



RISK ASSESSMENT FORM

PREVENTION OF EXTREMISM AND RADICALISATION

Location: All Saints' CE Primary School

Assessor: Nicola Smallwood

Signed:

Date of Review: 24/06/2024

Next Review Date: 24/06/2025

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).

The [Prevent Strategy](#) is part of the Government's counter-terrorism strategy CONTEST which aims to stop people becoming terrorists or supporting terrorism. It outlines the need to safeguard children, young people, and families from 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 rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

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

Prevent, in the context of counterterrorism is intervention before any criminal offence has been committed with the aim of preventing individuals or groups from committing crimes.

What are the hazards	Who might be harmed and how?	What are we already doing to control the risks?	What else do we need to do or explain to control the risks?
Welfare and Safeguarding			
<p>Staff or contracted providers e.g. regular supply or agency staff (contractors), not being aware of procedures for handling concerns and/or not feeling comfortable sharing issues internally</p>	<p>Pupils may be harmed because inappropriate activities are not stopped or incidents are not handled or reported appropriately</p>	<ul style="list-style-type: none"> ▪ Designated Safeguarding Lead (DSL) has received ‘Prevent’ awareness training & disseminated the main locally relevant points to all staff, Governors, & regular contractors ▪ Day 1 induction for staff & contractors includes who to report concerns to ▪ Preventing exposure to radicalisation or extremism is part of our safeguarding policies and procedures i.e. Child Protection & Online Safety ▪ DSL has been allocated the role of Single Point of Contact (SPOC) ▪ Staff receive appropriate training and are familiar with our Child Protection Policy and procedures ▪ Concerns are reported to the DSL/SPOC ▪ Records are held of any referrals and an audit trail is maintained ▪ Records are regularly monitored by the DSL/SPOC 	<p>All staff have completed on line training.</p>
<p>Young people becoming radicalised by factors internal or external to the school</p>	<p>Pupils and those they interact with if pupils then display related harmful behaviours like ableism, verbal/ physical abuse, racist bullying, homophobia based sexual assault, religion/allergy-based food tampering etc.</p>	<ul style="list-style-type: none"> ▪ Our range of activities to promote the spiritual, moral, social & emotional needs of pupils aims to protect them from radical & extremist influences ▪ Teaching strategies include helping young people develop critical thinking around influence, social media, and other online safety issues ▪ Staff and other adults working regularly with our pupils are trained to positively challenge opinions or language which are contrary to community cohesion or ‘British values’ whether expressed by pupils, parents, other visitors, colleagues, or governors ▪ Staff are updated on local factors regularly e.g., local activism by Animal Defence League, Britain First, English Defence league, BNP political views etc. which might strongly influence pupils ▪ Staff undertaking home visits are briefed on the signs to look out for around the home environment 	

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School not working with statutory partners & agencies and/or not feeling comfortable sharing extremism related concerns externally	Lack of support for school & individuals, failure to tackle concerns & harm to pupils and people around them from extremist behaviours	<ul style="list-style-type: none"> ▪ We communicate regularly with statutory partners and agencies regarding a range of concerns e.g., Police, LSCP, Local Authority ▪ All staff are aware that concerns are reported to the DSL/SPOC ▪ We have an appropriate internal referral process in place for all child protection matters including extremism and DSL/SPOC is aware of how to expedite concerns to Cumbria Safeguarding Hub (0333 240 1727) or Cumbria Police Prevent Officer (telephone 101). 	
Curriculum and Learning			
Young people being exposed by school staff or contracted providers to messages supportive of extremism, terrorism, or which contradicts 'British values'	Pupils may feel their inappropriate views are validated by staff, contractors, or volunteers leading to displaying more inappropriate behaviours as above	<ul style="list-style-type: none"> ▪ Specific whistleblowing procedures and a range of 'safeguarding' policies are shared with & understood by staff, volunteers, and contractors. ▪ Staff & 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' identified in all curriculum areas. ▪ Areas of the curriculum e.g. PSHE are used for controlled and safe debate and discussion on radical or extreme issues and ideologies ▪ Appropriate school IT filters prevent access to inappropriate information. ▪ Email content sent/received via school IT systems is monitored. 	
Behaviours which harm the ability of different groups and individuals to learn and work together being left unchallenged	Pupils and those they interact with if pupils then display related harmful behaviours as above	<ul style="list-style-type: none"> ▪ Our Single Equality Scheme is shared with staff and other adults who work here regularly and they are supported to implement it. ▪ Pupils are taught about respect for other cultures to gain an understanding of community cohesion. ▪ Opportunities are created in the environment and curriculum to promote our ethos and values. ▪ Displays and other literature available in school reflects and encourages diversity and community cohesion. 	

