terrorism Threat Level has been raised to SEVERE, indicating a high likelihood of a terrorist attack. This change reflects a gradual increase in terrorist threats, driven by a rise in both Islamist and Extreme Right-Wing terrorist threats from individuals and small groups within the UK. The current threat is characterized by a significant volume, breadth, and complexity of terrorist incidents and cases across various ideologies, including attack planning, extremist travel intent, and online and offline radicalisation.<br><br>CTP states "The largest single focus of our terrorism investigations is Islamist extremist terrorism, which accounts for around 60% of that casework. These are in many cases inspired, and in some enabled, by groups such as Islamic State (Da-esh) or Al Qaida.<br>Around 25% of our terrorism investigations are for Extreme Right-Wing Terrorism (ERWT) which includes white supremacists, and neo-Nazis. " | Islamist extremism / terrorism continues to pose the main threat to the Eastern region.<br><br>Right wing extremist is a growing threat.<br><br>Highly likely that grievance narratives related to Israel / Hamas conflict will continue to feature.<br><br>Poor mental health and neurodiversity continue to be seen in Prevent referrals – expression of self-harm and suicidal ideations also a recurring theme. |

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| Requirements | Rating High/medium/low | Current Risk/concerns | Current risk mitigation | Next steps by whom/when |
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| Senior Leaders (or an identified senior member of staff) are trained and aware of their responsibilities under the Prevent Duty. | | Staff new to role<br><br>Staff new to school<br><br>New SLT / MLT structure<br><br>Training is out of date | Training is up to date<br>(Prevent/Safeguarding)<br>Local threats are considered. Prevent updates have been acted upon via National College annually and for new starts. | Share updates with staff in a timely manner as and when divulged. Ensure all new staff receive prevent training. |
| 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<br><br>DSL / Prevent Lead is / are not part of the SLT<br><br>DSL/prevent lead communication is poor | Effective induction processes both to role and to school<br>DSL / Prevent Lead have sufficient authority and are member of the SLT<br>Communication systems are effective and clear<br>Weekly safeguarding briefings | |
| The Designated Safeguarding Lead (DSL) / Prevent Lead has access to upto-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<br><br>DSL is unaware of/does not act on information | Updates are attended and a record kept<br>Information is used to update risk assessments and inform decision making | |

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| Governors, Trustees, Directors, Board Members are fully aware of and regularly updated of responsibilities and progress | | No link governor<br><br>Governors are unaware of the Prevent Duty | • Link Governor is in place<br>• Link Governor accesses training and updates | |

| Requirements | Rating High/medium/low | Current Risk/concerns | Current risk mitigation | Next steps by whom/when |
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| | | Training is out of date/not attended | • Link Governor carries out effective and robust monitoring<br>• Updates are given at FGM/Board meetings<br>• Prevent Training for governors held annually. | |
| 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.<br><br>New staff to the school | • Training is up to date including the DfE online training, current updates / trends and staff have an understanding of current risks.<br>• DSL / Prevent Lead has highlighted to staff signs and indicators of radicalisation.<br>• Training is broad, not just face to face/ online e.g., through bulletins, notices, briefings etc.<br>• Training is quality assured and reviewed<br>• DSL and DDSL staff have access to relevant newsletters eg Educate Against Hate | |

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| The school has clear and robust policies and procedures in place for protecting children at risk of radicalisation. | | There are no safeguarding or other relevant policies<br><br>School has no processes in place for escalation of concerns | • Staff have read and signed all relevant policies<br>• Polices have clear systems for reporting and escalating concerns.<br>• Staff are aware of these and act on them. | |

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| Requirements | Rating High/medium/low | Current Risk/concerns | Current risk mitigation | Next steps by whom/when |
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| The school's DSL (and any deputies) have access to relevant Prevent advice and are aware of local procedures for making a Prevent referral. This is reflected in the school's Safeguarding Policy. | | Staff unaware of channels for referrals | Referral procedures clear in relevant policies and followed appropriately. Paper copies of the Prevent Duty can be found in main office and HT office. | |
| 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<br><br>No action plan is in place | Risks are identified and action plans are in place to mitigate. | |
| 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<br><br>DSL is unaware of/does not act on information | Staff attend relevant updates<br>Staff are aware of current trends and risks within the local area. Staff are aware of the political landscape locally. | |
| The school has a good working relationship with safeguarding partnerships in the area, including the Local Safeguarding Children's Partnerships and Police. Partnership working should include as a minimum access to Prevent training, risk assessment and awareness and | | 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. | |

