



Prevent Risk Assessment 2026-2027



Setting	Storyybrook
Prevent Lead	Headteacher / Designated Safeguarding Lead
Assessment date	30 August 2026
Scheduled review	30 August 2027, or sooner where risks, guidance or local context change

1. Purpose and statutory basis

This risk assessment supports Storyybrook in meeting its 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. It should be read alongside the Storyybrook Prevent Duty Policy, Safeguarding and Child Protection Policy, E-Safety Policy, Visitors and Site Access Policy and relevant safeguarding procedures.

The assessment is informed by the Prevent Duty Guidance for England and Wales (2023), Department for Education guidance on Prevent risk assessment for education settings, and Keeping Children Safe in Education 2026.

The assessment considers how pupils or staff may be at risk of being radicalised into terrorism, including online. It identifies existing controls and any further actions required. It is intended to be proportionate to Storyybrook's phase, size, specialist SEMH context and current local and national risk picture.

2. Storyybrook context

Storyybrook is an independent specialist primary school for pupils with social, emotional and mental health (SEMH) needs. The school recognises that SEMH or SEND does not, in itself, indicate susceptibility to radicalisation. Some pupils may, however, experience individual vulnerabilities or contextual factors which, when combined with radicalising influences, may increase susceptibility. Assessment and response must therefore remain individual, evidence-based, non-stigmatising and rooted in safeguarding.

The school also recognises that no education setting is risk free. Risks can change quickly and may arise through online activity, peer or community influence, external adults or organisations, changes in a pupil's presentation, or wider national and local events.

3. Local and national risk picture

National risk: Leaders will maintain an appropriate awareness of the national terrorism threat picture, emerging radicalising influences and relevant safeguarding information.

Local risk: The Prevent Lead will obtain and consider relevant local information through the local authority, local Prevent partners, safeguarding partners, police and/or the DfE regional Prevent coordinator as appropriate.



Current local Prevent context - Bracknell Forest and Thames Valley

Storyybrook is located within Bracknell Forest and the Thames Valley policing area. The school takes account of information provided by Bracknell Forest Council, Thames Valley Police, local safeguarding partners and relevant national agencies when assessing its Prevent risk.

Published Bracknell Forest information, drawing on the Thames Valley Counter Terrorism Local Profile, has identified that self-initiated terrorism remains a significant feature of the threat picture and may be associated with different terrorist ideologies, including Islamist terrorism and extreme right-wing terrorism.

Local information has also identified an increasing proportion of Prevent referrals involving children and young people within the Thames Valley. Online behaviour is an important safeguarding consideration, including unsupervised online activity, exposure to extremist material and passive exposure to content which may contribute to radicalising influences. Building children's resilience to grievance-based narratives is therefore an important element of prevention.

Storyybrook recognises that the local and national threat picture can change quickly. The Prevent Lead will therefore maintain contact with relevant local partners and will review this assessment when updated local information, a Counter Terrorism Local Profile briefing, emerging community tensions or other relevant intelligence becomes available.

Initial position at 30 August 2026: this assessment is based on the school's current knowledge of its cohort, provision and safeguarding arrangements. The local-risk element must be updated when Storyybrook receives any current local Prevent briefing or other relevant local intelligence. Sensitive information will not be reproduced unnecessarily within this document.

4. Risk rating methodology

Risk is assessed using professional judgement, considering both likelihood and potential impact.

Rating	Meaning	Required response
Low	Controls are effective and the identified risk is limited.	Maintain controls and review.
Medium	A credible risk exists or controls require active oversight.	Maintain controls; complete identified actions and monitor.
High	Significant exposure, weakness or concern is present.	Immediate leadership action and external advice/referral where appropriate.

5. Prevent risk assessment

The ratings below are the school's current assessment. They must be reconsidered whenever there is a significant safeguarding concern, a change in the cohort or provision, new local or national information, or evidence that an existing control is not operating effectively.





