



Great Barford CE Academy

Prevent Duty Risk Assessment 2026

Detail	Information
School	Great Barford CE Academy
Local Authority	Bedford Borough Council
Academic year	2026/27
Headteacher	Sarah Evans
Designated Safeguarding Lead / Prevent Lead	Sarah Evansa
Deputy DSL(s)	Susan Collins Pauline Browning
Governor responsible for safeguarding	Lisa Virnals
Date completed	September 2026
Review date	September 2027, or sooner following a significant incident/change
Overall assessment	LOW, subject to continued controls and monitoring



1. Context and purpose

The school recognises its statutory duty under section 26 of the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism. The current statutory Prevent Duty Guidance sets expectations for specified authorities, including education settings. [\[gov.uk\]](https://www.gov.uk), [\[legislation.gov.uk\]](https://www.legislation.gov.uk)

Prevent is treated as part of the school's safeguarding responsibilities rather than as a separate issue. Locally, Bedford Borough Council describes Prevent as safeguarding people who may be vulnerable to radicalisation and notes that radicalisation can take place both face-to-face and online. [\[bedford.gov.uk\]](https://www.bedford.gov.uk)

The school recognises that a small primary school may have comparatively limited exposure to some risks, but **low incidence does not mean no risk**. Particular consideration is therefore given to children's online experiences, changes in behaviour or language, external influences, community factors and the possibility that a child may encounter extremist or terrorist material.

2. Risk assessment

Area of risk	Identified risk	Existing controls / evidence	Risk	Further actions for 2026/27
Leadership and governance	Leaders or governors do not have sufficient understanding of the Prevent Duty.	DSL/Prevent Lead identified. Prevent included within safeguarding arrangements. Safeguarding governor provides oversight. Prevent discussed as appropriate through safeguarding reporting.	Low	DSL to review this assessment annually. Governing body to receive assurance that Prevent arrangements remain effective.



		Prevent Training for all governors and staff.		
Local risk	School does not understand the nature of the local or national threat.	DSL maintains awareness of information and advice from Bedford Borough safeguarding partners, DfE and Home Office.	Low	Review local information at least annually and update this assessment if the local context changes.
Staff knowledge	Staff fail to recognise or respond appropriately to concerns about radicalisation.	Prevent forms part of safeguarding induction/training. Staff know concerns should be passed immediately to the DSL/deputy DSL.	Low	Maintain a central record of Prevent training. Provide updates when guidance or local risks change.
New and temporary staff	Supply staff, volunteers or newly appointed staff do not understand procedures.	Safeguarding induction includes Prevent and reporting arrangements. DSL details are readily available.	Low	Check induction records termly.
Pupil vulnerability	A vulnerable pupil could become susceptible to extremist or terrorist influence without concerns being recognised.	Staff know pupils well due to the size of the school. Safeguarding systems enable concerns and behavioural changes to be recorded and reviewed.	Low	DSL to consider radicalisation alongside other safeguarding risks when reviewing patterns of concern.



Online radicalisation	Pupils encounter extremist, terrorist or hateful material online, including through social media, video platforms, messaging or gaming.	Filtering and monitoring arrangements in place. Online-safety curriculum. Acceptable-use arrangements. Staff report online-safety concerns to DSL.	Low/Medium	Review filtering and monitoring annually. Continue age-appropriate pupil and parent education regarding online influence.
Curriculum	Pupils lack the knowledge and resilience needed to challenge harmful influences.	PSHE/RSHE, online safety, assemblies and wider curriculum develop respect, critical thinking and understanding of different viewpoints.	Low	Map opportunities within the curriculum to develop resilience, respectful disagreement and critical evaluation of online information.
British values	Pupils have insufficient opportunities to understand democracy, rule of law, individual liberty, mutual respect and tolerance.	Values are embedded through curriculum, assemblies, behaviour expectations, pupil voice and school culture.	Low	Review curriculum evidence annually and ensure learning is age appropriate.
Visiting speakers/organisations	An external visitor could communicate inappropriate or extremist messages.	Visitors are appropriately checked/supervised. Purpose and content of visits are considered in advance.	Low	Ensure the visitor/speaker procedure expressly references safeguarding and Prevent.



