

## RISK ASSESSMENT – EXTREMISM AND RADICALISATION

<b>Location:</b>	Clifton Primary School	<b>Risk Assessment No:</b>		<b>Assessor:</b>	R Chambers
<b>Signed:</b>	R Chambers	<b>Date of Assessment:</b>	01.01.2016	<b>Distribution:</b>	All staff
<b>Activity:</b>	<b>Prevention of Extremism and Radicalisation</b>	<b>Date of Review:</b>		<b>Next Review Date:</b>	01.01.17

**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.

Risk Area	Hazard	Individuals at risk	Risk Low Medium High	Control Measures	Notes/Additional Controls	Residual Risk Low Medium High
<b>Welfare and Safeguarding</b>	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"> <li>Designated Safeguarding Lead (DSL) has received ‘Prevent’ awareness training and has disseminated the training and salient points to all staff, Governors and other regular contracted staff in the setting</li> <li>Contracted staff are made aware of the person to whom concerns are to be reported</li> <li>Preventing young people from being exposed to radicalisation or extremism is part of safeguarding policies and procedures i.e. Child Protection &amp; E-safety</li> <li>DSL has been allocated the role of Single Point of Contact (SPOC)</li> <li>Staff have received appropriate training and are familiar with our Child Protection Policy and procedures</li> <li>Concerns are reported to the DSL/SPOC</li> <li>Records are held of any referrals with an audit trail being maintained – regular monitoring by the DSL/SPOC takes place</li> </ul>	<p>RC (Headteacher) is DSL</p> <p>Child Protection policies available for all staff – latest update is on server in staff room (Shared folder)</p>	Low

Risk Area	Hazard	Individuals at risk	Risk Low Medium High	Control Measures	Notes/Additional Controls	Residual Risk Low Medium High
	Young people are radicalised by factors internal or external to the school	Pupils	High	<ul style="list-style-type: none"> <li>We have a range of activities to promote the spiritual, moral, social and emotional needs of young people aimed at protecting them from radical and extremist influences</li> <li>Staff deliver training to help young people develop critical thinking around influence, social media and other on-line safety</li> <li>Staff and other adults working with young people are challenged if opinions or language expressed are contrary to community cohesion or 'British values'</li> <li>Staff are able to challenge pupils, parents or governors if opinions expressed are contrary to community cohesion or 'British values'</li> <li>Staff are aware of local factors for example Animal Defence League, Britain First, English Defence league, BNP political views etc. which might have an influence on young people</li> <li>Staff undertaking home visits are briefed on the signs to look out for around the home environment</li> </ul>	<p>RE / PSHE – school behaviour policy 'respect'</p> <p>All children aware of how to keep safe online, more specific sessions as children reach UKS2</p> <p>All staff aware of British Values</p>	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"> <li>All staff know how to communicate with statutory partners and agencies regarding concerns</li> <li>All staff are aware that concerns are reported to the DSL/SPOC</li> <li>We have an appropriate internal referral process in place for all child protection matters including extremism and DSL/SPOC is aware of how to expedite concerns to other agencies i.e. Cumbria Safeguarding Hub (0333 240 1727) or Cumbria Police Prevent Officer (telephone 101)</li> </ul>	Regular reminders in staff meetings, Governing bodies etc.	Low
<b>Curriculum and Learning</b>	Young people are exposed by school staff or contracted providers to messages supportive of extremism. Terrorism or which contradicts 'British values'	Pupils	High	<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 and regular contracted staff</li> <li>Staff and other adults working with young people 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 all curriculum areas</li> <li>Areas of the curriculum e.g. PSHE, P4C 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 IT system</li> <li>Staff with school email addresses aware E-mails sent or received via our IT system may be monitored centrally for appropriate content</li> </ul>	Explicit links made in PSHE/ RE, link to school behaviour policy tolerance and respect.	Low

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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	High	<ul style="list-style-type: none"> <li>We have a Single Equality Scheme in place which is understood by staff and others who regularly work in the setting</li> <li>Pupils are taught about respect for other cultures and gain an understanding of community cohesion</li> <li>Opportunities are created both within the environment and the curriculum to promote the setting's ethos and values</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>	See separate statement on British Values for how this is enshrined in our curriculum.	Low
<b>Organisational Culture</b>	Staff or contracted providers are not aware of/do not subscribe to the ethos and values of the school	Pupils and staff		<ul style="list-style-type: none"> <li>All 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 setting</li> <li>Recruitment, selection and induction programmes exist which include reference to the ethos and values of the setting</li> <li>Staff development programmes include reference to 'British values' and to the promotion of community cohesion</li> <li>Guidance and literature is available for staff on the 'Prevent duty' and local aspects of extremism and radicalisation</li> <li>A process is in place to identify and develop 'lessons learned' identified either by us or by other organisations/advisers</li> </ul>	Cascade system in place  All job profiles for posts advertised after 01.01.16 to include reference to school 'respect' agenda, website includes specific links for staff and parents to use, any prevent incidents to be logged and analysed after event.	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"> <li>Appropriate whistleblowing procedures are in place and adults working with young people are made aware of them</li> <li>Records are kept of incidents which are reported to the DSL/SPOC for consideration and, where appropriate, are referred on to the appropriate agency</li> </ul>	LA Whistleblowing policy in place.	Low
<b>Visiting speakers/ environment</b>	Young people/staff are exposed by visiting speakers to messages supportive of extreme ideologies or which contradict 'British values'	Pupils and staff	High	<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 young people</li> </ul>	All external speakers vetted and contents discussed before delivery.	Low

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	Extremist or terrorist related material is displayed within the setting	Pupils/staff /others	High	<ul style="list-style-type: none"> <li>The appropriateness and relevance of all materials or literature are considered prior to display</li> <li>Staff concerns are discussed with the DSL/SPOC before materials are used</li> <li>Requests for externally provided materials to be displayed are considered and, where appropriate, authorised by the Head teacher</li> </ul>	All external speakers material and contents discussed before display / dissemination .	Low
ICT and on-line study	Young people access extremist or terrorist material whilst using school networks	Pupils	High	<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>Staff and pupils are aware email may be monitored for extremist content.</li> <li>Pupils are encouraged to report to an adult any material which leaves them feeling worried or uncomfortable</li> </ul>		Low
	On-line/social media communications relating to extremist or terrorist materials feature the school's branding	All	High	<ul style="list-style-type: none"> <li>We have oversight of, or administration rights for, all social media accounts set up by us or other setting related organisations e.g. PTA/Friends of the School etc.</li> </ul>	Discussed with Cahir of PTA.	Low
	Young people access extremist or terrorist materials out of the school setting	Pupils	High	<ul style="list-style-type: none"> <li>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</li> <li>Information sharing sessions are provided to pupils, staff and parents on staying safe on-line</li> </ul>	<a href="http://www.educateagainsthat.com">www.educateagainsthat.com</a>	Low
<b>Additional Notes and further action required:</b>						