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		<ul style="list-style-type: none"> ▪ The School Behaviour Policy includes information on anti-bullying strategies and preventative measures for dealing with bullying. ▪ Inappropriate behaviour, language and attitudes are positively challenged by staff and, where staff or other adults are involved, by senior leaders. 	
		Organisational Culture	
Staff or contracted providers not being aware of/not subscribing to the ethos and values of the school	Pupils and those they interact with if pupils then display related harmful behaviour they feel is validated by inappropriate adults views expressed at school or poor adult responses to incidents	<ul style="list-style-type: none"> ▪ Senior Leadership Team is aware of our 'Prevent' Strategy objectives in the national & local context and takes steps to ensure the overall values and ethos of our school reflect strategies to support the 'Prevent' duty. ▪ School-wide awareness of roles and responsibilities regarding 'Prevent'. ▪ Recruitment, selection, and induction programmes include reference to the ethos and values of the setting. ▪ Staff development programmes include reference to 'British values' and to the promotion of community cohesion. ▪ Guidance is available for staff on the 'Prevent duty' and local aspects of extremism and radicalisation. ▪ A process is in place to identify and develop 'lessons learned' either by us or by other organisations/advisers to influence regular staff training and contractor induction. 	
Staff being unable to raise extremism-related organisational concerns	Unsupported staff & pupils displaying harmful behaviours & others may be unprotected	<ul style="list-style-type: none"> ▪ Appropriate whistleblowing procedures are in place and adults working with pupils are made aware of them. ▪ Records are kept of incidents reported to the DSL/SPOC for consideration. ▪ Incidents are referred on to the appropriate agency as appropriate. ▪ Regular staff training includes following whistleblowing procedures. 	

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Visiting speakers and school environment			
Young people being exposed by visiting speakers to messages supportive of extremism, terrorism, or which contradicts 'British values'	Pupils and those they interact with if pupils then display related harmful behaviour they feel is validated by school's choice of speaker	<ul style="list-style-type: none"> ▪ The content being delivered by external speakers is discussed with the speaker before the event. ▪ Visiting speakers are not left alone with pupils. ▪ Visiting speakers are not permitted to record events in any format without express written permission from the headteacher who will seek to retain editorial control of all use of materials that feature pupils. 	
Extremist or terrorist related material being displayed in school	Pupils and those they interact with if pupils then display related harmful behaviour they feel is validated by school displays	<ul style="list-style-type: none"> ▪ The appropriateness and relevance of all materials or literature displayed in school is considered prior to display. ▪ Staff concerns are discussed with the DSL/SPOC before materials are used. ▪ The display of externally sourced materials connected to any aspect of extreme or radical ideologies can only be authorised by the Head teacher following this consideration and discussion. 	
School premises being used to host events which support extremism or popularise hatred or intolerance of those with protected characteristics	Pupils and those they interact with if pupils then display related harmful behaviours they feel have been validated by school involvement with such an event	<ul style="list-style-type: none"> ▪ Hire agreements include that premises will not be hired out to extremist groups or those who popularise hatred or intolerance of those with protected characteristics. ▪ Hire agreements include a notice period for hire i.e. short notice hires will not be authorised. ▪ Those requesting hire or use of the school premises will be background checked beforehand. Where concerns are raised, the request will not be authorised. 	

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ICT and on-line study			
Young people being able to access extremist or terrorist material whilst using school ICT networks	Pupils and those they interact with if pupils display related harmful behaviours as above; school, staff & contractors' reputations	<ul style="list-style-type: none"> ▪ Appropriate school IT filters prevent access to inappropriate information. ▪ School has robust acceptable use procedures for pupils, staff, & governors which include advice on inappropriate attempts to subvert the network. ▪ Email accounts of pupils and staff are monitored for content regularly. ▪ Pupils are encouraged to report to an adult any material which leaves them feeling worried or uncomfortable. 	Senso has been deployed across the school network.
Online/social media communications relating to extremist or terrorist materials featuring school branding	Pupils and those they interact with if pupils then display related harmful behaviours as above, school & staff/contractor reputations	<ul style="list-style-type: none"> ▪ We have direct oversight of, or administration rights for, all social media accounts set up by us or other related organisations e.g. PTA/Friends of the School etc. ▪ When parents consent to the use of images of their child, it includes wording about not posting material anywhere online in connection with school that threatens, offends etc. and we make clear that extremist or radicals views often threaten and offend. 	
Young people accessing extremist or terrorist materials outside of school	Pupils and those they interact with if pupils then display related harmful behaviours as above	<ul style="list-style-type: none"> ▪ Parents are given advice on where to get information and support and how to help keep their children safe online through newsletters and dojo. ▪ Information sharing sessions are provided to pupils, staff, and parents regularly on staying safe online. 	