**PREVENT RISK ASSESSMENT – EXTREMISM AND RADICALISATION**

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| **Location:** | Haydon Wick Primary School | **Date of Assessment:** | October 2024 | **Assessor:** | Elly Rushen-Gough |
| **Signed:** | E Rushen-Gough | **Review Date:** | October 2025 | **Distribution:** | All |

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| This risk assessment is a core part of the Prevent Duty. All staff, Governors and Trustees should read [Protecting children from radicalisation: the prevent duty](https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty). It is a statutory requirement that schools assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. The purpose of this risk assessment is to have an awareness and understanding of the risk of radicalisation in our school. |

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| **Key Definitions****Radicalisation** is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist groups. “**Extremism** is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas” (HM Government Prevent Strategy 2011)  Since the publication of the [**Prevent Strategy**,](http://trixresources.proceduresonline.com/nat_key/keywords/a_prevent.html) there has been an awareness of the specific need to safeguard children, pupils and families from violent extremism. There have been attempts to radicalise vulnerable children and pupils to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation. |

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| **Risk Description** | **Action Requirements** |
| High Risk | Risk will be actively managed with control measures. |
| Medium Risk | Monitor and take appropriate action to reduce risk if possible. |
| Low Risk | Risk to have low priority in the risk register. |

