



Risk Assessment For Radicalisation and Extremism

RA Start Date:	November 2023
RA Review Date:	November 2024

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Identify the Risk:	Who might be harmed and how:	Risk Level (as identified by the SE framework)	Existing precautions:	Any additional precautions needed:
<p>Leaderships and Management - Safeguarding and Welfare</p>	<p>Pupils – Staff or visitors are not aware of procedures for reporting Prevent related concerns about pupils.</p> <p>Staff or visitors may not be comfortable sharing Prevent related concerns with safeguarding leaders or SLT</p>	<p>Low</p>	<p>Designated Safeguarding Leader has received up to date PREVENT training annually and attends regular updates led by the Local Authority or Police Prevent Coordinator.</p> <p>All staff and governors receive PREVENT training as part of the three year training cycle.</p> <p>Visitors are made aware of the person to whom concerns are to be reported.</p> <p>Preventing pupils from being exposed to radicalisation or extremism is part of safeguarding policies and procedures i.e. Child Protection & Online Safety.</p> <p>Staff have received Child protection training and are familiar with our Child Protection Policy and procedures including KCSIE updates.</p> <p>Concerns are reported to the Prevent Leader (DDSL).</p> <p>Records are held of any referrals with an audit trail being maintained.</p>	<p>All new staff to receive information on Prevent during the induction process and visitors given advice on who to report concerns to.</p>
<p>Leadership and Management – Safeguarding and Welfare</p>	<p>Pupils are radicalised by factors internal or external to the school.</p>	<p>Medium</p>	<p>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 through assemblies and the curriculum.</p> <p>The PSHE Policy and curriculum directly</p>	<p>Arrange training for all staff to ensure they know what to do in the event of a concern.</p> <p>SMSC threaded through the school ethos.</p>

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			<p>addresses this risk to educate students. Staff and other adults working with pupils are challenged if opinions or language expressed are contrary to community cohesion or 'British values' and shared with Safeguarding leaders. Staff are able to challenge pupils, parents or governors if opinions expressed are contrary to community cohesion or 'British values'.</p> <p>DSL/DDSL/SLT and are aware of local and national factors i.e. political views, misogynistic views etc. which might have an influence on pupils.</p>	
Welfare and Safeguarding	School not working with statutory partners in preventing radicalisation.	Low	<p>We communicate regularly with statutory partners and agencies regarding a range of concerns.</p> <p>All staff are aware that concerns are reported to the Prevent Lead (DSL).</p> <p>We have an appropriate internal referral process in place for all child protection matters including extremism and Safeguarding leaders aware of how to expedite concerns to other agencies.</p>	
Welfare and Safeguarding	Pupils are exposed by school staff or visitors to messages supportive of extremism, terrorism or which contradicts 'British values'.	Low	<p>We have appropriate whistleblowing procedures and a range of safeguarding policies which are known and understood by staff, volunteers, visitors and regular contracted staff.</p> <p>Staff and other adults working with</p>	Regular monitoring of the school filtering systems.

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			<p>pupils are challenged if opinions or language expressed are contrary to community cohesion or 'British Values'. Areas of the curriculum e.g. PSHE curriculum are used for controlled and safe debate and discussion on radical or extreme issues and ideologies.</p> <p>We have CIT-managed filtering in place which reduce the risk of pupils being able to access inappropriate information via the schools ICT systems. Any potentially inappropriate searches are detected by the SENSO system and the DSL is alerted to these, so that the necessary steps can be taken.</p>	
Safeguarding and Welfare	Behaviours which harm the ability of different groups and individuals to learn and work together are left unchallenged	Low	<p>Pupils are explicitly taught about respect for other cultures and gain an understanding of community cohesion. Assemblies across all key stages address British Values, inclusion, cohesion and diversity, including a focus on protected characteristics.</p> <p>Displays and other literature available in school reflects and encourages diversity and community cohesion.</p> <p>Whole school Behaviour Policy includes information on anti-bullying strategies and preventative measures for dealing with bullying</p> <p>Inappropriate behaviour, language and attitudes are challenged by staff and, where staff or other adults are involved, by senior leaders.</p>	Assemblies and through the curriculum