School premises	School facilities could be used by external organisations promoting inappropriate or extremist views.	Lettings/users are approved. Relevant safeguarding conditions apply.	Low	Review letting arrangements annually and investigate concerns regarding organisations before approval.
Community tensions	Local or national events could lead to divisive language, prejudice or extremist narratives affecting pupils.	Behaviour and safeguarding systems identify discriminatory incidents. School promotes respectful relationships and responds to incidents promptly.	Low	DSL/headteacher to assess emerging concerns following significant local, national or international events.
Parental/community influence	A child could be exposed to harmful extremist views outside school.	Positive relationships with families. Staff understand that unusual language or behavioural changes may require exploration rather than assumption.	Low	Continue proportionate work with families and seek safeguarding/Prevent advice where necessary.
SEND/vulnerable pupils	Some pupils may be particularly susceptible to manipulation or harmful online influence.	Individual needs are understood. DSL/SENCO communicate regarding safeguarding vulnerabilities where appropriate.	Low/Medium	Consider vulnerability and online access when completing individual safeguarding planning.



Referral arrangements	Staff are uncertain what to do if a Prevent concern emerges.	Staff report concerns to DSL immediately. DSL assesses concern using normal safeguarding procedures and seeks specialist/local authority advice when necessary.	Low	Ensure local Prevent/Channel referral information is current and readily available to DSL/deputies.
Records and information sharing	Prevent concerns are inadequately recorded or shared.	Concerns are recorded through existing confidential safeguarding systems. Information sharing follows safeguarding procedures.	Low	Audit safeguarding recording arrangements annually.
Incident response	School fails to respond effectively to a serious or immediate concern.	Established child-protection procedures and DSL escalation routes. Police/emergency safeguarding procedures understood.	Low	Refer to Prevent procedures during safeguarding refresher training.

3. Online risk

The Home Office states that the terrorist threat continues to evolve and that Prevent addresses all forms of terrorism, including emerging threats. Its August 2026 factsheet describes Prevent as an early-intervention safeguarding programme intended to support people before an offence is committed. [\[homeoffice...log.gov.uk\]](#)

Similarly, Bedford Borough Council warns that radicalisation can occur both face-to-face **and online**, including through exposure to extremist material. [\[bedford.gov.uk\]](#)



Therefore the school's controls include:

- effective filtering and monitoring;
- age-appropriate online-safety education;
- staff awareness of changes in pupils' online language or behaviour;
- education about reliable information and harmful online influence;
- mechanisms for pupils to report something worrying they have encountered online;
- communication with parents about online safety;
- appropriate consideration of gaming, social-media and messaging environments.

4. Indicators staff should remain alert to

There is **no single checklist** that establishes that somebody is being radicalised, and indicators should always be considered in context. Bedford Borough Council similarly cautions that everyone is different and there is no checklist capable of determining radicalisation. [\[bedford.gov.uk\]](https://www.bedford.gov.uk)

For our primary-aged children, staff should therefore notice and appropriately explore issues such as:

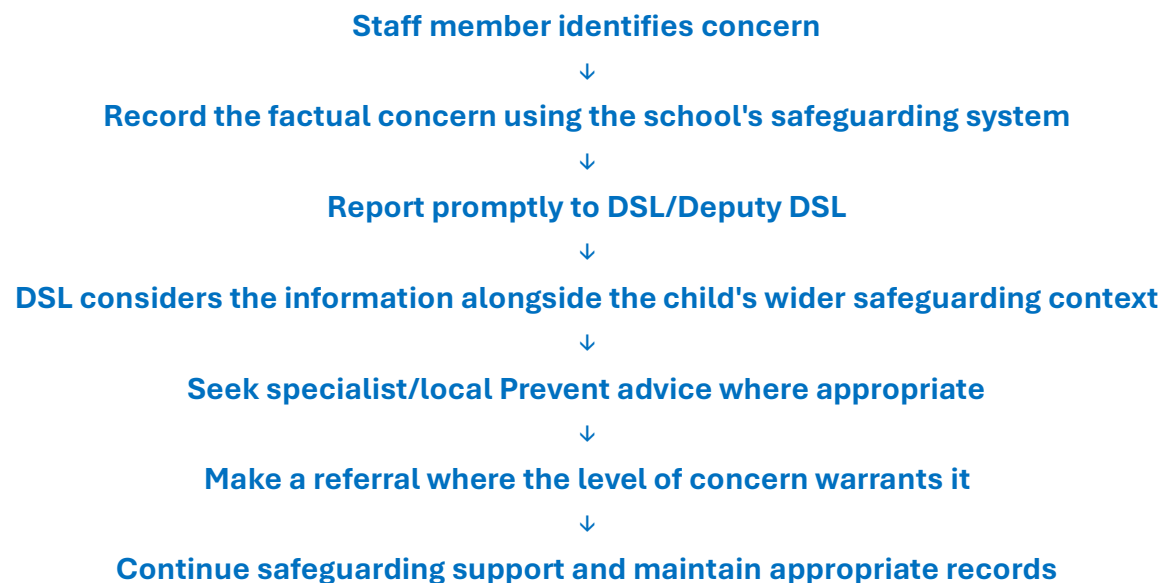
- significant changes in behaviour or relationships;
- repeated use of hateful, extremist or violent language;
- unusual fixation on violent extremist material;
- concerning material encountered or shared online;
- intolerance towards particular groups;