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| implementation of developing good practice. | | | | |

| Requirements | Rating High/medium/low | Current Risk/concerns | Current risk mitigation | Next steps by whom/when |
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| 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. From 1 April 2026, procedures are in place for recording and reporting to parents/carers incidents involving restrictive interventions (use of force, seclusion, restraint). | | School has no lockdown /evacuation / invacuation procedures.<br><br>No procedure for recording/reporting restrictive interventions to parents | Policies and procedures are in place, staff and children are aware and they have been practised.<br><br>From 1 April 2026: statutory procedure in place for recording and reporting each significant incident involving use of force, seclusion or restraint to parents/carers<br><br>Staff trained on new restrictive interventions guidance<br><br>Recording templates prepared | Fire evacuations held at least termly. Lock down and internal threat evacuations held on alternate terms. |


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| 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.<br><br>Members of the school community are not able to articulate and live out British values. | • Pupil voice demonstrates children feel safe<br>• British Values are taught and upheld through the school curriculum / values<br>• Values are displayed around the school and can be articulated by all members of the community.<br>• Website reflects British Values and the school's ethos<br>• British Values of tolerance and respect are embedded within the curriculum and the expectations of behaviour from children and staff.<br>No Outsiders assemblies and lessons held ½ termly. | |

| Requirements | Rating High/medium/low | Current Risk/concerns | Current risk mitigation | Next steps by whom/when |
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| All staff receive appropriate online safety training (including cyber awareness, AI risks, and image sharing) 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.<br><br>Senior Leaders are not aware of current trends and developments Staff lack awareness of AI-generated content risks<br><br>Staff unfamiliar with updated terminology around image sharing | Relevant training is delivered regularly<br><br>2 Johns video shared with staff termly<br><br>Staff trained on risks of Generative AI in education (safeguarding, data protection, ethical considerations)<br><br>Staff understand "making or sharing of nudes or semi-nudes" terminology and risks of AI-generated/altered images (deepfakes)<br><br>Training covers mobile phone policy expectations | Add AI risks and image sharing terminology to next staff training session (by September 2026) |

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| The school's approach to online safety is reflected in the child protection and Safeguarding policy and other relevant policies including mobile, social media, smart technology, and remote learning. Generative AI use, and mobile phone restrictions. | | Policies are not fit for purpose<br><br>Inappropriate use of personal technology in school<br><br>Online safety is not considered with regards to in line learning providers and systems. | All policies are in place, cross referenced and reflect the current situation.<br><br>The curriculum teaches digital resilience.<br><br>Concerns of improper use at home are reported promptly and sensitively.<br><br>Mobile phone policy establishes school as "mobile phone-free environment" restricting pupil access during lessons, breaktimes and lunchtimes<br><br>Generative AI policy addresses safeguarding, data protection and ethical risks | Develop Generative AI acceptable use policy (by November 2026) |
| Online safety is reflected in curriculum planning in line with Teaching Online Safety in Schools and other current guidance including how to share concerns. Curriculum addresses AI-generated content and image manipulation risks | | Online curriculum is not relevant or supportive of teaching online resilience and respect.<br><br>Children lack understanding of AI-generated content risks and deepfakes | Online curriculum is reflective of British Values and teaches respect, resilience and tolerance online.<br><br>Age-appropriate teaching on AI-generated and altered images (deepfakes)<br><br>Children understand risks of "making or sharing of nudes or semi-nudes" including AI-generated content<br><br>Curriculum teaches critical evaluation of online content and AI-generated material | Review computing/PSHE curriculum to ensure AI risks are covered age-appropriately (by Dec 26) |


