

# PREVENT RISK ASSESSMENT – EXTREMISM AND RADICALISATION

<b>Location:</b>	Duston Eldean Primary School	<b>Date of Assessment:</b>	May 2023	<b>Review Date:</b>	May 2024
<b>Governor Committee:</b>	Safeguarding May 2023				

This risk assessment is a core part of the Prevent Duty and has been completed alongside the school’s extremism and radicalisation audit. All staff and governors should read [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.

## 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**, 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.

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.

Risk Area	Specific Concern	Who is at risk	Risk Description	Existing Controls in place	Lead person(s)
<b>Welfare and Safeguarding</b>	<p>Staff or visitors are not aware of the school procedures for reporting PREVENT related concerns about pupils.</p> <p>Staff or visitors do not feel comfortable sharing PREVENT related concerns about pupils internally with Safeguarding Leads.</p>	Pupils	Low	<ul style="list-style-type: none"> <li>• Designated Safeguarding Lead (DSL) and Deputy DSLs receive up to date PREVENT training annually and attend regular updates led by the Local Authority or Police Prevent Coordinator.</li> <li>• All staff and governors receive PREVENT training on a 3 year refresher cycle.</li> <li>• Visitors are made aware of the person to whom concerns are to be reported.</li> <li>• Preventing pupils from being exposed to radicalisation or extremism is part of safeguarding policies and procedures i.e. Safeguarding and Child Protection Policy &amp; Online Safety and Acceptable Use Policy.</li> <li>• Staff have received child protection training and are familiar with our Child Protection Policy and procedures including KCSIE updates.</li> <li>• Concerns are reported to the Prevent Leader (DSL).</li> <li>• Records will be held of any referrals, maintaining an audit trail.</li> </ul>	
	Pupils are radicalised by factors internal or external to the school.	Pupils	Med	<ul style="list-style-type: none"> <li>• 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. Philosophy for Children, Jigsaw PSHE Curriculum.</li> <li>• Staff and other adults working with pupils are challenged if opinions or language expressed are contrary to community cohesion or 'British values'. Concerns are shared with DSL.</li> <li>• Staff are able to challenge pupils, parents or governors if opinions expressed are contrary to community cohesion or 'British Values'.</li> </ul>	

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				<ul style="list-style-type: none"> <li>• Our Learning Mentor is DSL trained and, alongside other DSLs, attends training to be aware of local factors which might have an influence on pupils.</li> <li>• Protective behaviours form part of our Skills for Life Curriculum to empower children to keep themselves safe.</li> <li>• Shout out boxes are in each classroom for children to voice any concerns privately in writing.</li> <li>• Our Huge Unbelievable Great Goal (HUGG), to be kind and thoughtful, is promoted and part of our school culture.</li> <li>• Curriculum threads that permeate our curriculum include 'diversity'.</li> </ul>	
	School does not work with statutory partners and agencies.	Pupils	Low	<ul style="list-style-type: none"> <li>• We communicate regularly with statutory partners and agencies regarding a range of concerns.</li> <li>• All staff are aware that concerns are reported to the Prevent Lead (DSL).</li> <li>• We have an appropriate internal referral process in place for all child protection matters including extremism and Safeguarding Leads are aware of how to expedite concerns to other agencies.</li> </ul>	
	Pupils are exposed by school staff or visitors to messages supportive of extremism, terrorism or which contradict 'British values'.	Pupils	Low	<ul style="list-style-type: none"> <li>• We have appropriate whistleblowing procedures and a range of safeguarding policies, including a Prevent Policy, which are known and understood by staff, volunteers, visitors and regular contracted staff.</li> <li>• Staff and other adults working with pupils are challenged if opinions or language expressed are contrary to community cohesion or 'British Values'.</li> <li>• Opportunities to promote 'British Values' are identified in our British Values statement on each classroom door.</li> <li>• Areas of the curriculum e.g. PSHE curriculum or P4C are</li> </ul>	

