

Prevent risk assessment for schools

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A risk assessment is a core part of implementing the Prevent duty. All providers should read guidance from the department on how to complete a risk assessment and on safeguarding students vulnerable to radicalisation. Schools should assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.

Providers may choose to have a specific separate risk assessment to better communicate to staff and document actions taken to mitigate any risks.

The purpose of the risk assessment is to have an awareness and understanding of the risk of radicalisation in your area and your institution. The type and scale of activity that will address the risk will vary but should be proportionate to the level of risk, type of provision, size and phase of education.

This is an internal document and should be reviewed annually, in line with Keeping Children Safe in Education requirements, or following a serious incident.

National Risks – risk of radicalisation generally

What national risks are you aware of that could impact to your area, setting, students or families? For example, online radicalisation

Risk 1: The UK threat level has been at SUBSTANTIAL (meaning an attack is likely) since 09/02/2022. Risk assessments completed by the Government suggest that an attack would most likely be conducted by a 'self-initiated terrorist' (S-IT) acting independently of an established terrorist group or organisation. The public should remain vigilant and report any concerns they may have to the Police at www.gov.uk/ACT or call 101. In an emergency where there is immediate risk to life or property, always use 999.

Risk 2: A self-initiated terrorist attack could relate to either **Islamist terrorism (IT) or Extreme Right-Wing Terrorism (ERWT)** and would likely involve low-sophistication methods.

Local Risks – risk of radicalisation in your area and institution

What specific local risks are you aware of that could impact to your area, setting, students or families? E.g. local extremist activity (groups active in the area)

Risk 1: A self initiated attack has already impacted the Reading area and profession following the Forbury Gardens terrorist attack in 2020 including the loss of one Wokingham teacher. **The overall risk means spotting the signs within schools and intervening early are important, use NOTICE CHECK SHARE phrase to remind staff of actions required.**

Risk 2: The Thames Valley continues to face a persistent threat from both Islamist Terrorism (IT) (an attack is considered likely) and Extreme Right Wing Terrorism (ERWT) (an attack is considered a realistic possibility). Propaganda relating to both IT and ERWT continues to circulate and be easily accessible online, and each uses local, national and international events to promote grievance narratives and encourage action in the form of attacks. Attacks are highly likely to target victims or locations of symbolic, iconic or ideological significance, or which relate to an attacker's specific grievances. **Training, raising awareness, liaison between partner agencies. Protective security also remain key to the early identification of self-initiated terrorist threats.**

Risk 3: Local statistics for Prevent referrals and Counter Terrorism arrests confirm the continuing increase in young people (minors and under 25s) coming to attention for extremist or terrorism related activity. A significant proportion of these young people experience mental health, cognitive, behavioural, emotional and/or familial difficulties and at least half are active online to varying degrees. 47% of minors coming to Prevent attention in the Thames Valley display an ideology, and 49% display a vulnerability (but no ideology or Counter Terrorism risk). **Local initiatives should consider how to engage with younger audiences, including those in geographically or socially isolated communities. Safeguarding initiatives focused on online behaviour and resilience to grievance narratives are necessary to help mitigate the risks of unsupervised online activity and the often 'passive' exposure to extremist content.**

Risk 4: The ideological landscape is influenced by local, national and international concerns used as a vehicle to promote grievance narratives and racial, ethnic or religious hatred. Small boat landings, local authority and hotel housing of asylum seekers and immigrants, and the Israel-Hamas conflict have resulted in local community tension, peaceful vigils and local activism. Cultural nationalist and white nationalist groups, and others who sympathise with them, have attended hotels and planned immigrant housing locations to protest and have used the issue to highlight anti-immigrant and pro-British narratives. This is likely to continue. The Israel-Hamas Conflict has since October 2023 provoked renewed hatred of both Jews and Palestinian Muslims from those sympathising with opposing sides of the conflict. Future unanticipated events could have similar implications. **Prevent related training will support local staff to recognise the implications of emerging issues and identify those vulnerable to radicalisation. Schools should maintain awareness of the Israel-Hamas conflict alongside any local community tensions**