Risk area	Identified risk	Who may be at risk	Existing controls / mitigation	Initial risk	Further action required	Owner	Timescale	Residual risk
1. Leadership, governance and Prevent oversight	Prevent requirements are not understood, implemented or monitored consistently.	Pupils and staff	Headteacher/DSL is designated Prevent Lead; Prevent Duty Policy in place; Prevent risk assessment maintained; safeguarding and Prevent form part of leadership oversight; Governing Body receives safeguarding/Prevent updates and provides challenge.	Low	Ensure the Governing Body reviews Prevent implementation and this risk assessment at least annually and following significant changes.	Headteacher / DSL; Governing Body	Annual / ongoing	Low
2. Local and national threat awareness	School arrangements do not reflect current local or national radicalisation risks.	Pupils and staff	Prevent Lead maintains knowledge of statutory guidance and national developments; school works with safeguarding partners and external agencies.	Medium	Obtain and record the current local Prevent risk briefing / relevant local information and update this assessment where required.	Headteacher / DSL	On opening and thereafter when updated	Low-Medium
3. Individual pupil susceptibility	A pupil becomes susceptible to radicalising influence and signs are missed, misunderstood or attributed solely to SEMH presentation.	Pupils	Trauma-informed safeguarding approach; staff use professional curiosity; concerns considered in the wider context of the child; DSL oversight; clear recording and escalation procedures; proportionate support and multi-agency working.	Medium	Maintain staff updates on indicators of concern and reinforce that SEMH/SEND is not itself evidence of susceptibility.	Headteacher / DSL	Ongoing	Low-Medium





Risk area	Identified risk	Who may be at risk	Existing controls / mitigation	Initial risk	Further action required	Owner	Timescale	Residual risk
4. Online radicalisation and harmful content	Pupils encounter terrorist, extremist or radicalising content through websites, social media, messaging, gaming or other online environments.	Pupils	Filtering and monitoring systems; E-Safety Policy; supervised and developmentally appropriate technology use; online-safety curriculum; staff reporting procedures; filtering and monitoring effectiveness reviewed at least annually.	Medium	Ensure annual filtering and monitoring review explicitly considers Prevent risks and any emerging online trends relevant to the cohort.	Headteacher / DSL; IT / filtering lead	At least annually and when risk changes	Low-Medium
5. Staff knowledge and confidence	Staff do not recognise, record or escalate Prevent concerns appropriately.	Pupils	Prevent training at induction; regular safeguarding updates; additional training for DSL/senior leaders; clear referral procedure; staff instructed not to investigate concerns themselves.	Medium	Maintain a central record of Prevent training and identify refresher needs through the risk assessment, local context and staff roles.	Headteacher / DSL	Ongoing	Low
6. Prevent referral and information sharing	Concerns are not escalated promptly, referrals are delayed, or relevant information is not shared lawfully and proportionately.	Pupils and others	DSL-led assessment; National Prevent Referral Form and local referral process; liaison with police/local authority/Prevent partners; clear information-sharing provisions; decisions and rationale recorded; immediate danger escalated to police/999.	Low	Check local referral contacts/process at least annually and whenever notified of changes.	Headteacher / DSL	Annual / when updated	Low
7. Parents and carers	Parental involvement is handled in a way	Pupils	Parents/carers normally informed where appropriate	Low	Ensure staff understand that	Headteacher / DSL	Ongoing	Low