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				<p>used for controlled and safe debate and discussion on radical or extreme issues and ideologies.</p> <ul style="list-style-type: none"> <li>We have filters in place which reduce the risk of pupils being able to access inappropriate information via the schools ICT systems.</li> <li>Regular monitoring of Securly filtering system.</li> </ul>	
	Behaviours which harm the ability of different groups and individuals to learn and work together are left unchallenged	Pupils and staff	Low	<ul style="list-style-type: none"> <li>Our Accessibility Plan is in place and understood by staff and others who regularly work in school.</li> <li>Pupils are explicitly taught about respect for other cultures and gain an understanding of community cohesion.</li> <li>Assemblies across KS1 and KS2 address inclusion, cohesion and diversity.</li> <li>Displays and other literature available in school reflects and encourages diversity and community cohesion.</li> <li>Whole school Behaviour Policy includes information on anti-bullying strategies and preventative measures for dealing with bullying</li> <li>Inappropriate behaviour, language and attitudes are challenged and reported to the DSL by staff. Mentoring encourages children to understand the importance of British values and protected characteristics.</li> </ul>	
<b>School Culture</b>	Staff, volunteers or visitors are not aware or do not subscribe to the ethos and values of the school.	Pupils and staff	Low	<ul style="list-style-type: none"> <li>School staff 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.</li> <li>Clear awareness of roles and responsibilities regarding</li> </ul>	

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				<p>PREVENT exist across the school.</p> <ul style="list-style-type: none"> <li>Recruitment, selection and induction programmes exist which include a commitment to the ethos and values of the school.</li> <li>Further training is available for staff on PREVENT and local aspects of extremism and radicalization through The National College.</li> </ul>	
<b>Visiting speakers/ environment</b>	Pupils/staff are exposed by visiting speakers to messages supportive of extreme ideologies or which contradict 'British values'.	Pupils and staff	Low	<ul style="list-style-type: none"> <li>Materials to be delivered by external speakers are discussed with the speaker prior to delivery.</li> <li>Visiting speakers are not left alone with pupils.</li> <li>A visitor sheet supports teachers in preparing for and monitoring visiting speakers.</li> </ul>	
	Extremist or terrorist related material is displayed within the setting.	Pupils/staff /others	Low	<ul style="list-style-type: none"> <li>The appropriateness and relevance of all materials or literature are considered prior to display.</li> <li>Staff feel confident to raise concerns with the PREVENT Lead (DSL ) if they feel materials used or to be used are inappropriate.</li> <li>Requests for externally provided materials to be displayed are considered and, where appropriate, authorised by the Headteacher.</li> </ul>	
	School premises are used to host events supportive of extremism or which popularise hatred or intolerance of those with particular protected	All premises users	Low	<ul style="list-style-type: none"> <li>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.</li> </ul>	

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	characteristics.				
<b>Computing and Online Safety Curriculum</b>	Pupils access extremist or terrorist material whilst using school networks.	Pupils	Low	<ul style="list-style-type: none"> <li>The ICT network has appropriate filters which block sites which are deemed to be inappropriate</li> <li>School has robust acceptable use procedures for both pupils and staff</li> <li>Pupils are encouraged to report to an adult any material which leaves them feeling worried or uncomfortable.</li> <li>Breaches in GDPR are referred to the data controller for review and recommendations.</li> <li>PSHE (Jigsaw), computing curriculum and online safety curricula specifically teach students about online safety and how to report concerns.</li> </ul>	
	Pupils access extremist or terrorist materials outside of the school setting	Pupils	Med	<ul style="list-style-type: none"> <li>Parents are regularly provided with advice on where they can access information and support in relation to online safety including extremism and radicalisation.</li> <li>Information sharing sessions are provided to pupils, staff and parents on staying safe on-line.</li> <li>School provides advice for parents/carers on how to add parental / safety controls onto electronic devices to prevent pupils from accessing inappropriate materials.</li> </ul>	
<b>Community Tensions</b>	<p>Current events and anniversaries or notable days that have the potential to be exploited by extremists to further ideology and agenda</p> <p>Risk of harm due to inappropriate</p>	Pupils	Med	<ul style="list-style-type: none"> <li>Safeguarding leaders to attend local online DSL updates to enhance knowledge about events or people causing concern within the Local Community.</li> <li>Staff are confident to share concerns about events taking place in the community.</li> <li>Parents are confident in speaking to school leaders about concerns around events or meetings that may be taking place in the community.</li> </ul>	

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	relationship/communications between pupils or families.				
<b>Vulnerable places (hotspots for crime/exploitation/gang activity)</b>	If staff are not aware of these locations they may miss out on opportunities for early intervention to stop grooming.	Pupils	High	<ul style="list-style-type: none"> <li>• Safeguarding leaders to attend local online DSL updates to enhance knowledge about areas of the community that are of concern for exploitation and gang related activity.</li> <li>• Safeguarding leaders ensure staff understand hotspots or areas of concern in the community where children may be vulnerable.</li> <li>• 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.</li> </ul>	