

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, young people and families from violent extremism. There have been 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 and is 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 counter-terrorism is intervention before any criminal offence has been committed with the aim of preventing individuals or groups from committing crimes.

Subject:	Prevent	Assessment Conducted By (Name/Role): Morgan Baines (DSL)
Risk Assessment Coverage:	Pupils, staff & external visitors	
Date:	September 2023	
Review Date:	September 2024	

Risk Area	Hazard	Individuals at Risk	Risk L/M/H	Control Measures	Notes/Additional Controls	Residual Risk L/M/H
Safeguarding and Welfare	Staff or other persons in school are not aware of the school procedures for handling concerns and or do not feel comfortable sharing issues internally.	Pupils	High	- All staff have completed "Prevent" awareness training prior to taking up post. This is also included in the Safeguarding Training and in Keeping Children Safe in Education (2022) training which all staff and volunteers complete. - Sally Siner (Prevent Education Officer in Derby) delivered a staff meeting to teaching and support staff regarding the matter itself and the matter in Derby (our local area). Notes from this Staff Meeting were disseminated to all staff in school and Governors. - Supply staff, students and volunteers are made aware of the person who concerns are to be reported – the DSL (Designated Safeguarding Lead) has been allocated the role of Single Point of Contact (SPOC) and if they are not available, any of the other DDSL's (Deputy Designated Safeguarding Lead) would step into this role. - Preventing pupils from being exposed to radicalisation or extremism is part of safeguarding policies and procedures. - Staff have received appropriate training and are familiar with our Safeguarding and Child Protection procedures. - Concerns are reported to the DSL. - Records are held of any referrals with an audit trail being maintained – regular monitoring by the DSL takes place. - Prevent Duty is referenced in key safeguarding policies.	Part of the indication process, training package available on iHasco for all staff and DfE training. KCSIE training annually by all staff and volunteers. Prevent training by Sally Siner in Sept 2022 – this information is shared with all staff as part of their induction process. Safeguarding audit completed annually. Refresher training for all staff during 2022/22.	Low
	Pupils are radicalised by factors internal or external to the school	Pupils	High	- The school has 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 school has a strong PSHE and RE curriculum that embeds spiritual, moral, social and emotional skills. - Assembly topics focus on the DREAM ethos, British Values and teach about this issue termly. - Staff deliver developmentally appropriate levels of support to help young people develop their awareness of how to keep themselves safe from radicalisation. - Staff and other adults working with pupils are challenged if opinions or language expressed are contrary to community cohesion or "British Values".	Curriculum map overview PSHE Jigsaw curriculum RE curriculum Whole school curriculum Assembly focuses	Low
	Specific factors that make the school community potentially vulnerable to being radicalised remain unknown (e.g. extreme religious views promoted locally, tensions between local communities, promotion of radical websites by some pupils/parents)	Pupils/ Staff	Medium	- Engage with wider services to establish a local perspective of extremist of radicalisation crime or any other activity that threatens pupils safeguarding. - Where increase of this type crime is reported, school increases key messages to staff and pupils via assemblies, newsletters etc. - Knowledge/awareness of the County Terrorism local profile. - DSL to receive and use regular updates in the form of the Prevent Newsletter from Prevent Education Officer – Sally Siner.	Staff Meeting from Sally Siner in Sept 2022 and can liaise with her as and when DSL receives Prevent newsletter	Low
	School does not work with statutory partners and agencies and/or does not feel comfortable sharing extremism related concerns externally.	Pupils	High	- School communicate regularly with statutory partners and agencies regarding a range of concerns - All staff are aware that concerns are reported to the DSL/DDSL/SPOC.	Agency Register held by the DSL/Safeguarding Team CPOMS records	Low