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| The school has appropriate filtering and monitoring systems in place and conducts a mandatory annual review led by the responsible SLT member, supported by the DSL and IT support. | | SLT are unaware of systems in school for Filtering and Monitoring<br><br>Annual review not documented or completed<br><br>Roles and responsibilities for review unclear | Filtering and monitoring guidance and policies<br><br>Annual review completed at least once every academic year<br><br>Review led by Ollie Blake responsible for filtering and monitoring<br><br>DSL and IT support involved in review process<br><br>Review findings documented with date and actions<br><br>Classroom cloud identifies any concerns immediately, which is then responded to by a member of SLT<br><br>Filtering and monitoring are in place without hindering ability to teach the curriculum | Records to be kept of annual review |

| Requirements | Rating High/medium/low | Current Risk/concerns | Current risk mitigation | Next steps by whom/when |
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| Ensure that children are safe from terrorist and extremist material when accessing the internet in schools | | Filtering and monitoring are not in place | Leaders aware of filtering and monitoring responsibilities<br>Procurement procedures<br>Remote access<br>Classroom cloud identifies any concerns immediately, which is then responded to by a member of SLT. | |

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| | | | <br><br>Filtering and monitoring are in place without hindering ability to teach the curriculum | |
| The school proactively engages with parents and carers to help promote online safety principles and reporting at home, including messaging, guidance and safety settings on home systems and awareness of AI-generated content risks<br><br>Messages are regularly updated. | | Parents are not challenged about mis- use of technology / social media<br><br>Support and guidance are not provided | Signposting for parents on website / newsletters<br>Parental awareness sessions including an understanding of triggers and risks with regards to radicalisation.<br>Concerns of improper use at home are reported promptly and sensitively<br>Parents informed about AI-generated content risks and image manipulation<br>Guidance provided on discussing "making or sharing of nudes or semi-nudes" with children<br>Information shared about school's mobile phone policy | Add AI risks and mobile phone policy to newsletters. |

| Requirements | Rating<br>High/medium/low | Current Risk/concerns | Current risk mitigation | Next steps by whom/when |
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| As part of a whole school 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. | | For example:<br><br>Staff and children do not feel safe to speak out<br><br>Children are exposed to hateful and intolerant narratives<br><br>Children lack understanding of risks and the ideologies underpinning them | For example:<br><br>British Values are embedded in the curriculum<br>There is a culture of respect and tolerance of others' views both offline and online<br>Children feel safe to discuss sensitive subjects and have a safe space to do so | |


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| The school addresses the need to reduce the potential for permissive environments to exist in the setting. | | For example:<br><br>Due diligence checks on individuals / organisations who want to hire space at the setting, or on any speakers invited to events, are not in place or are applied inconsistently<br><br>Extremist ideas linked to terrorism or a terrorist ideology and / or more broadly harmful ideas, such as misogyny and antisemitism, are not challenged | For example:<br><br>• Robust IT policies and systems are in place<br>• External speakers are carefully considered and checked before they speak at setting events / risk assessments are completed<br>• Appropriate classroom resources are used (e.g., Educate Against Hate resources) | |
| The school delivers provision that helps pupils develop skills to critically assess information, supporting them to recognise risks and make safe choices online and offline. | | For example:<br><br>Skills are not taught; staff are not aware of the importance and children do not have the resilience/support/understanding to make safe choices | For example:<br><br>• Curriculum is thorough, sequenced and teaches these skills in an age appropriate and effective way. | |
| The school has appropriate policies and practices in place for the educational use of Generative AI, addressing safeguarding, data protection, and ethical risks. | | No policy on AI use in school<br><br>Staff and pupils using AI tools without guidance<br><br>Data protection risks not assessed<br><br>Ethical considerations not addressed | Acceptable use policy for Generative AI<br><br>Staff guidance on appropriate educational use<br><br>Pupil guidance on safe and ethical AI use<br><br>Data protection assessment completed<br><br>Parental communication about AI use in school<br><br>Age-appropriate curriculum content on AI literacy | |

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| The school operates as a "mobile phone-free environment" in line with KCSIE 2026, with clear restrictions on pupil mobile phone access during lessons, breaktimes and lunchtimes. | | No clear mobile phone policy<br><br>Inconsistent approach to pupil phone use<br><br>Parents not informed of expectations | Mobile phone policy establishes school as "mobile phone-free environment"<br><br>Clear restrictions on pupil access during school day<br><br>Policy communicated to pupils, parents and staff<br><br>Exceptions process in place where needed Staff trained on policy implementation | |



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