

RISK ASSESSMENT – EXTREMISM AND RADICALISATION

Location	Read St. John's Primary School	Assessment Number	2
Lead Officer	Fran Agar	Distribution	To all Staff, Governors and families via school website.
Date of Assessment	1/11/25	Review Date	Sept 26 reviewed Sept 27 review

'Radicalisation' is defined as the process by which people come to support/promote extremism or terrorism or and in some cases, to then participate in terrorist activity.

'Extremism' is vocal or active opposition to fundamental British Values including **Democracy, Rule of Law, Individual Liberty and Mutual Respect and Tolerance of those with different faiths or beliefs**. This also includes calling for the death of our Armed Forces.

Since the publication of the **'Prevent Strategy'**, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have attempts to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a narrow and rigid ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Keeping children safe from these risks is a safeguarding matter and is approached in the same way as safeguarding children and young people from any other risks. Children and young people should be protected from messages of all violent extremism including but not restricted to eg those linked to extreme Islamist ideology or to Far Right/White Supremacist Ideology, Irish Nationalist and Loyalist Paramilitary groups and extremist Animal Rights groups.

'Prevent' in the context of counter terrorism is intervention before any criminal offence has been committed and is with the intention of preventing individuals or groups from committing crimes

No	Risk Title	Summary	Existing Controls	Actions Required	Owner	RAG
1	Leadership	i) Leaders within the organisation do not understand the requirements of the Prevent Statutory Duty or the risks faced by the organisation and the Duty is	Regular, yearly training is in place for all staff. All governors have completed prevent training. Prevent risk assessment and check list completed which supports the	Action plan and check list to be presented to full GB.	HT/DSL/CofG	

		not managed or enabled at a sufficiently senior level .li) The organisation does not attach sufficient priority to Prevent Action plans (or does not have one) and therefore action to mitigate risks and meet the requirements of the Duty are not effective.	importance of Prevent on the school's agenda. Nominated governor in place – Christine Verity			
2	Staff Training and Awareness	i) Staff are not aware of the factors that make people vulnerable to radicalisation and terrorism and are unable to recognise the signs of vulnerability and therefore are unable or unwilling to refer concerns. ii) Leaders and staff feel unable or unwilling to challenge extremist narratives or exemplify British Values throughout the organisation. iii) Staff are unclear on how to deal with or refer concerns resulting in individuals not being supported and potentially radicalisation remaining unchecked	Staff have undertaken PREVENT training and relevant information disseminated through weekly briefings and staff meetings.	Ensure all staff (those absent at last training and new starters) receive this as possible on return to work.	HT	
3	Partnerships	i) The organisation does not establish effective partnerships with organisations such as the Local Authority Prevent Coordinator and Education Officer, Police Prevent Team, DfE Regional Coordinator and others.	Fundamental British Values are taught weekly through Picture News. All visitors to school are given a safeguarding booklet which outlines our expectations and what to if you are concerned about a child.	Seven minute briefings to be shared with governors.	HT/DSLs	

		ii) The result is that the organisation is not fully appraised of national and local risks and does not have access to developing good practice advice or supportive peer networks.	Headteacher report to governors states if any cases have occurred and all incidents are recorded on CPMOMs.			
4	Visiting Speakers	i) Young people are exposed to messages supportive of extremism or terrorism which contradicts British Values because the organisation has ineffective processes in the place for vetting contractors or external speakers . ii) Inappropriate or extremist materials are shared with young people (face to face or via weblinks) because insufficient checks are made of external speakers and materials that they promote or share. iii) The organisations premises are used to host events supportive of extremism or which popularise hatred and intolerance of those with particular protected characteristics	All processes for vetting and barring are in place and school bursar or HT checks all DBS records and documentation. Contractors used for site maintenance are LA approved and documentation recorded. Visitors are not left alone with the children. All materials and background checks are completed. Web filters are in place and monitored regularly by HT. All materials or adverts have to be approved by HT before being sent out to families. All clubs wanting to hire the school complete agreements prior to the lettings taking place. Reference must be provided upon request.	Continue to maintain stringent checks on visitors, contractors and lettings.	Bursar/HT	
5	British Values in the Curriculum	i) The organisation does not have a culture and ethos where British Values are celebrated, which leads to a culture of disrespect and intolerance and where tensions are allowed to flourish. ii) Staff and young people do not understand British Values (or feel confident about) and extremist	Fundamental British Values are displayed are used as part of weekly worship/discussion/reflection in classes at an age appropriate level. FBV are central to school worships/assemblies alongside the core values being covered on a termly basis (see worship plans)	Further promotion of the 4 values is needed. Links to be made explicit in in the curriculum.	HT/SLT/teachers	

		views and narratives are allowed to flourish unchallenged				
6	Welfare and Pastoral Support	i) The organisation does not provide effective welfare and pastoral support which results in young people (and staff) being unsupported and the risk of vulnerabilities being exploited. ii) Staff or other contracted providers (regular supply or agency staff) are not aware of the organisation's procedure for handling concerns and do not feel comfortable sharing information internally iii) Young people are radicalised by factors internal or external to the school	The DSL along with all staff in school on a regular basis provide pastoral support to individuals. We have an ELSA trained staff member. There is an open door culture for children who need to speak with staff and all concerns are recorded on CPMOMs following safeguarding protocols. Long term supply cover are familiar with all school safeguarding protocols which includes Prevent.	To ensure new staff/supply staff are able to record concerns on CPOMs as school policy.	HT/DSL	
7	Online Safeguarding	i) Extremist organisations are able to radicalise young people online via the organisation's network and encourage them to commit acts of violence or incite others to commit acts of violence as 'lone actors'. ii) Young people (and staff) are able to access unlawful radicalising material in the organisation's setting which promotes proscribed terrorist groups. iii) Online social media communications feature the organisation's branding	School's online policy, including digital technologies and social media policies are shared with all staff, families and pupils via the school website. Pupils sign an online safety contract at the start of each academic year.	Sign post online/new safety issues to parents and families via Facebook. Continue to regularly check filtering system.	HT	