				- Schools have appropriate internal referral processes in place for all Child Protection matters including extremism and the DSL/SPOC is aware of how to report and share these concerns with other agencies e. call Police and Prevent Online Referral. - DSL is aware of key contacts and this is named in the school's safeguarding and child protection policy. - DSL holds records of concerns which are kept securely and monitored regularly via CPOMS.		
Action Plan						
/						
Risk Area	Hazard	Individuals at Risk	Risk L/M/H	Control Measures	Notes/Additional Controls	Residual Risk L/M/H
Curriculum and Learning	Pupils are exposed by school staff or contracted providers to messages supportive of extremism, terrorism or material which contradicts "British Values"	Pupils	High	- There is a whistleblowing procedure and a range of policies which fall under the safeguarding umbrella which are known and understood by staff, volunteers and 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 all curriculum areas. - Areas of the curriculum e.g. PSHE are used for controlled and safe debate and discussion. - School have appropriate filters in place which reduce the risk of pupils being able to access inappropriate information via the school IT system – AIT.	Curriculum map overview Policy Assembly time and focuses IT controls on technology in school - AIT	Low
	Behaviours which harm the ability of different groups and individuals to learn and work together are left unchallenged	Pupils/ Staff	High	- Pupils are taught about respect for other cultures and gain an understanding of community cohesion – part of our DREAM expectations – respect; PSHE (Jigsaw) Curriculum; RE curriculum - Opportunities are created both within the environment and the curriculum to promote the setting's ethos and values - Displays and other literature available in school reflects and encourages diversity and community cohesion - The behaviour policy and anti-bullying policy provides 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 SLT.	Assembly time and focuses Part of our DREAM expectations – respect PSHE (Jigsaw) Curriculum RE curriculum Celebration of difference regularly Structure of curriculum Inclusion library Safeguarding policy and induction CPOMS recording	Low
Action Plan						
/						
Risk Area	Hazard	Individuals at Risk	Risk L/M/H	Control Measures	Notes/Additional Controls	Residual Risk L/M/H
Organisational Culture	Staff or other persons in school are not aware of/do not subscribe to the ethos and values of the school	Pupils/ Staff	High	- SLT are aware of The Prevent Strategy and its objectives as it relates to both national and local context and they 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 setting. - Recruitment, selection and induction processes exist which include reference to the ethos and values of the setting. - Guidance and literature are available for staff on the Prevent Duty. - SLT regularly reflect on processes and practices within school.	The new Channel booklet Oct 2020. DSL receives the Prevent newsletters. Prevent Duty accessible on MS Teams and in the Staff Room.	Low
	Staff are unable to raise extremism related	Pupils/ Staff	Low	Appropriate whistleblowing procedures are in place and adults working with pupils are made aware of them.	CPOMS is the recording system used by all staff.	Low

	organisational concerns due to the lack of an appropriate whistleblowing procedure.			Records are kept of incidents which are reported to the DSL/DDSL/SPOC for consideration and, where appropriate, are referred to the appropriate agency.	Staff are aware of how to report concerns and who to report them to depending on role within school – this is discussed in the induction process and is displayed in the Staff Room.	
Action Plan						
/						
Risk Area	Hazard	Individuals at Risk	Risk L/M/H	Control Measures	Notes/Additional Controls	Residual Risk L/M/H
Visiting speakers/ environment	Pupils and staff are exposed by visiting speakers to messages supportive of extreme ideologies or which contradict British values	Pupils/ Staff	Medium	- Materials to be delivered by external speakers/virtual speakers are discussed with the speaker prior to delivery. Speakers are chosen for specific reasons. - Visiting speakers/virtual speakers are not left alone with pupils. - There is a Visitors Policy in place in school. - Anyone who enters the school building must have DBS checks in place – these are seen and validated prior to entering the building.	Assemblies and class speakers Staff training sessions Ask about other virtual speakers which may take part in delivery.	Low
	Extremist or terrorist related material is displayed within the setting	Pupils/ Staff/ Others	Medium	- The appropriateness and relevance of all materials or literature are considered prior to display. - Staff concerns are discussed with DSL/DDSL/SPOC before materials are used. - Requests for externally provided materials to be distributed are considered and, where appropriate, authorised by the Head teacher.	The school rarely promotes material for other groups and this is done by lead professionals in subject areas with their teams.	Low
Action Plan						
/						
Risk Area	Hazard	Individuals at Risk	Risk L/M/H	Control Measures	Notes/Additional Controls	Residual Risk L/M/H
ICT and on-line study	Pupils access extremist or terrorist material while using school networks	Pupils	High	- ICT network (AIT) has appropriate filters which block sites that are deemed inappropriate. - School have a 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. - Step-by step procedure for reporting breaches in filtering in the E-Safety policy. - Pupils are taught how to stay safe online and are taught about the digital world from an early stage. This helps them to understand the content that they are reading.	Staff handbook Child friendly safeguarding posters Assembly focuses Computing curriculum Jigsaw PSHE curriculum	Low
	Pupils access extremist or terrorist materials out of the school setting	Pupils	High	- Parents are provided with information via the school website about how to support - Information sharing sessions are provided to pupils, staff and parents on staying safe online - Links are made with external agencies that offer support to pupils and parents	Shared via class dojo Parent workshops School website Safe and Sound agency links, Build Sound Minds, School Nurse, Early Help.	Low
Action Plan						
/						