Leadership and Partnership

Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Date for completion
	<i>What is the risk here?</i>	<i>What are the hazards?</i>	<i>What has your institution put in place to ensure sufficient understanding and buy-in from Leadership?</i>		<i>What does your institution need to further action to address the identified risk(s)?</i>		
	The setting does not place significance on Preventing Radicalisation including completing risk assessments (or does not have one) and therefore actions to mitigate risks and meet the requirements of the Duty are not effective.	Leaders (including governors) within the organisation do not understand the requirements of the Statutory Prevent Duty or the risks faced by the organisation. The Duty is not managed or enabled at a sufficiently senior level.	Online Home Office Prevent training at least every 3 years for all members of staff, including leaders. This aspect of Safeguarding is included in the school's Child Protection Policy which is updated annually in line with KCSiE and Working Together to Safeguard children documents. This policy is approved by governors. Annual Safeguarding Refresher training for all staff, including SLT and governors. There are 3 DSO in each school and a governor with responsibility for safeguarding.		Continue to ensure all staff and identified governors complete the Prevent online training module.	Executive Head and Heads of school	Ongoing

Leadership		Leaders do not have understanding and ultimate ownership of their internal safeguarding processes, nor ensuring that all staff have sufficient understanding and that staff implement the duty effectively.	School has a lead governor for safeguarding. This aspect of Safeguarding is included in the school's Child Protection Policy which is updated annually in line with KCSiE and Working Together to Safeguard Children documents. Filtering and monitoring systems are in place which all staff are reminded about at the Annual Safeguarding Refresher training. Training given to all new members of staff re internal safeguarding processes and at the annual safeguarding refresher training. Key policies and processes are available on our website.		Continue to ensure annual Safeguarding updates for all staff to include KCSiE and key aspects within Annex B of this document. Continue to ensure all staff and identified Governors complete the Prevent online training module.	Executive Head and Heads of school	Sept 2024
		Leaders do not communicate and/or promote the importance of the Duty.	Sufficient leadership ownership – the completion of risk assessments, policies. Approval of risk assessments and policies by governors. Safeguarding remains a regular agenda item at SLT meets, Team meets and Governing Body meets.		Continue to ensure information regarding the Duty is shared appropriately. Continue to ensure that any updates are shared with all governors and staff.	Executive Head and Heads of Schools	Sept 2024
		Leaders do not drive an effective safeguarding culture across the institution.	Due to clear communication from the leadership team, all staff have a clear understanding of reporting and referral mechanisms. Safeguarding is embedded within the culture of the school. Staff know to report any concerns to a DSL immediately. Safer Recruitment requirements are followed for all new members of staff		Ongoing (action implemented continuously) linked to policies, systems and processes.	Executive Head and Heads of Schools	Sept 2024
		Leaders do not provide a safe environment in which children can learn.	Safeguarding systems and processes are reviewed annually with the Child Protection Policy updated accordingly. Our curriculum promotes how to stay safe and how to express feelings with safe adults. The Child Protection Policy is on the website.		Ongoing (action implemented continuously) linked to policies, systems and processes.	Executive Head and Heads of Schools	Sept 2024
		Leaders do not understand factors that may impact families.	Staff have received comprehensive Safeguarding training (including Prevent) to ensure they have the knowledge and understanding required to support pupils and their families.		All staff have received Therapeutic Thinking training to better understand how adverse experiences could impact children and their families.	Executive Head and Heads of Schools	Sep 2026
Working in Partnership	The setting is not fully appraised of national and local risks, does not work with partners to safeguard children vulnerable to radicalisation, and does not have access to good practice advice, guidance or supportive peer networks.	The organisation does not establish effective partnerships with organisations such as the Local Authority and Police Prevent Team.	The school has strong partnerships/are aware of: <ul style="list-style-type: none"> Local Safeguarding Children's Board DSL/Headteacher forums LADO Community Safety Partnerships Police Prevent Team Channel Panel Pupils and their families 		Ongoing (action implemented continuously) linked to policies, systems and processes.	Executive Head and Heads of Schools	Ongoing
Capabilities							
Staff training	Staff do not recognise signs of abuse or vulnerabilities and the risk of harm is not reported properly and promptly by staff.	Staff including governors, do not understand what radicalisation means and why people may be vulnerable to being drawn into terrorism.	Comprehensive training is provided via eLearning and face to face training and updates. Safeguarding is an ongoing agenda item within staff meets and include monthly refresher updates.		Ongoing	Executive Head and Heads of Schools	Ongoing
		Staff including governors, do not know what measures are available to prevent people from being drawn into terrorism and do not know how to obtain support for people who may be exploited by radicalising influences. Staff do not access Prevent training, refresher training or regular updates.	All staff attend their Safeguarding refresher training and are familiar with key school Safeguarding procedures and the associated statutory policies. Attendance at training is recorded and monitored with cycles of training completed in a timely manner and prior to expiration. All staff complete the Home Office online Prevent training regularly. The Head of School keeps a list of when training needs to be renewed and this is monitored regularly.		Ongoing	Executive Head and Heads of Schools	Ongoing
		Staff do not access Prevent training, refresher training or regular updates.	All staff complete the Home Office online Prevent training regularly. Training records are kept, monitored and evaluated. Staff attend Prevent training and any updates the DSL team are alerted to are disseminated.		Ongoing	Executive Head and Heads of Schools	Ongoing
Information Sharing	Staff do not share information with relevant partners in a timely manner.	Staff do not feel confident to share information with partners regarding radicalisation concerns.	The federation has a culture of safeguarding that supports effective arrangements to: <ul style="list-style-type: none"> 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 		Ongoing	Executive Head and Heads of Schools	Ongoing

