Risk Assessment For Radicalisation and Extremism

Policy Code:	SG4
RA Start Date:	March 2024
RA Review Date:	March 2025

Identify the Risk:	Who might be harmed and how?	Risk Level	Existing precautions:	Any additional precautions needed:
Requirement 1 - Leadership and Management				
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	Anyone can be radicalised and potentially be at harm, but factors such as being easily influenced and impressionable make children and young people particularly vulnerable.	Low	School leaders and those responsible for governance are aware of the requirements and recommendations of the Counter Terrorism and Security Act (the Prevent Duty) and the Prevent Strategy upon schools, Pupil Referral Units (PRUs) and Alternative Provision Providers (APPs). They understand their respective roles and carry these out effectively, implementing the Prevent duty in a whole school approach.	As part of CIT induction all staff receive PREVENT training

Updated PREVENT Training for all staff, Governors and volunteers

Risk assessment shared with staff through training, briefings |
			The school has an identified strategic Prevent lead who understands the expectations and key priorities to deliver the Prevent Duty and has the authority to make relevant decisions on behalf of their organisation. The identified Lead works with key stakeholders to communicate the Prevent strategy.	
			Leaders and those responsible for governance have a secure understanding of the potential risk in the local area of pupils being drawn into terrorism, including support for extremist ideas that are part of terrorist ideologies.	
			The school has clear and robust policies including a PREVENT risk assessment with	

			procedures in place for protecting children at risk of radicalisation. Leaders, those responsible for governance and all staff exemplify British Values in their attitudes and behaviours.	
			Leaders, staff and pupils reflect a positive and respectful environment; pupils are safe, they feel safe and understand how to share any concerns.	
Requirement 2 – Working in Partnership				
The setting 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.	Anyone can be radicalised and potentially be at harm, but factors such as being easily influenced and impressionable make children and young people particularly vulnerable.	Low	The school has a good working relationship with safeguarding partnerships in the area, including the Local Safeguarding Children's Partnerships and Police, LADO and DSL Networks. Partnership working should include, as a minimum, access to Prevent training, risk assessment and awareness and implementation of developing good practice.	Develop the Risk Assessment and share with all members of staff – add to notice board. DSL to access Perspective Lite weekly Regularly access https://www.e-lindsey.gov.uk/article/6124/Prevent-and-Counter-Terrorism
			Staff have annual online training as well as face to face every 3 years. Updates are put in the weekly briefing notes.	
			The Designated Safeguarding Lead (DSL) has access to up-to-date risk information about extremism and terrorism (and other important local community risk issues) that may affect pupils (or the school), to enable completion/update of a Prevent risk assessment.	
			Access to Perspective Lite, PREVENT Lincolnshire. Details are on the safeguarding board.	

			The school's DSL (and any deputies) have access to effective Prevent advice and are aware of local procedures for making a Prevent referral. This is reflected in the school's Safeguarding policy. Details are on the board in the staffroom. Regular updates are shared on Perspective Lite.	
Requirement 3 – Staff training				
Staff do not recognise signs of abuse or vulnerabilities and the risk of harm is not reported properly and promptly by staff.	Anyone can be radicalised and potentially be at harm, but factors such as being easily influenced and impressionable make children and young people particularly vulnerable.	Low	Online training all staff and governors as well as the annual safeguarding training delivered at the beginning of the year. British Values are threaded through-out the curriculum. Assemblies focus around British values and the wider world. Leaders are aware of the referral process should that ever be needed. PREVENT advice is up on the safeguarding board. This is revisited and updated as and when necessary. Staff are given access to regularly updated Prevent awareness training that gives them the knowledge and confidence to identify those who may be vulnerable to radicalisation, and know what to do when such concerns are identified.	Continue to familiarise staff with the school's safeguarding policy and radicalisation and ensure the Channel process is included within it throughout. – Make staff aware of the Implications of the Prevent duty in schools through INSET day cascade training. -Ensure all staff training records are up to date to reflect current training levels The impact and effectiveness of the training have been tested and the findings have informed the CPD offer for staff. Continue to ensure all new staff, volunteers complete Home Office - Prevent introduction e-learning
			The school's new staff induction programme includes Prevent awareness training which highlights school specific requirements and procedures.	

