

## ST SILAS RISK ASSESSMENT – EXTREMISM AND RADICALISATION

Location	St Silas Church of England Primary School		
Lead Officer	Michele Battersby		
Date of Assessment	September 2022	Review Date	July 2023

### Context

- Ethnic and racial diversity is, and always has been, a feature of our school and links in particular with our value of Belonging.
- Here at St Silas, this ethnic and racial diversity finds unity in our shared values of Love, Belonging, Thankfulness and Service. which contribute to authentic social cohesion.
- In our multi-faith community, shared core values which promote respect for the rights and dignity of every human person are essential for social cohesion.
- St Silas is a Church of England primary school, where pupils are predominately of Muslim faith.
- We have an education which enables pupils to be confident and secure in their own religious faith, as well as being knowledgeable and respectful of other religions, thus playing a key role in building a cohesive society.

### If you had concerns Who can help?

Prevent Co-ordinator

Medina Patel 01254585263 [medina.patel@Blackburn.gov.uk](mailto:medina.patel@Blackburn.gov.uk)

Prevent Education Officer

Leanne Romney 01254585270 [Leanne.Romney@Blackburn.gov.uk](mailto:Leanne.Romney@Blackburn.gov.uk)

Prevent delivery officer

Syed Naqui 01254585656 [syed.naqui@Blackburn.gov.uk](mailto:syed.naqui@Blackburn.gov.uk)

• Channel Coordinators (for advice, guidance):

- Claire Little 01254 588946 [claire.little@blackburn.gov](mailto:claire.little@blackburn.gov)
- Mayj Hussain 01254 585903 [mayjabeen.hussain@blackburn.gov.uk](mailto:mayjabeen.hussain@blackburn.gov.uk)  
[Channel@Blackburn.gov.uk](mailto:Channel@Blackburn.gov.uk)

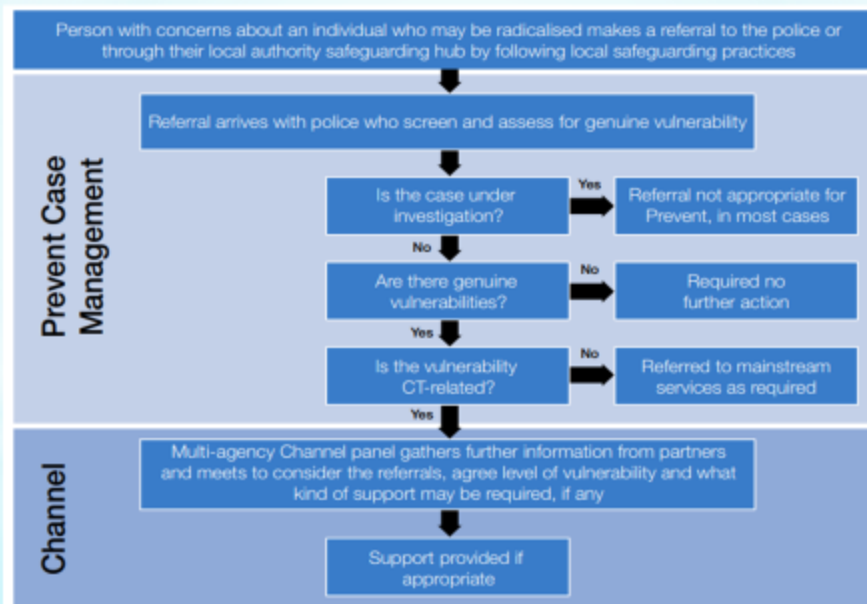
• Contact the Police:

• Non urgent- 101 / Emergency – 999

• All Channel Referrals: [concern@lancashire.pnn.police.uk](mailto:concern@lancashire.pnn.police.uk)



### The Referral Process



**‘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.

**‘Terrorism’** is defined as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use of threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

**‘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 been 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 e.g. those linked to extreme Islamist ideology or too 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 .

