



Picknalls First School

PREVENT RISK ASSESSMENT - EXTREMISM AND RADICALISATION

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.

What is the area of risk?	What are the hazards?	Who is at Risk?	Is the risk high/medium or low?	What are the control measures?	Other information	What is the residual risk? (Low/Medium/High)
Welfare and Safeguarding	Staff or other contracted providers (e.g. regular supply or agency staff) are not aware of the school procedure for handling concerns and or do not feel comfortable sharing issues internally	Pupils	High	<ul style="list-style-type: none"> ▪ All staff receive Prevent Training on a Yearly basis from the Prevent Education Officer from LBN, a record of this is kept by our DSL ▪ Contracted staff 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 i.e. Safeguarding, Child Protection & E-safety ▪ Staff have received appropriate training and are familiar with our Safeguarding and Child Protection Policy and procedures ▪ Staff made aware of Prevent Risk Assessment document ▪ Concerns are reported to the DSL or Deputy DSLs ▪ Records are held on Safeguard of any referrals with an audit trail being 	Part of Induction process	Low

				maintained – regular monitoring by the DSL takes place		
	Pupils are radicalised by factors internal or external to the school	Pupils	High	<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 ▪ Staff deliver training to help pupils develop critical thinking around influence, social media and other on-line safety ▪ Staff and other adults working with pupils are challenged if opinions or language expressed are contrary to community cohesion or ‘British values’ ▪ Staff are able to challenge pupils, parents or governors if opinions expressed are contrary to community cohesion or ‘British values’ ▪ Staff are aware of local factor i.e. political views etc. which might have an influence on pupils ▪ Staff undertaking home visits are briefed on the signs to look out for around the home environment 		Low
	School does not work with statutory partners and agencies and/or does not feel comfortable sharing extremism related concerns externally	Pupils	High	<ul style="list-style-type: none"> ▪ We communicate regularly with statutory partners and agencies regarding a range of concerns, including the Local Authority ▪ All staff are aware that concerns are reported to the DSL or Deputy DSLs ▪ We have an appropriate internal referral process in place for all safeguarding matters including extremism and the DSL and Deputy DSLs are aware of how to expedite concerns to other agencies. 		Low
Curriculum and Learning	Pupils are exposed by school staff or contracted providers to messages supportive of	Pupils	High	<ul style="list-style-type: none"> ▪ We have appropriate whistleblowing procedures and a range of ‘safeguarding’ policies which are known 		Low

	extremism, terrorism or which contradicts 'British values'			<p>and understood by staff, volunteers and regular contracted staff</p> <ul style="list-style-type: none"> ▪ 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 on topics which counter radical or extreme issues and ideologies ▪ We have appropriate filters in place which reduce the risk of pupils being able to access inappropriate information via the school's IT system 		
	Behaviours which harm the ability of different groups and individuals to learn and work together are left unchallenged	Pupils and staff	High	<ul style="list-style-type: none"> ▪ Mutual respect and tolerance is at the fore of our ethos Weekly safeguarding meetings are held where pupils may be discussed ▪ We have a Single Equality Policy in place which is understood by staff and others who regularly work in the setting ▪ Pupils are taught about respect for other cultures and gain an understanding of community cohesion ▪ 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 ▪ Whole School Behaviour Policy includes 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 	Assemblies	Low

Organisational Culture	Staff or contracted providers are not aware of/do not subscribe to the ethos and values of the school	Pupils and Staff	High	<ul style="list-style-type: none"> ▪ The 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 and the rest of the staff have an awareness of this ▪ Clear awareness of roles and responsibilities regarding 'Prevent' exist across the school ▪ Recruitment, selection and induction programmes exist which include reference to the ethos and values of the school ▪ Key members of staff are Safer Recruited trained ▪ Staff development programmes include reference to 'British values' and to the promotion of community cohesion ▪ Guidance and literature is available for staff on the 'Prevent duty' and local aspects of extremism and radicalisation 		Low
	Staff are unable to raise extremism related organisational concerns due to the lack of an appropriate whistleblowing procedure	Pupils and staff	High	<ul style="list-style-type: none"> ▪ Appropriate whistleblowing procedures are in place and adults working with pupils are made aware of them ▪ Records are kept of incidents which are reported to the DSL or Deputy DSLs for consideration and, where appropriate, are referred on to the appropriate agency and recorded on Safeguard 		Low
Visiting speakers/ environment	Pupils/staff are exposed by visiting speakers to messages supportive of extreme ideologies or which contradict 'British values'	Pupils and staff	Medium	<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 ▪ DBS are checked upon arrival at the school ▪ Concerns reported to relevant external agencies; i.e. LBN, Prevent Team 	Assemblies and class speakers	Low

	Extremist or terrorist related material is displayed within the setting	Pupils and staff	Medium	<ul style="list-style-type: none"> The appropriateness and relevance of all materials or literature are considered prior to display Staff concerns are discussed with the DSL or Deputy DSLs before materials are used Requests for externally provided materials to be displayed are considered and, where appropriate, authorised by the Head teacher or Deputies in her absence Concerns reported to relevant external agencies; i.e. LBN, Prevent Team 		Low
E-Safety	Pupils access extremist or terrorist material whilst using school networks	Pupils	High	<ul style="list-style-type: none"> The Computing 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 E-mail accounts of both pupils and staff are monitored for content on a regular basis Pupils are encouraged to report to an adult any material which leaves them feeling worried or uncomfortable E-Safety is regularly taught Parent Workshops are delivered on how to keep children safe at home 		Low
	On-line/social media communications relating to extremist or terrorist materials feature the school's branding	Pupils and staff	High	<ul style="list-style-type: none"> We have oversight of, or administration rights for, all social media accounts set up by us. 		Low
	Pupils access extremist or terrorist materials out of the school setting	Pupils	High	<ul style="list-style-type: none"> Parents are provided with advice on where they can access information and support in relation to on-line extremism and radicalisation and how to help keep their children safe on-line 		Low

				<ul style="list-style-type: none">▪ Information sharing sessions are provided to pupils, staff and parents on staying safe on-line▪ Concerns reported to relevant external agencies; i.e. LBN Prevent Team		
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