		Staff are not aware of the Prevent referral process.	The school has clear processes for raising radicalisation concerns and making a Prevent referral.		Ongoing	Executive Head and Heads of Schools	Ongoing
Reducing Permissive Environments							
Developing children's resilience to extreme views and radicalisation	Children and young people are exposed to intolerant or hateful narratives and lack understanding of the risks posed by terrorist organisations and extremist ideologies that underpin these narratives.	The setting does not provide a safe space in which children can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, or learn how to challenge these ideas.	School has a code of conduct for all staff to follow (this applies to teaching, non teaching and volunteers). Teaching is monitored by SLT and our curriculum supports children to develop their communication skills so they can articulate any worries they may have. We aim to develop and build resilience by ensuring opportunities are given for children to learn right from wrong, to understand and value the views of others, to know about similarities and differences between themselves. Staff promote fundamental British Values.		Ongoing	Executive Head and Heads of Schools	Ongoing
		The setting does not teach a broad and balanced curriculum which promotes spiritual, moral, cultural (SMSC) and the mental and physical development of students and fundamental British Values and community cohesion.	The federation carries out safer recruitment checks on all staff. School embeds fundamental British Values into the curriculum, while also ensuring specific discussions can take place in a safe environment. Teaching is monitored by SLT.		Ongoing	Executive Head and Heads of Schools	Ongoing
Online Safety Policy	Ineffective IT policies increases the likelihood of students and staff being drawn into extremist material and narratives online. Inappropriate internet use by students is not identified or followed up.	Students can access terrorist and extremist material when accessing the internet at the institution.	Each school has an appropriate internet filtering in place. Due to the age of the children - Computers are only used by children alongside an adult and children do not have unsupervised access to IT. Staff training on online safety and filtering and monitoring in KCSiE update.		Ongoing	Executive Head and Heads of Schools	Ongoing
		Students may distribute extremist material using the institution IT system.	There is a clear reporting process in place should filtering systems flag any safeguarding or Prevent related concerns. Critical concerns initiate email alerts to lead for filtering and monitoring (Heads of School and Executive Headteacher). Due to the age of the children there is no access to the internet without staff supervision. Regular monitoring and evaluation of records is in place.		Ongoing	Executive Head and Heads of Schools	Ongoing
		Unclear linkages between IT policy and the Prevent Duty. No consideration of filtering as a means of restricting access to harmful content.	The Designated Safeguarding Lead takes lead responsibility for safeguarding and child protection (including online safety). Executive Headteacher links with IT provider to ensure monitoring and filtering procurement and contract is in place.		Ongoing	Executive Head and Heads of Schools	Ongoing
Visitors	External speakers or visitors being given a platform to radicalise children and young people or spread hateful or divisive narratives.	Leaders do not provide a safe space for children to learn.	A process is in place to manage site visits, including sub contractors. SCR and Safeguarding audits completed alongside the LA Advisor and Safeguarding Governor. Visitors are made aware of the Safeguarding reporting requirements with reminders provided on the reverse of the lanyard. No speakers or visitors are left alone with children.		Ongoing	ZD/IA	Ongoing
		Settings do not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.	School has robust risk assessments and carries out due diligence checks on visitors, speakers, the organisations they represent and the materials they promote or share. Visitors are made aware of the Safeguarding reporting requirements with reminders provided on the reverse of the lanyard. No speakers or visitors are left alone with children.		Ongoing	Executive Head and Heads of Schools	Ongoing
		The setting does not conduct any due diligence checks on visitors or the materials they may use.	The private/commercial use of the institution's spaces is effectively managed and due diligence checks are carried out on visitors and the organisations that they represent. School would seek advice and support from partners, where necessary, to make an assessment of suitability. Team Leaders or members of SLT request and view the materials in advance of visitors delivering content. Visitors are made aware of the		Ongoing	Executive Head and Heads of Schools	Ongoing