			Safer recruitment training has been carried out by leaders, managers and those responsible for governance.	Updates given through the safeguarding section in the weekly diary information, staff meetings/briefings
Requirement 4 – Information sharing				
Staff do not share information with relevant partners in a timely manner.	Anyone can be radicalised and potentially be at harm, but factors such as being easily influenced and impressionable make children and young people particularly vulnerable.	Low	DSL/DDSL and the provider has a culture of safeguarding that supports effective arrangements to: • identify children who may need early help or who are at risk of neglect, abuse, grooming or exploitation • help children reduce their risk of harm by securing the support they need, or referring in a timely way to those who have the expertise to help The provider has clear processes for raising radicalisation concerns and making a Prevent referral.	CPOMS Information sharing Partnerships with agencies Prevent referral www.gov.uk/guidance/making-a-referral-to-prevent
Requirement 5 – 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	Anyone can be radicalised and potentially be at harm, but factors such as being easily influenced and impressionable make children and young people particularly vulnerable.In this particular risk some families are more vulnerable due rising costs of	Medium	The school effectively prepares pupils for life in modern Britain, developing their understanding of British Values and embedding these within a broad, balanced and robust PD curriculum and the expectations of behaviours of pupils and staff. Assemblies are proactive as well as reactive to the needs of the children.	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 all curriculum areas and in school and class assemblies.

extremist ideologies that underpin them. **The setting does not provide a safe space in which children and young people 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**	living, leading to them struggling financially and/or being unsuccessful in seeking employment.	Low	Pupils engage with views, beliefs and opinions that are different from their own in considered ways.	Areas of the curriculum e.g. PD are used for controlled and safe debate and discussion on radical or extreme issues and ideologies
			As part of a whole school approach to building resilience to radicalisation, the school provides a safe environment for dialogue about challenging and controversial issue, supporting pupils to understand how they can influence and participate in decision-making.	
			The school delivers provision that helps pupils develop skills to critically assess information, supporting them to recognise risks and make safe choices online and offline.	
Requirement 6 – Online safety				
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	Due to additional needs and in many cases increased naivety and a delay in social understanding and boundaries, our pupils are particularly vulnerable to engaging with innaproprate online content. Adverse childhood experiences, combined with specific influences from family and peers or online connections, exposure to online extremist material via social media or the	Low	Governors, trustees and DSL understand and take responsibility for online safety as outlined in Keeping Children Safe In Education (KCSIE). All staff receive appropriate online safety training (including cyber awareness) at induction as well as regular updates to equip them with relevant skills and knowledge of trends and developments.	Continue to ensure staff undertake awareness training, so that they are aware of what extremist material looks like. SENSO and Securly used to monitor online activity – ensure checked regularly. Review and report any inappropriate material that students have accessed to make sure it is blocked. Where websites, such as YouTube, are permitted for the purpose of learning, but are used by students to access
			The school has appropriate filtering and monitoring systems in place and you understand the provider's submission to the UK Safer Internet Centre.	

up.	internet. For example, propaganda including pictures, videos, blogs and fake news exposure to extremist, terrorist or other violent activity in overseas settings, access or exposure to extremist leaflets, magazines or stickering exposure to extremist groups hosting marches, protests or stalls.		The school's approach to online safety is reflected in the child protection and Safeguarding policy and other relevant policies including mobile, social media, smart technology and remote learning.	inappropriate material, staff are aware of how to respond to this, and how to report any extremist content encountered. Ensure online safety is embedded throughout the curriculum and through our Personal Development Programme.
			The school proactively engages with parents and carers to help promote online safety principles and reporting at home, including messaging, guidance and safety settings on home systems and these messages are regularly updated.	Ensure all policies are upto date and reflect current government guidance. Use of eSchools to send information.

Continue to actively promote British values at all levels. |
			Online safety is reflected in curriculum planning in line with Teaching Online Safety in Schools and other current guidance including how to share concerns.	Revisit Personal Development / RSE curriculum annually.
			Online safety principles are aligned with British Values and implemented in an age appropriate way to encourage and support pupils to interact online in a respectful and tolerant way.	Revisit Personal Development / RSE curriculum annually.
Requirement 7 – Visitors/safeguarding our school premises				
External speakers or visitors being given a platform to radicalise children and young people or spread hateful or divisive narratives.

. | Anyone can be radicalised and potentially be at harm, but factors such as being easily influenced and impressionable make children and young people particularly vulnerable | Low | The school has clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised. Development of robust visitors' policies to ensure that schools do not inadvertently host events or speakers supportive of or conducive to extremism | Ensure relevant on -site staff are familiar with the Trust Letting Agreement . Adequate measures are put in place to monitor the groups adherence to this agreement .

Review current policies and procedures in line with current guidance and share with staff. |
| | | | The setting has a robust risk assessment and carries out due diligence checks on visitors, speakers, the organisations they represent and the materials they promote | |

			or share.	
			The school has effective emergency response strategies in place such as evacuation/lockdown/invacuation. Staff and pupils are familiar with these.	
			A process is in place to manage site visitors, including sub-contractors.	