

Prevent risk assessment for

Person completing:
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Date Implemented: July 2026

Date for review: July 2026

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.

Next governor review:

Radicalisation

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

Risk 1: Exposure to extremist or hateful content online, including social media, messaging apps, gaming platforms and	Risk 2: Self-initiated terrorism remains the most likely attack methodology nationally, often linked to low-sophistication methods and grievance narratives.	Risk 3: Young people may be more susceptible where there are additional vulnerabilities such as isolation, neurodiversity, mental health needs, peer pressure or family stress.	Risk 4: Mis/disinformation, conspiracy narratives and polarising content can escalate quickly following national or international trigger events.				
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Local risks

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: Thames Valley continues to face persistent Islamist terrorism and Extreme	Risk 2: Reading data shows 62% of Prevent referrals were under 18; the main recorded categories were NI-OS, No Ideology and ERWT, so early safeguarding response in	Risk 3: Online influence remains a key external radicalising factor, including private spaces where harmful content, grooming and misinformation are harder to challenge.	Risk 4: Local community tension may be influenced by migration/asylum issues, faith-based hate, antisemitism, anti-Muslim prejudice, pro-Palestine protest/counter-protest and sudden trigger events.				
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Leadership and Partnership

Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Date for completion	Support available
Leadership	The setting does not place sufficient priority to Prevent and risk assessment/action plans (or does not have one) and therefore actions to mitigate risks and meet the requirements of the Duty are not effective.	Leaders (including governors and trustees) within the organisation do not understand the requirements of the Prevent Statutory Duty or the risks faced by the organisation. The Duty is not managed or enabled at a sufficiently senior level.	Headteacher and DSLs have completed Prevent Duty and safeguarding leadership training. Prevent is included in safeguarding updates and annual policy review.	Green	What does your institution need to further action to address the identified risk(s)? Maintain annual Prevent risk assessment review using the latest Thames Valley/Reading local risk picture and record governor approval.	SG / IB	Nov 2026	P
		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.	Governor with responsibility for safeguarding and Prevent has undertaken Prevent training and receives termly updates from the DSL	Green	Provide annual Prevent and local-risk updates for leaders and governors, including Reading/Thames Valley trends and local referral routes.	SG	Sept 2026	
		Leaders do not communicate and promote the importance of the duty.	Prevent Risk assessment 2026/27 completed, reviewed and approved by SLT and governing body - demonstrates leadership awareness and management of risk, weekly reminder for all staff on what to listen for, look for and online signs	Amber	Communicate Prevent, safeguarding, inclusion and British Values through assemblies, newsletters, curriculum planning and staff briefings.	SG / IB	Ongoing	
		Leaders do not drive an effective safeguarding culture across the institution.	Prevent responsibilities are embedded within the school's safeguarding policy, staff code of conduct, and staff handbook, minutes of SLT, DSL and governor meetings evidence regular discussion of safeguarding and Prevent risks	Green	Evidence Prevent responsibilities through policies, minutes, staff training records, CPOMS logs, visitor checks and curriculum monitoring.	SG / IB	Annually	

		Leaders do not provide a safe environment in which children can learn.	SLT and governors receive annual safeguarding reports that include Prevent updates, local threat awareness, and actions taken, engagement with Reading Prevent Partnership through the Children's single Point of Access (CSPOA) and Thames Valley Police Prevent Team fr advise and referral, pupil voice and safeguarding audits are carried out twice a year to monitor	Green	Maintain current controls; evidence through governor/SLT minutes, safeguarding reports and termly review of safe learning environment arrangements.	SG / IB	Termly/twice yearly	
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 with Reading Borough Council safeguarding/Prevent leads, Thames Valley Police Prevent Team, Brighter Futures for Children, the local safeguarding partnership, DSL networks and relevant community partners.	Green	Engage with Reading LA, Thames Valley Police Prevent Team and local safeguarding networks to ensure awareness of current risks and routes for advice/referral.	IB / DSL team	Termly	
	Insufficient engagement with multi-agency Prevent updates	The school does not regularly attend Reading LA or Thames Valley Police Prevent briefings, resulting in outdated understanding of emerging risks.	DSL attends termly DSL network and LA safeguarding updates; updates shared with DSLs in biweekly meetings.	Amber	Head to attend termly DSL/LA safeguarding network meetings and share relevant Prevent updates promptly with SLT, staff and governors.	IB / DSL team	Termly	
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.	Frontline staff including governors, do not understand what radicalisation means and why people may be vulnerable to being drawn into terrorism	All staff (including governors and volunteers) complete Prevent training as part of annual safeguarding training. Scenarios and case studies used in INSET and staff updates to identify subtle early signs of vulnerability.	Green	Ensure new staff, governors, volunteers and regular supply staff complete Prevent training before, or as soon as possible after, starting at the school.	IB / DSL team	Ongoing	
		Frontline 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 or refresher training.	Prevent awareness included in all induction packs. DSL monitors induction training records termly to ensure full compliance. All new staff sign to confirm understanding of Prevent and safeguarding policies.	Green	Refresh induction materials annually so staff know signs of radicalisation, the reporting route, and how Prevent sits within safeguarding.	IB / DSL team	Sept 2026	
		Staff do not access Prevent training or refresher training.	DSL monitors induction and refresher training records termly to ensure full compliance.All staff sign to confirm understanding of Prevent and safeguarding policies. • Governors receive Prevent training at least every two years.	Green	Continue annual Prevent refresher training and maintain a central record of completion; follow up any non-completion promptly.	IB / DSL team	Annually	
Information Sharing	Staff do not share information with relevant partners in a timely manner.	Staff do not feel confident sharing information with partners regarding radicalisation concerns.	Clear safeguarding and Prevent reporting procedures in place, shared with all staff annually. • DSLs maintain strong partnerships with Reading Borough Council, Thames Valley Police, and Channel Panel representatives. • Regular reminders and updates in staff briefings to reinforce	Green	DSL to review Prevent case logs each term to ensure timely escalation and recording.	DSLs	Bi-weekly DSL meetings	Resources to support information sharing The department has published guidance on making a Prevent referral. https://www.gov.uk/guidance/making-a-referral-to-prevent
		Staff are not aware of the Prevent referral process.	Clear safeguarding and Prevent reporting procedures in place, shared with all staff through induction and annual safeguarding/Prevent training. Staff know to report concerns immediately to a DSL via CPOMS or in person. DSLs understand the local Prevent referral route and Channel process, including when to seek advice before making a referral. • Staff training includes real-life Prevent referral scenarios and discussion of uncertainty.	Green	DSL to review Prevent case logs each term to ensure timely escalation, appropriate partner consultation and clear recording of decisions, including whether Prevent/Channel advice or referral was considered.	DSLs	Summer term and annually	
		Staff misunderstand data protection principles when sharing information about radicalisation concerns.	• DSL team maintains the local Prevent referral pathway/Channel guidance and shares updates with staff. • Referral decision-making is recorded on CPOMS with rationale, advice sought and follow-up actions	Green	Encourage staff reflection in CPD feedback — “Would you know how to report a Prevent concern?” — and refresh local Prevent/Channel referral route reminders annually.	DSLs / DPO	Termly	
Reducing Permissive								
	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 them.	The setting does not provide a safe space in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.	The curriculum promotes British values—democracy, rule of law, individual liberty, mutual respect, and tolerance of different faiths and beliefs—through PSHE, assemblies, and daily practice. • Pupils are taught to recognise and challenge extremist	Amber	PSHE and RE leads to monitor planning to ensure British Values, inclusion and respectful relationships are taught effectively.	IB, AH and CK	annually	