Risk area	Identified risk	Who may be at risk	Existing controls / mitigation	Initial risk	Further action required	Owner	Timescale	Residual risk
	that increases risk, delays safeguarding action or undermines appropriate information sharing.		and safe; parental consent is not required for a Prevent referral; information may be shared without consent where there is a lawful safeguarding basis; Channel support is voluntary and consent-based.		decisions about parental involvement in Prevent concerns are made by the DSL.			
8. Curriculum, critical thinking and resilience	Pupils are not sufficiently supported to recognise manipulation, challenge harmful narratives or develop resilience to radicalising influences.	Pupils	Broad and balanced curriculum; PSHE/SMSC; active promotion of fundamental British values; critical thinking, online safety, identity, belonging and respectful discussion; developmentally appropriate SEMH adaptations.	Low-Medium	Monitor curriculum coverage and pupil understanding through curriculum review and pupil voice, proportionate to age and need.	Headteacher; curriculum leads	Termly / annual review	Low
9. Political impartiality and controversial issues	Prevent-related teaching or discussion becomes politically partisan or presents political issues without appropriate balance.	Pupils	Policy requires political impartiality and balanced presentation of opposing views; staff facilitate sensitive discussions carefully; curriculum is age-appropriate and inclusive.	Low	Reinforce expectations through curriculum monitoring and staff guidance where controversial issues arise.	Headteacher	Ongoing	Low
10. Visiting speakers, external	An external individual or organisation exposes pupils to radicalising influence,	Pupils	Visitor controls; appropriate checks and due diligence; consideration of proposed content/activity; supervision;	Low-Medium	Ensure visitor/speaker approval records evidence any	Headteacher / DSL	For each relevant visit	Low





Risk area	Identified risk	Who may be at risk	Existing controls / mitigation	Initial risk	Further action required	Owner	Timescale	Residual risk
organisations and visitors	inappropriate material or views that encourage terrorism or undermine fundamental British values.		DSL reporting route; political impartiality maintained when external organisations contribute to provision.		Prevent-related due diligence where relevant.			
11. Recruitment, staff conduct and internal influence	A member of staff, volunteer or other adult uses their role or access to promote radicalising influence or inappropriate extremist material.	Pupils and staff	Safer recruitment procedures; required pre-employment checks; SCR; Staff Code of Conduct; professional boundaries; safeguarding reporting, low-level concerns and allegations procedures; culture of vigilance.	Low	Maintain safer recruitment and staff-conduct monitoring in accordance with KCSIE and school procedures.	Headteacher / DSL; Governing Body	Ongoing	Low
12. Changes in cohort, incidents or external events	A change in pupils' circumstances, a school incident, community event or national/international event changes the Prevent risk profile and the assessment is not updated.	Pupils and staff	DSL reviews safeguarding information and patterns; policy permits review sooner than annually; multi-agency engagement; staff receive information about emerging risks and local context.	Medium	Trigger an out-of-cycle review following any significant Prevent concern, relevant local briefing, major change to the cohort/provision, or material change in threat/risk.	Headteacher / DSL	As required	Low-Medium





6. Action plan

The following actions arise from this assessment. Completion of an action does not remove the need for ongoing monitoring; controls should remain proportionate to the current risk.

Action	Reason	Owner	Target date / frequency	Status	Evidence / outcome
Obtain and record current local Prevent risk information / briefing.	To ensure the assessment reflects the local threat and risk picture.	Headteacher / DSL	On opening; update when new information is issued	Open	
Confirm current local Prevent referral contacts and process.	To ensure referrals and consultation can be made without avoidable delay.	Headteacher / DSL	Before pupils are admitted; check annually	Open	
Maintain central Prevent training record and identify refresher needs.	To evidence staff capability and ensure training remains proportionate to role and risk.	Headteacher / DSL	Ongoing	Ongoing	
Review filtering and monitoring effectiveness with explicit consideration of Prevent.	To address online radicalisation risk and emerging online trends.	Headteacher / DSL	At least annually and when risk changes	Planned	
Present Prevent risk assessment and implementation oversight to the Governing Body.	To provide governance assurance, support and challenge.	Headteacher / DSL	At least annually and after significant change	Planned	

7. Review triggers

This assessment will be reviewed at least annually and sooner where any of the following occurs:





- a Prevent concern, referral or significant safeguarding incident
- new local Prevent information or a material change in the local risk picture
- a significant change in the national threat or relevant radicalising influences
- a significant change to the pupil cohort, staffing, premises or type of provision
- evidence that filtering, monitoring, visitor, curriculum or safeguarding controls are not operating effectively
- a change to statutory guidance, KCSIE or relevant legislation
- learning from safeguarding review, audit, governance challenge or multi-agency work.