- statements suggesting violence is justified;
- evidence a pupil is being groomed or manipulated online;
- concerning changes that occur alongside other vulnerabilities.

These indicators must not be considered evidence of radicalisation on their own. Concerns should be handled sensitively through normal safeguarding processes.

5. Procedure where there is a concern





Bedford Borough Council advises that informal advice can be sought before a referral is made and explains that people considered at risk of radicalisation can be referred for Prevent/Channel support. [\[bedford.gov.uk\]](https://www.bedford.gov.uk)

6. Overall assessment

Overall residual risk: LOW

The school assesses its current Prevent risk as **Low**, provided that the controls identified above remain effectively implemented.

This judgement reflects:

- the age and primary phase of pupils;
- the small size of the school;
- strong staff knowledge of individual pupils;
- established safeguarding leadership;
- staff training and induction;
- appropriate online-safety arrangements;
- curriculum provision;
- filtering and monitoring;
- clear reporting and referral procedures.

However, the school recognises that small school size and primary age do not remove the risk of children becoming susceptible to harmful influence, particularly online. The assessment will therefore remain under review.



This approach is consistent with the Department for Education risk-assessment model, which expects schools to consider the local threat together with their phase, size and type of setting and the potential for online radicalisation. [\[gov.uk\]](https://www.gov.uk)

7. 2026/27 action plan

Action	Responsibility	Deadline	Evidence
Review Prevent risk assessment	DSL / Headteacher	September 2026	Signed risk assessment
Confirm current Bedford Borough referral arrangements	DSL	September 2026	Safeguarding file
Check staff Prevent training	DSL	Autumn 2026	Training record
Ensure new staff receive Prevent induction	DSL	Ongoing	Induction checklist
Review filtering and monitoring arrangements	DSL / Computing Lead / Governor	Autumn 2026	Review record
Review Prevent/online safety curriculum coverage	PSHE/Computing Lead	Autumn 2026	Curriculum mapping
Review visiting-speaker/visitor arrangements	Headteacher	Autumn 2026	Updated procedure
Provide Prevent assurance to governors	Headteacher/DSL	At least annually	Governor minutes
Review assessment following significant local/national changes or incident	DSL	As required	Updated assessment



Approval

Headteacher: Sarah Evans

Date: September 2026

DSL/Prevent Lead: Sarah Evans

Date: September 2026

Safeguarding Governor: Lisa Virnals

Date: September 2026

Next scheduled review: September 2027

Key references for the school's safeguarding file

- Department for Education: Prevent Duty risk-assessment template for schools. [\[gov.uk\]](https://www.gov.uk)
- Home Office: statutory Prevent Duty Guidance for England and Wales. [\[gov.uk\]](https://www.gov.uk)
- Bedford Borough Council: local Prevent information and advice. [\[bedford.gov.uk\]](https://www.bedford.gov.uk)
- Bedford Borough Council: safeguarding arrangements for schools. [\[bedford.gov.uk\]](https://www.bedford.gov.uk)
- Bedford Borough Safeguarding Children Partnership: local safeguarding partnership information. [\[safeguardi...ire.org.uk\]](https://www.safeguardi...ire.org.uk)