| **School: Haydon Wick Primary School** | **Safeguarding Lead: Elly Rushen-Gough,**  **DDSL, Claire Kent** | **Date of Assessment: October 2024** | | **Date for Review: March 2025** | | | |
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| **Risk Area** | **Specific Concern** | **Who is at risk** | **Risk Description – severity and likelihood** | **Existing Controls in place** | **Additional notes /comments** | **Lead person(s)** | **Planned completion date** |
| **Welfare and Safeguarding**  **Curriculum and learning** | Staff or visitors are not aware of the school procedures for reporting PREVENT related concerns about pupils.  Staff or visitors do not feel comfortable sharing PREVENT related concerns about pupils internally with Safeguarding leaders. | Pupils | Low/ not severe/ Not likely | * Designated Safeguarding Leader has received up to date PREVENT training annually and attends regular updates led by the Local Authority or Police Prevent Coordinator. * All staff and governors receive PREVENT training on a yearly refresher cycle. * Visitors are made aware of the person to whom concerns are to be reported. * Preventing pupils from being exposed to radicalisation or extremism is part of safeguarding policies and procedures i.e. Child Protection & Online Safety. * Staff have received Child protection training and are familiar with our Child Protection Policy and procedures including KCSIE updates. * Concerns are reported to the Prevent Leader (DDSL). * Records are held of any referrals with an audit trail being maintained. | All new staff to receive information on PREVENT during induction process.  Include more information on prevent in code of conduct for visitors | ERG | Term 2 |
| Pupils are radicalised by factors internal or external to the school. | Pupils | Med  Not severe 1 in school  3 might be severe outside of school  Not likely in school 1  3 might be severe outside of school | * We have a range of activities to promote the spiritual, moral, social and emotional needs of pupils aimed at protecting them from radical and extremist influences e.g. Reveal Theatre. * The PSHE Policy and curriculum directly addresses this risk to educate students. * Staff and other adults working with pupils are challenged if opinions or language expressed are contrary to community cohesion or ‘British values’ and shared with Safeguarding leaders. * Staff are able to challenge pupils, parents or governors if opinions expressed are contrary to community cohesion or ‘British values’. * Key pastoral staff e.g. inclusion lead attend additional training and are aware of local factors i.e. political views etc. which might have an influence on pupils. * Online safety curriculum in place at school. * Prevent discussed during assemblies in child friendly manner and discussed during PSHE lessons. * Parents have the opportunity to agree behaviour or equality ‘contracts’ through home/school learning contracts which are signed at the beginning of the year. | Include more information in newsletters for parents around online safety for children and the use of apps especially for grooming etc  Include more information in newsletters in the form of risks and signs for prevent for parents. | ERG | Term by Term |
| The school is not linked in with statutory partners and/or does not feel comfortable sharing extremism related concerns externally | Pupils | Low  Not likely or severe | * We communicate regularly with statutory partners and agencies regarding a range of concerns. * All staff are aware that concerns are reported to the Prevent Lead (DSL). * We have an appropriate internal referral process in place for all child protection matters including extremism and Safeguarding leaders aware of how to expedite concerns to other agencies. * The school is a member of its local community safety/safeguarding forum and communicates regularly with named statutory partners regarding a range of concerns. * All staff trained in prevent using government training materials. * Designated person in charge of prevent in school and has had updated training. | N/A | ERG | Ongoing as and when referrals or concerns are made. |
| Pupils are exposed by school staff or visitors to messages supportive of extremism, terrorism or which contradicts ‘British values’. | Pupils | Low  Not severe 1  Not likely 1 | * We have appropriate whistleblowing procedures and a range of safeguarding policies which are known and understood by staff, volunteers, visitors and regular contracted staff. * External contracted providers have full checks and members of staff with them at clubs at all times or sessions within the school day. * Staff and other adults working with pupils are challenged if opinions or language expressed are contrary to community cohesion or ‘British Values’. * Opportunities to promote ‘British Values’ are clearly identified within the curriculum areas and are outlined in our Safeguarding in our curriculum document. * Areas of the curriculum e.g. PSHE curriculum on radical or extreme issues and ideologies. * We have filters in place which reduce the risk of pupils being able to access inappropriate information via the schools ICT systems. | Regular monitoring of filtering system. | ERG | Termly |
| Extreme or divisive behaviours, and cultural adaptions which harm the ability of different groups and individuals to learn and work together are left unchallenged | Pupils and staff | Low  Not Likely, Not severe | * Our Equality Statement and Accessibility Plan is in place and understood by staff and others who regularly work in school. * Pupils are explicitly taught about respect for other cultures and gain an understanding of community cohesion. * Assemblies across all key stages address inclusion, cohesion and diversity. * Displays and other literature available in school reflects and encourages diversity and community cohesion. * Whole school Behaviour Policy includes information on anti-bullying strategies and preventative measures for dealing with bullying * Inappropriate behaviour, language and attitudes are challenged by staff and, where staff or other adults are involved, by senior leaders. | More frequent review of procedures in place to report any safeguarding concerns.  Mapped out assemblies on prevent | ERG | Termly training |
| **Organisational/ School Culture** | Staff, volunteers, governors, contracted providers or visitors are not aware or do not subscribe to the ethos and values of the school. | Pupils and staff | Low  1 not likely or severe | * Senior Leadership Team are aware of the PREVENT Strategy and its objectives as it relates to both the national and local context and take steps to ensure that the overall values and ethos of the school reflect strategies to support the PREVENT duty. * Clear awareness of roles and responsibilities regarding PREVENT exist across the school. * Recruitment, selection and induction programmes exist which include a commitment to the ethos and values of the school. * Further training is available for staff on PREVENT and local aspects of extremism and radicalisation. * All staff and governors subscribe to school values. These are taught termly to the children. * Safer recruitment checks are in place. | Ensure key members of staff are trained in safer recruitment and certificates are in date. | ERG | As and when required |
