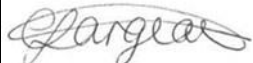


# ST DENYS CE INFANT SCHOOL RISK ASSESSMENT – EXTREMISM AND RADICALISATION



|                  |   |                            |                                |                      |                               |
|------------------|---|----------------------------|--------------------------------|----------------------|-------------------------------|
| <b>Location:</b> | St Denys CE Infant School   | <b>Date of Assessment:</b> | 1 <sup>st</sup> September 2024 | <b>Assessor:</b>     | Mrs. C. Sargeant: Headteacher |
| <b>Signed:</b>   |  | <b>Review Date:</b>        | 1st September 2025             | <b>Distribution:</b> | All                           |

**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 rating   |   | Likelihood of occurrence |          |            |
|---------------|---|--------------------------|----------|------------|
|               |   | Probable                 | Possible | Remote     |
| Likely impact | <b>Major:</b> Causes major physical injury, harm or ill health.       | High (H)                 | H        | Medium (M) |
|               | <b>Severe:</b> Causes physical injury or illness requiring first aid. | H                        | M        | Low (L)    |
|               | <b>Minor:</b> Causes physical or emotional discomfort.                | M                        | L        | L          |

| Risk Area                       | Hazard  | Individuals at risk | <u>Risk</u><br>Low<br>Medium<br>High | Control Measures  | Notes/Additional Controls   | <u>Residual Risk</u><br>Low<br>Medium<br>High |
|---------------------------------|---|---------------------|--------------------------------------|---|---|---|
| <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 leaders.</p> | Pupils              | Low                                  | <ul style="list-style-type: none"> <li>• Designated Safeguarding Lead has received up to date PREVENT training as well as enhanced training offered by the LA.</li> <li>• All staff and governors receive PREVENT training on a 3-year refresher cycle. This was last delivered in September 2024.</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. Child Protection &amp; Online Safety</li> <li>• Staff have received appropriate Child protection training and are familiar with our Child Protection Policy and procedures including KCSIE updates</li> <li>• Concerns are reported to the DSL</li> <li>• Records are held of any referrals with an audit trail being maintained - CPOMS</li> </ul> | All new staff to receive information on PREVENT during induction process. | Low   |

| Risk Area               | Hazard  | Individuals at risk | Risk<br>Low<br>Medium<br>High | Control Measures   | Notes/Additional Controls                     | Residual<br>Risk<br>Low<br>Medium<br>High |
|-------------------------|---|---------------------|-------------------------------|--|---|---|
|                         | 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 and extremist influences.</li> <li>The PSHE Policy and curriculum directly addresses this risk to educate students.</li> <li>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</li> <li>Staff are able to challenge pupils, parents or governors if opinions expressed are contrary to community cohesion or 'British values'</li> <li>Senior Leadership staff attend additional training where applicable and are aware of local factors i.e. political views etc. which might have an influence on pupils</li> </ul> |   | Low                                       |
|                         | 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 DSL</li> <li>We have an appropriate internal referral process in place for all child protection matters including extremism and the DSL is aware of how to expedite concerns to other agencies.</li> </ul>   |   | Low                                       |
| Curriculum and Learning | Pupils are exposed by school staff or contracted providers to messages supportive of extremism, terrorism or which contradicts 'British values' | Pupils              | Low                           | <ul style="list-style-type: none"> <li>We have appropriate whistleblowing procedures and a range of safeguarding policies 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 clearly identified within the curriculum areas and are outlined in our British Values statement</li> <li>Areas of the curriculum e.g. PD are used for controlled and safe debate and discussion on radical or extreme issues and ideologies</li> <li>We have appropriate filters in place which reduce the risk of pupils being able to access inappropriate information via the school ICT system.</li> </ul>                 | Regular monitoring of Senso filtering system. | Low                                       |

|                                       |   |                      |     |   |                    |     |
|---------------------------------------|---|----------------------|-----|---|--------------------|-----|
|                                       | 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 Equal Opportunities policy and Equality Scheme are in place and understood by staff and others who regularly work in the setting</li> <li>• Pupils are explicitly taught about respect for other cultures and gain an understanding of community cohesion</li> <li>• Stand alone EDI, Community weeks focus on community cohesion across specific year groups.</li> <li>• Collective worship across the school addresses 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 by staff and, where staff or other adults are involved, by senior leaders</li> </ul> | Collective Worship | Low |
| <b>Organisational Culture</b>         | Staff, visitors, volunteers or contracted providers are not aware of/do not subscribe to the ethos and values of the school     | Pupils and staff     | Low | <ul style="list-style-type: none"> <li>• 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</li> <li>• Clear awareness of roles and responsibilities regarding PREVENT exist across the school</li> <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 radicalisation</li> </ul>   |                    | Low |
| <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     | Med | <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> </ul>   |                    | Low |
|                                       | 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 leader (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 Head teacher</li> </ul>  |                    | Low |

|  |  |                    |     |   |   |     |
|--|--|--------------------|-----|---|---|-----|
|  | 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"> <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>   |   | Low |
| Computing and online safety curriculum | 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 which include advice on inappropriate attempts to subvert the network</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>PD and computing curriculums specifically teach students about online safety and how to report concerns.</li> </ul> | Regular monitoring of Senso filtering system. | Low |
|  | Pupils access extremist or terrorist materials out 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 on-line safety including extremism and radicalisation</li> <li>Information sharing sessions are provided to pupils, staff and parents on staying safe on-line</li> </ul>  |   | Low |