#### **The Prevent Duty in Schools – The Ofsted Approach David Selby HMI 25 January 2018**

- Protecting children from the risk of radicalization should be seen as part of schools’ and childcare providers’ wider safeguarding duties.
- To fulfil the Prevent duty, staff must be able to identify children who may be vulnerable to radicalization, and know what to do when they are identified.
- Schools must be able to demonstrate both an awareness and an understanding of risk of radicalization in their area.
- Key aspects to the school role: protecting children and building children’s resilience to radicalization.

No	Risk Title	Summary	Risk	Existing Controls	Actions Required	Owner	RAG
1	<b>Leadership</b>	<p>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 not managed or enabled at a sufficiently senior level</p> <p>ii) 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.</p>	High	<p>The HT is the named Prevent Lead over-seeing of Prevent and for ensuring staff training is completed. HT works closely with Prevent and Safeguarding governor. Leaders have a detailed understanding of the Prevent Statutory Duty and manage it accordingly.</p> <p>All staff members participated in Prevent Training on 13th September 2021. The safeguarding governor also attended. A further governors attended online.</p>	<p>Refresher training to be organised for any DSL members who have not recently completed. Ensure all leaders are familiar with recent guidance and threat levels.</p> <p>Arrange online training for any members of staff who were absent on 13th September 2021.</p>	<p>MB/LS</p> <p>MB/LS</p>	
2	<b>Staff Training and Awareness</b>	1) 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.	High	Staff, at St Silas, are aware of the issues which make a person vulnerable and at risk of being drawn into extremist narratives. They are able to recognise and identify concerns and are aware of the procedures in school for referring cases of concern. There are robust policies and procedures in school which all staff are required to follow. All staff at St Silas are aware of the procedures to follow should they need to make a referral regarding any concerns.	Ensure new members of staff, or those missing when training took place, complete the appropriate training as soon as they are able.	MB	

		<p>ii) Leaders and staff feel unable or unwilling to challenge extremist narratives or exemplify British Values throughout the organisation.</p> <p>iii) Staff are unclear on how to deal with or refer concerns resulting in individuals not being supported and potentially radicalisation remaining unchecked</p>		<p>Staff training has provided staff with knowledge of a variety of extremist narrative. Fundamental British Values (FBV) are embedded throughout the formal and informal curriculum. Staff are encouraged to challenge any vocal opposition to the FBV or to seek immediate help from a DSL to ensure they are not left unchallenged.</p> <p>As above and staff are aware of who they can talk to through school if they have a concern or worry.</p>			
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	High	<p>Leanne Romney is the BWD Prevent Education Officer. Close links have been developed with Leanne delivering assemblies to school regularly.</p> <p>The BWD Prevent Coordinator is Medina Patel. Syed Naqui is a BWD Prevent Delivery Officer.</p>	Display the numbers so that they are visible to all should they be required.	MP	

		<p>Regional Coordinator and others.</p> <p>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.</p>		<p>We also have an effective partnership in place with BWD Children's Social Care.</p> <p>Prevent Education/ Prevent Coordinator provide regular information on local risk and threats.</p>			
4	Visiting Speakers	<p>i) Young people are exposed to messages supportive of extremism or terrorism which contradict British Values because the organisation has ineffective processes in the place for vetting contractors or external speakers.</p> <p>ii) Inappropriate or extremist materials are shared with young people (face to face or via weblinks) because insufficient checks are</p>	Medium	<p>Checks are made on all visiting speakers and DBS, where available. No speaker is ever left alone in front of children, a staff member is always involved in the training.</p> <p>As above.</p>	<p>Check with office on paperwork completed when we are inviting in a speaker to school.</p> <p>Ensure, where possible, Powerpoints and materials are always emailed to school so that the presentations can be checked prior to be delivered to children so</p>	<p>MB Teaching Staff Office Staff</p>	

		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		The Premises is not let out to any other organisation. Youthaction Trust UK used the premises for the summer camp. The HT and SBM attended regularly to ensure safety including no support of extremist views. The Mental Health First Aid team are based in our school. Appropriate checks have been made.	that we are fully aware of the content and to ensure any sensitivity issues are addressed.		
5	<b>British Values in the Curriculum</b>	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 views and narratives are allowed to flourish unchallenged		Fundamental British Values are celebrated throughout St Sila and are embedded throughout the curriculum and promoted through the Spiritual, Moral, Social and Cultural development of our children. We ensure all children have a voice and are given equal opportunities.  Staff and children are aware of FBV and their importance. Extremist views are always challenged.		SLT	
6	<b>Welfare and</b>	i) The organisation does not provide effective	High	St Silas is aware of the need to provide effective welfare and pastoral support. WE have a family	Ensure new staff are made aware of where and how to	SK	