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<p>Leadership and Management - School Culture</p>	<p>Staff, volunteers or visitors are not aware or do not subscribe to the ethos and values of the school.</p>	<p align="center">Low</p>	<p>Senior Leadership Team 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. Clear awareness of roles and responsibilities regarding PREVENT exist across the school. Recruitment, selection and induction programmes exist which include a commitment to the ethos and values of the school. Further training is available for staff on PREVENT and local aspects of extremism and radicalisation.</p>	<p align="center">Safer recruitment training is in place for the SMT.</p>
<p>Visiting speakers/environment</p>	<p>Pupils/staff are exposed by visiting speakers to messages supportive of extreme ideologies or which contradict 'British values'. Extremist or terrorist related material is displayed within the setting.</p>	<p align="center">Low</p>	<p>Materials to be delivered by external speakers are discussed with the speaker prior to delivery. Visiting speakers are not left alone with pupils. The appropriateness and relevance of all materials or literature are considered prior to display Staff feel confident to raise concerns with the PREVENT lead DSL or DDSL if they feel materials used or to be used are inappropriate.</p>	

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	School premises are used to host events supportive of extremism or which popularise hatred or intolerance of those with particular protected characteristics.	Low	Requests for externally provided materials to be displayed are considered and, where appropriate, authorised by the Head teacher. 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.	
Computing and Online Safety Curriculum	Pupils access extremist or terrorist material whilst using school networks.	Low	The ICT network has appropriate filters which block sites which are deemed to be inappropriate School has robust acceptable use procedures for both pupils and staff which include advice on inappropriate attempts to subvert the network. Pupils are encouraged to report to an adult any material which leaves them feeling worried or uncomfortable. Breaches in GDPR are referred to the data controller for review and recommendations. PSHE, computing curriculum and online safety curricula specifically teach students about online safety and how to report concerns.	Regular monitoring of Online filtering system. Pupils sign a user agreement for school devices and this is shared with parents/carers.

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	<p>Pupils access extremist or terrorist materials out of the school setting</p>	<p>Medium</p>	<p>Parents are regularly provided with advice on where they can access information and support in relation to on-line safety including extremism and radicalisation, including hate and misogynistic content. Information sharing sessions are provided to pupils, staff and parents on staying safe on-line. School provides regular information for parents/guardians on how to add parental / safety controls onto electronic devices to prevent pupils from accessing inappropriate materials</p>	<p>Updates are added to the school website. Regular updated and E-Safety/Online Safety Information sent out. Online safety Policy in place.</p>
<p>Working in Partnership</p>	<p>Current events, affairs and anniversaries or notable days that have the potential to be exploited by extremists to further ideology and agenda – e.g. George Floyd and BLM protests, anniversary of Lee Rigby.</p> <p>Risk of harm due to a pupil attending a march/event.</p> <p>Risk of harm due to inappropriate relationship/communications between child and adults at event.</p> <p>Not understanding how extremist groups co-opt narrative online to recruit and therefore not having resilience.</p>	<p>Medium</p>	<p>Safeguarding leaders proactively engage with the local community and parents to understand events that may be taking place by specific groups. Safeguarding leaders to liaise regularly with Local Police to enhance knowledge about events or people causing concern within the Local Community. Staff are confident to share concerns about events taking place in the community. Parents are confident in speaking to school leaders about concerns around events or meetings that may be taking place in the community.</p>	<p>Tutor time to look at current events</p>

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Vulnerable places (hotspots for crime/exploitation/gang activity) – Wider Community	If staff are not aware of these locations they may miss out on opportunities for early intervention to stop grooming.	Medium	Safeguarding leaders to liaise regularly with Local Police to enhance knowledge about areas of the community that of concern for exploitation, hate-related crime (including misogynistic) and gang related activity. Safeguarding leaders ensure staff understand hotspots or areas of concern in the community where children may be vulnerable. 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.	Workshops take place in school for pupils.

Risk Description	Action Requirements
High	Risk will be actively managed with control measures.
Medium	Monitor and take appropriate action to reduce risk if possible.
Low	Risk to have low priority in the risk register.