


PREVENT RISK ASSESSMENT – EXTREMISM AND RADICALISATION

Location:	Every Child Matters Academy Trust	Date of Assessment:	February 2023	Assessor:	G Foster-Wilson
Signed:		Review Date:	February 2024	Distribution:	All

This risk assessment is a core part of the Prevent Duty and has been completed alongside ECM school’s extremism and radicalisation audits. All staff, Governors and Trustees 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 susceptible 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 susceptible 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	Additional notes /comments
Welfare and Safeguarding	<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 leaders.</p>	Pupils	Low	<ul style="list-style-type: none"> • Designated Safeguarding Leads receive up to date PREVENT training every 2 years and attend Local Authority safeguarding briefings regularly. • All staff and governors receive PREVENT training on a 3-year refresher cycle. • Visitors are made aware of the person to whom concerns are to be reported. • Preventing pupils from being exposed to radicalisation or extremism is part of safeguarding policies and procedures. • Staff have received Safeguarding training and are familiar with our Safeguarding Policy and procedures including KCSIE updates. • Concerns are reported to the Designated Safeguarding Lead (DSL). • Records are held of any referrals to the Channel and Prevent Multi-Agency Panel and all information recorded on CPOMs. 	All new staff to receive information on PREVENT during induction process.
	Pupils are radicalised by factors internal or external to the school.	Pupils	Low	<ul style="list-style-type: none"> • 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. • The PSHE curriculum directly 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'. • Key pastoral staff e.g. parent support advisors/learning mentors attend additional training and are aware of 	Arrange training for Parent support advisors/Learning Mentors.

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				<p>local factors i.e. political views etc. which might have an influence on pupils.</p>	
	<p>School does not work with statutory partners and agencies.</p>	<p>Pupils</p>	<p>Low</p>	<ul style="list-style-type: none"> • We communicate regularly with statutory partners and agencies regarding a range of concerns. • All staff are aware that concerns are reported to the Designated Safeguarding Lead (DSL). • We have an appropriate internal referral process in place for all child protection matters including extremism via the use of CPOMs, and Designated safeguarding leaders and their deputies are aware of how to expedite concerns to other agencies. 	
	<p>Pupils are exposed by school staff or visitors to messages supportive of extremism, terrorism or which contradicts 'British values'.</p>	<p>Pupils</p>	<p>Low</p>	<ul style="list-style-type: none"> • We have appropriate whistleblowing procedures and a Safeguarding policy which are known and understood by staff, volunteers, visitors and regular contracted staff. • 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 the 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. • We have filters in place which reduce the risk of pupils being able to access inappropriate information via the schools ICT systems. 	

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	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"> • Our Accessibility Plan is in place and understood by staff and others who regularly work in school. • Pupils are explicitly taught about respect for other cultures and gain an understanding of community cohesion. • Assemblies across all key stages address inclusion, cohesion and diversity. • Displays and other literature available in school reflects and encourages diversity and community cohesion. • School Behaviour Policies and the trust anti-bullying policy include information on anti-bullying strategies and preventative measures for dealing with bullying. • Inappropriate behaviour, language and attitudes are challenged by staff and, where staff or other adults are involved, by senior leaders. 	
School Culture	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"> • 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 schools. • 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. 	
Visiting speakers/ environment	Pupils/staff are exposed by visiting speakers to messages supportive of extreme ideologies or which contradict 'British	Pupils and staff	Low	<ul style="list-style-type: none"> • Materials to be delivered by external speakers are discussed with the speaker prior to delivery. • Visiting speakers are not left alone with pupils. 	

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	values’.				
	Extremist or terrorist related material is displayed within the setting.	Pupils/staff /others	Low	<ul style="list-style-type: none"> The appropriateness and relevance of all materials or literature are considered prior to display. Staff feel confident to raise concerns with the Designated Safeguarding lead (DSL) if they feel materials used or to be used are inappropriate. Requests for externally provided materials to be displayed are considered and, where appropriate, authorised by the Head teacher. 	
	School premises are used to host events supportive of extremism or which popularise hatred or intolerance of those with particular protected characteristics.	All premises users	Low	<ul style="list-style-type: none"> 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.	Pupils	Low	<ul style="list-style-type: none"> 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 Trust business director and ICT systems manager for review and recommendations. PSHE, computing and e-safety curriculum specifically teach students about online safety and how to report concerns. 	
	Pupils access extremist or terrorist materials out of the school setting	Pupils	Med	<ul style="list-style-type: none"> Parents are regularly provided with advice on where they can access information and support in relation to on-line safety including extremism and radicalisation. 	

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				<ul style="list-style-type: none"> PSHE, computing and e-safety curriculum specifically teach students about online safety and how to report concerns. School provides individual support for parents/guardians on how to add parental / safety controls onto electronic devices to prevent pupils from accessing inappropriate materials where this is requested. 	
Community Tensions	<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 such events.</p> <p>Not understanding how extremist groups co-opt narrative online to recruit and therefore not having resilience.</p>	Pupils	Low	<ul style="list-style-type: none"> Safeguarding leaders proactively engage with the local community and parents to understand events that may be taking place by specific groups. Safeguarding leaders engage regularly with LA safeguarding briefings and updates 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. 	
Vulnerable places (hotspots for crime/exploitation/gang activity)	If staff are not aware of these locations they may miss out on opportunities for early intervention to stop	Pupils	Med	<ul style="list-style-type: none"> Safeguarding leaders to liaise regularly with Local safeguarding partners to enhance knowledge about areas of the community that of concern for exploitation and gang related activity. 	

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	grooming.			<ul style="list-style-type: none"> • 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. 	