	<b>Pastoral Support</b>	<p>welfare and pastoral support which results in young people (and staff) being unsupported and the risk of vulnerabilities being exploited.</p> <p>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</p> <p>iii) Young people are radicalised by factors internal or external to the school</p>		<p>worker and an ELSA. WE work closely with other professional including the Mental Health Support Team which are based in our school. The HT is a mental health first aider.</p> <p>Staff document any concerns to DSLs to put on CPOMS. Staff speak to DSL's for guidance and support if needed.</p> <p>Visitors are given information about our safeguarding procedures when they enter the building. POsters around the school identify the DSL and deputy DSL.</p> <p>We have a culture of "It can happen here". Any new staff and supply teachers are made aware of Prevent and indicators to look out for.</p> <p>Children are given appropriate guidance and support to ensure they are aware of the factors that could suggest radicalisation.</p>	<p>access support should they need it.</p> <p>Staff from outside organisations are made aware of the procedures as part of their induction.</p>	MP RV	
7	<b>Online Safeguarding</b>	i) Extremist organisations are able to radicalise young people online via the organisation's	High	Online safeguarding is embedded throughout the curriculum and promoted through the Spiritual, Moral, Social and Cultural development of our children.	Audit IPads/Computers to check firewalls are working correctly.	TA	

		<p>network and encourage them to commit acts of violence or incite others to commit acts of violence as 'lone actors'.</p> <p>ii) Young people (and staff) are able to access unlawful radicalising material in the organisation's setting which promotes proscribed terrorist groups.</p> <p>iii) Online social media communications feature the organisation's branding</p>		<p>BwD firewall systems ensures that inappropriate materials are not visible. Children are given online safety training through internet safety days, PSHCE and computing curriculum. Children can only search the internet using safe search engines.</p> <p>As above -Firewalls stop these being accessible.</p> <p>Firewalls prevent access to social media on school devices. Checks are made periodically on searches made on electronic devices.</p>			
8	<b>Campus Security</b>	<p>i) The organisation does not have sufficient security of its premises and young people are targeted by individuals or groups seeking to share their extremist views or</p>	High	<p>The school entrance is opened via a fob and there is an entry communication system, controlled by the office, for visitors to gain entry.</p> <p>Checks are made and DBS checked if appropriate. No visitor is left alone in class or</p>	Check control of fobs and door passes and how we manage this.	MB/DS/SP	



		<p>endanger their personal safety.</p> <p>ii) Charities are allowed on campus without effective checks or charitable collections are inadvertently diverted to inappropriate or unlawful causes.</p> <p>iii) On site dangerous or hazardous substances are not kept secure and are allowed into the possession of individuals or groups seeking to use them unlawfully.</p>		<p>with a group of children. Visitors to school are not allowed to walk around school unaccompanied.</p> <p>Hazardous substances are kept secure in a cupboard which is kept locked. Site supervisor is IOSH trained.</p>			
9	<b>Prayer and Faith Facilities</b>	<p>i) Requirements of young people (or staff) requiring faith support or the use of facilities are not met by the organisation resulting in individuals seeking external support of unknown suitability.</p> <p>ii) Facilities (either prayer rooms or quiet space type facilities) provided are not effectively managed or supervised and become ungoverned spaces where</p>	Medium	<p>As a school we recognise and value children and members of staff from all faiths. Class Worship and whole school assembly is sensitive to the beliefs of all faiths. The Faith Weeks are embedded through the RE curriculum.</p> <p>Class worship areas are within classrooms. Faith spaces are managed by members of staff and are not left unsupervised for long periods of time.</p>	Look at availability of an area for private prayer within school.	MB/MM/JJC	

		radicalising, inappropriate or dangerous activities can take place.						
--	--	--	--	--	--	--	--	--