Prevent risk assessment for schools							
Person completing: JoWhite				Date for review: Sept 2027			

National Risks – risk of radicalisation generally							
The North West Regional Prevent Coordinator, will provide the DSLs with information about national risks. In October 2026 they informed schools that the current national threat level is severe. Further information will be added when it is received.	**Risk 1**	**Risk 2**	**Risk 3**				
Local Risks - risk of radicalisation in you area and institution							
The North West Regional Prevent Coordinator, will provide the DSLs with information about local risks.In September 2025, they idetified the following as local radicalisation risks.	**Risk 1 Islamist**	**Risk 2 Extreme right wing (particularly online)**	**Risk 3 Left wing anarchist and single issue e.g animal rights abortion. Risk 4 Self -initiated(person not part of a group)**				

Leadership and Partnership							
Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Date for completion
	What is the risk here?	*What are the hazards?*	*What has your institution put in place to ensure sufficient understanding and buy-in from Leadership?*		*What does your institution need to further action to address the identified risk(s)?*		
Leadership	The school 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 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.	Prevent training for SLT and governors on a schedule advised by Stockport Safeguarding.				
		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.	Safeguarding governor has approriate experience and training. DSLs and deputies are experienced and have appropriate training.				
		Leaders do not communicate and promote the importance of the duty.	Annual safeguarding pack read by all staff, volunteers and governors. Annual safeguarding training for all staff, volunteers and governors. Prevent training for governors, all teaching staff and support staff who have a lot of contact with pupils on a schedule advised by Stockport				
		Leaders do not drive an effective safeguarding culture across the institution.	Annual safeguarding pack read by all staff, volunteers and governors. Annual safeguarding training for all staff, volunteers and governors. Prevent training for governors, all teaching staff and support staff who have a lot of contact with pupils on a schedule advised by Stockport				
		Leaders do not provide a safe environment in which children can learn.	Safeguarding induction training for all new staff. Annual safeguarding training. Records kept of completion of training. Completiong of annual safeguarding audit provided by Stockport Safeguarding to self-assess areas for improvement. Safer recruitment checks are carried				
Working in Partnership	The school 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 DSLs have strong partnerships with Julia Storey from Stockport Safeguarding Children Partnership who is the single point of contact for education in Stockport; she can be contacted for support and guidance or if schools need to make a referral to Channel.. The DSLs attend regular Stockport Safeguarding Network meetings led by Julia. The DSLs receive the regional Prevent email newsletter from the DfE. The DSLs can contact the North West Regional Prevent Coordinator.				
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 and governors do not understand what radicalisation means and why people may be vulnerable to being drawn into terrorism	Annual safeguarding pack read by all staff, volunteers and governors. Annual safeguarding training for all staff, volunteers and governors. Prevent training for governors, all teaching staff and support staff who have a lot of contact with pupils on a schedule advised by Stockport Safeguarding.				
		Staff and 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.	Prevent training for governors, all teaching staff and support staff who have a lot of contact with pupils on a schedule advised by Stockport Safeguarding.				
		Staff do not access Prevent training or refresher training.	Prevent training for governors, all teaching staff and support staff who have a lot of contact with pupils on a schedule advised by Stockport Safeguarding. Records kept of completion of training.				
Information Sharing	Staff do not share information with relevant partners in a timely manner.	DSLs do not feel confident sharing information with partners regarding radicalisation concerns.	The DSLs have clear understanding of reporting and referral mechanisms.				
		Staff are not aware of the Prevent referral process.	Staff are aware via the annual safeguarding pack and annual training to refer safeguarding concerns to the DSLs or deputies.				

Category	Risk	Hazard	Risk management	Rag	Further action needed	Lead officer	Date for completion
		Pupils are not aware of how they can voice concerns.	Pupils can disucss their concerns with a DSL or deputies or pastoral staff (or any member of staff who they feel comfortable speaking to). Staff are aware via the annual safeguarding pack and annual training to refer safeguarding concerns to the DSLs or deputies. Pupils can also email concerns to the DSLs or deputies or pastoral staff or, in the Senior School, can use the anonymous Whisper Report an Issue button on Frog.				
Reducing Permissive Environments							
Building children's resilience to 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 them.	The setting does not provide a safe space in which pupils 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.	Annual safeguarding pack read by all staff, volunteers and governors contains . Annual safeguarding training for all staff, volunteers and governors. Prevent training for governors, all teaching staff and support staff who have a lot of contact with pupils on a schedule advised by Stockport Safeguarding. The form period programme, Life Studies/PSHE lessons and many academic lessons provide safe opportunities within the curriculum to discuss controversial issues and for students to develop critical thinking skills.				
		The setting does not teach a broad and balanced curriculum which promotes spiritual, moral, cultural mental and physical development of students and fundamental British values and community cohesion.	The school has a broad and balanced curriuclum which promotes spiritual, moral, cultural mental and physical development of students and fundamental British values and community cohesion. Teaching is monitored and quality assured by SLT and HODs through lessonobservations and book checks.				
IT policies	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.	Unclear linkages between IT policy and the Prevent duty. No consideration of filtering as a means of restricting access to harmful content. Students can access terrorist and extremist material when accessing the internet at the institution.	Suitable IT filtering is in place to ensure that pupils cannot access extremist material on the internet in school. Suitable IT monitoring is in place to ensure that the DSLs and relevant pastoral staff are alerted if pupils attempt to access extremist material on the internet in school.				
		Pupils may distribute extremist material using the school's IT system.	Suitable IT monitoring is in place to ensure that the DSLs are alerted if pupils write about extremist material in emails.				
		The school does not equip children and young people with the skills to stay safe online, both in school and outside.	Online safety is taught in form periods, Life Studies/PSHE lessons and Computer Science lessons.				
Visitors	Visiting speakers being given a platform to radicalise children and young people or spread hateful or divisive narratives.	The school does not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.	There is a visiting speaker protocol in place. Staff are present when visiting speakers present to pupils.				
	Private/commercial use of the school's spaces provides a platform for radicalisation	The private/commercial use of the school's spaces is not effectively managed and due diligence checks are not carried out on those booking/using the spaces and the organisations that they represent	The school lets its swimming pool on long-term lets to four swimming clubs and some of its other sports facilities on short-term lets e.g. cricket. The school sends these providers the DfE Safeguarding guidance for providers: After-school clubs, community acitivteis and tuition and requests their safeguarding policies. The school also lets its dining room to Wellspring (a local charity for people who are homeless) for quiz nights; school staff have attended				
Faith assemblies, faith prayers and faith co-curricular activities	These activities provide an unsafe space and children and young people are exposed to intolerant narratives.	Faith assemblies	The member of staff who is the Faith and Spirituality Lead or a member of SLT will be present.				
		Senior School Friday prayers	The member of staff who is the Faith and Spirituality Lead or a member of SLT will be present in the prayer room.				
		Senior School Christian Club	The club is supervised by staff.				