| Staff are unable to raise extremism related organisational concerns due to the lack of an | Pupils and staff | Low  1 not likely or severe | * Appropriate policy and awareness raising training provided to all staff and governors * All staff have yearly updates. | Governor training for prevent | ERG | By end of term 5. |
| **Visiting speakers/ Management of environment** | Pupils/staff are exposed by visiting speakers to messages supportive of extreme ideologies or which contradict ‘British values’ of individual liberty and mutual respect and tolerance for those of different faiths and beliefs | Pupils and staff | Low  1 not likely or severe | * Visitors are checked and have a letter of assurance via company. * Speakers are signed in and collected by a member of staff and are not left alone with learners when visiting for assemblies etc * Format and content of material is checked before being spoken about in front of children by Principal. * Booking policy specifically excludes behaviour of extremist or divisive nature * All visitors read and sign code of conduct in school. * Visiting speakers are not left alone with pupils. | Review and update code of conduct on a termly basis. | ERG | On-going – as and when required – termly. |
| Extremist or terrorist  related material is displayed within the setting. | Pupils/staff  /others | Low  1 not likely or severe | * The appropriateness and relevance of all materials or literature are considered prior to display. * Staff feel confident to raise concerns with the PREVENT lead (DDSL ) if they feel materials used or to be used are inappropriate. * Policies for the display of materials within school premises. * Regular checks for displays in place by Principal (DSL) and Assistant Principal (DDSL). * Leaflets by parents or communities checked by Principal and admin before being send out for parents and children. | N/A | ERG | Termly reviews of displays |
| School premises are used to host events supportive of extremism or which popularise hatred or intolerance of those with particular protected characteristics. | All premises users | Low | * Hire and lettings agreements include the fact that the premises will not be hired out to extremist groups or those who popularise hatred or intolerance of those with protected characteristics. |  |  |  |
| Prayer and contemplation space is not equally accessible for all learners and/or | All room users | Not likely or severe | * Room booking policy setting out equal rights of access for all bookable rooms. * Timetabled sensory room for use by children. * No pray or contemplation room in school. | N/A |  |  |
| **Computing and Online Safety Curriculum** | Pupils access extremist or terrorist material whilst using school networks. | Pupils | Low  Not likely or severe | * The ICT network has appropriate filters which block sites which are deemed to be inappropriate * School has robust acceptable use procedures for both pupils and staff which include advice on inappropriate attempts to subvert the network. * Pupils are encouraged to report to an adult any material which leaves them feeling worried or uncomfortable. * Breaches in GDPR are referred to the data controller for review and recommendations. * PSHE, computing curriculum and online safety curricula specifically teach students about online safety and how to report concerns. | Regular monitoring of Securus filtering system.  Online safety newsletters for parents to ensure they are using the same measures at home. | ERG | By term 5 and then termly newsletter on different aspects of online safety. |
| Pupils access extremist or terrorist materials out of the school setting | Pupils | Med | * Parents are regularly provided with advice on where they can access information and support in relation to on-line safety including extremism and radicalisation. * Information sharing sessions are provided to pupils, staff and parents on staying safe on-line. * School provides training for parents/guardians on how to add parental / safety controls onto electronic devices to prevent pupils from accessing inappropriate materials. | Action plan to be completed outlining when training will take place. | ERG | Term by term as updates |
|  | Online/social media communications relating to extremist material feature the school branding | Pupils | Not likely, not severe | * The school has oversight of social media accounts set up by official learner groups, charities or societies. * DSL and marketing only have access to social media site for the school and are only allow to post on these. * Website – marketing only has access to upload materials to this platform. | N/A | ERG | Termly reviews of social media and website. DSL and DDSL for supervision. |
| **Community Tensions** | High profile court case of a local resident.  Current events, affairs and anniversaries or notable days that have the potential to be exploited by extremists to further ideology and agenda – e.g. George Floyd and BLM protests, anniversary of Lee Rigby.  Risk of harm due to a pupil attending a march/event.  Risk of harm due to inappropriate relationship/communications between child and adults at event.  Not understanding how extremist groups co-opt narrative online to recruit and therefore not having resilience. | Pupils | Low | * Safeguarding leaders proactively engage with the local community and parents to understand events that may be taking place by specific groups. * Safeguarding leaders to liaise regularly with Local Police to enhance knowledge about events or people causing concern within the Local Community. * Staff are confident to share concerns about events taking place in the community. * Parents are confident in speaking to school leaders about concerns around events or meetings that may be taking place in the community. |  |  |  |
| **Vulnerable places (hotspots for crime/exploitation/gang activity)** | If staff are not aware of these locations they may miss out on opportunities for early intervention to stop grooming. | Pupils | Med | * Safeguarding leaders to liaise regularly with Local Police to enhance knowledge about areas of the community that of concern for exploitation and gang related activity. * Safeguarding leaders ensure staff understand hotspots or areas of concern in the community where children may be vulnerable. * Staff are confident to share concerns with Safeguarding leaders when they feel pupils are at risk of being exploited due to going to places deemed vulnerable. |  |  |  |