8. Assurance and sign-off

The Headteacher/DSL is responsible for maintaining this assessment and ensuring that actions are progressed. The Governing Body will receive appropriate assurance on the school's implementation of the Prevent Duty and will provide challenge and support.

Prepared / reviewed by	R. Burbridge, Headteacher / DSL / Prevent Lead
Date	30 August 2026
Governing Body review / assurance	
Next scheduled review	30 August 2027, or sooner if required

Operational safeguarding document - review when risk or context changes





Appendix 1: Storyybrook - Prevent Referral Pathway: Bracknell Forest

1. Concern identified

A member of staff identifies information or behaviour which causes concern that a pupil may be susceptible to radicalisation into terrorism.

The member of staff must:

- report the concern to the DSL/Prevent Lead without delay;
- record the concern in accordance with Storyybrook's safeguarding procedures; and
- not investigate the concern themselves.

The DSL/Prevent Lead will apply professional judgement and the **Notice - Check - Share** approach when considering the concern. Current Home Office guidance specifically recommends this approach before a Prevent referral is made.

2. DSL assesses the concern

The DSL/Prevent Lead will consider:

- what has been noticed and the source/reliability of the information;
- the pupil's presentation and wider circumstances;
- whether there are indicators of susceptibility to radicalisation into terrorism;
- relevant online activity or influences;
- other safeguarding concerns or vulnerabilities;
- information already known by Storyybrook;
- whether further information can appropriately be checked internally;
- whether advice from local safeguarding/Prevent partners is required; and
- whether a Prevent referral is proportionate.

SEND, SEMH, neurodiversity or other vulnerabilities must not in themselves be treated as evidence of radicalisation.

3. Immediate danger or suspected terrorism-related activity

Where there is an **immediate threat or danger**, call:

999

This must not be delayed while the school considers a Prevent referral. Bracknell Forest explicitly directs immediate threats to 999.

4. Prevent concern involving a child or young person - no immediate threat

Bracknell Forest Council currently directs concerns regarding possible radicalisation involving **children and young people** to its **Multi-Agency Safeguarding Hub (MASH)**.

Bracknell Forest MASH





Telephone: 01344 352005

Email: mash@bracknell-forest.gov.uk

Opening hours currently published by Bracknell Forest are **Monday-Friday, 8:30am-5pm**. Outside those hours, safeguarding concerns that cannot wait until the next working day should be directed to the Council's Emergency Duty Service.

5. Prevent referral

Where the DSL determines that a Prevent referral is appropriate, the **National Prevent Referral Form (NRF)** should be completed and the agreed local process followed.

Bracknell Forest currently publishes the NRF on its Prevent page, while national guidance confirms that specified authorities should use the updated National Prevent Referral Form and follow their agreed local process.

[Bracknell Forest Prevent page and National Prevent Referral Form](#)

The referral should contain sufficient relevant information to enable an informed assessment, including why the concern is considered relevant to Prevent. DfE guidance gives specific examples of useful information, including concerning online activity, contacts or influences, threats or violence, SEND/additional needs, wider safeguarding circumstances and discussions with the pupil or family.

6. Parents/carers and information sharing

Parents/carers will normally be involved where it is appropriate and safe to do so.

However, the DSL must **not seek consent where doing so would place the pupil at greater risk of harm**. Information can be shared without consent where there is a good reason and doing so will help safeguard the pupil sooner, subject to the appropriate lawful basis.

The DSL will record the decision regarding information sharing and parental involvement and the rationale for it.

7. Following referral

The DSL/Prevent Lead will:

- record the referral and information shared;
- record the rationale for the decision;
- maintain appropriate safeguarding support for the pupil;
- liaise with MASH, police, Prevent partners and other agencies as appropriate;
- follow up where appropriate if acknowledgement is not received; and
- engage with the Channel process if the referral subsequently progresses to Channel.

DfE guidance says that if acknowledgement of a referral has not been received within one working day, the referring setting should contact Children's Social Care or the agency to which it made the referral.

