Sabden Primary School

RISK ASSESSMENT – EXTREMISM AND RADICALISATION

Location	Sabden Primary School	Assessment Number	1
Lead Officer	Elizabeth Maskell	Distribution	To all Staff, Governors and families via school website.
Date of Assessment	10.01.2019	Review Date	January 2020 January 2021

'**Radicalisation'** is defined as the process by which people come to support/promote extremism or terrorism or and in some cases, to then participate in terrorist activity.

'**Extremism'** is vocal or active opposition to fundamental British Values including **Democracy**, **Rule of Law, Individual Liberty and Mutual Respect and Tolerance of those with different faiths or beliefs**. This also includes calling for the death of our Armed Forces.

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 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 narrow and rigid 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 and young people from any other risks. Children and young people should be protected from messages of all violent extremism including but not restricted to eg those linked to extreme Islamist ideology or to Far Right/White Supremacist Ideology, Irish Nationalist and Loyalist Paramilitary groups and extremist Animal Rights groups.

'**Prevent'** in the context of counter terrorism is intervention before any criminal offence has been committed and is with the intention of preventing individuals or groups from committing crimes

No	Risk Title	Summary	Existing Controls	Actions Required	Owner	RAG
1	**Leadership**	i) Leaders within the organisation do not understand the requirements of the Prevent Statutory Duty or the risks faced by the organisation and the Duty is not managed or enabled at a sufficiently senior level	**Regular training is in place for SLT, DSL and staff which includes Radicalization and Prevent within level 1 and level 2 safeguarding training. Nominated governors have completed prevent and channel training.**	**Full Governing Board Prevent training TBC**	HT/DSL/CoG	
		. Ii) The organisation does not attach sufficient priority to Prevent Action plans (or does not have one) and therefore action to mitigate risks and meet the requirements of the Duty are not effective.	**Prevent risk assessment and check list completed which supports the importance of Prevent on the school's agenda. Nominated Prevent Governor in place (safeguarding)**	**Action plan and check list to be presented To full GB.**	DSL / HT	
2	**Staff Training and Awareness**	i) Staff are not aware of the factors that make people vulnerable to radicalisation and terrorism and are unable to recognise the signs of vulnerability and therefore are unable or unwilling to refer concerns. ii) Leaders and staff feel unable or	**Staff have undertaken PREVENT training and relevant information disseminated through weekly briefings, staff meetings, in house training and outside provider training.**	**Ensure all staff (those absent at last Training and new starters) receive this as soon as possible on return to work.**	DSL	

		unwilling to challenge extremist narratives or exemplify British Values throughout the organisation.	**Fundamental BV are taught weekly though class worship.**			
		iii) Staff are unclear on how to deal with or refer concerns resulting in individuals not being supported and potentially radicalisation remaining unchecked	**All individuals in school – volunteers included are given a safeguarding induction booklet which outlines what to do if concerned about radicalization of pupils in their care.**			

3	**Partnerships**	i) The organisation does not establish effective partnerships with organisations such as the Local Authority Prevent Coordinator and Education Officer, Police Prevent Team, DfE Regional Coordinator and others. ii) The result is that the organisation is not fully appraised of national and local risks and does not have access to developing good practice advice or supportive peer networks.	**School undertakes annual training and is aware of the organisations which can facilitate and be used for support.** **Documentations given** **are shared to all those involved in** **school on a daily basis.** **Head teacher report to governors states if any cases have occurred and** **1:1 meetings with the safeguarding governor are held.**		**Further information for GB – training or 7** **minute briefing figures to be issued.**	DSL / HT
4	**Visiting Speakers**	i) Young people are exposed to messages supportive of extremism or terrorism which contradicts British Values because the organisation has ineffective processes in the place for vetting contractors or external speakers . ii) Inappropriate or extremist materials are shared with young people (face to face or via weblinks)	**All processes for vetting and barring** **in place and all school bursar or HT** **checks all DBS records and documentation. Contractors used for** **site maintenance are LA approved and documentation recorded. Visiting speakers are not left alone with children.** **All materials and background checks** **are completed on visitors. Web filters**		**Continue to maintain stringent checks on visitors, contractors and lettings.**	HT/SBM

| | | because insufficient checks are made
of external speakers and materials that they promote or share.

iii) The organisations premises are used to host events supportive of extremism or which popularise hatred and intolerance of those with
particular protected characteristics | **are in place and monitored regularly**
by DSL.
All materials or adverts have to be approved by HT before being sent out to families.

Lettings and charging agreement in place (reviewed by GB annually) and
all clubs wanting to hire the school complete agreements prior to any lettings taking place. Reference must
be provided upon request. | | | |

5	British Values in the Curriculum	i) The organisation does not have a culture and ethos where British Values are celebrated, which leads to a culture of disrespect and intolerance and where tensions are allowed to flourish. ii) Staff and young people do not understand British Values (or feel confident about) and extremist views and narratives are allowed to flourish unchallenged	Fundamental British Values are displayed and are used as part of weekly worship/ discussion/ reflection in classes at an age appropriate level. Displays in school and classrooms link to the 4 themes as does school council. FBV are central to school worship/assemblies alongside the core values being covered on termly basis (see worship plans)	Further promotion of the 4 values is needed on a regular basis with visual and well as verbal reminders for KS1 and EYFS. Links are made in the curriculum overview but these need to made apparent when teaching topics. Ks2 curriculum overview still needs FBV links to be explicit.	SLT	
6	Welfare and Pastoral Support	i) The organisation does not provide effective welfare and pastoral support which results in young people (and staff) being unsupported and the risk of vulnerabilities being exploited. ii) Staff or other contracted providers (regular supply or agency staff) are not aware of the organisation's procedure for handling concerns and do not feel comfortable sharing information internally iii) Young people are radicalised by factors internal or external to the	The DSL along with all staff in school on a regular basis provide pastoral support to individuals. There is an open door culture for children who need to speak privately to members of staff and these conversations are recorded following safeguarding protocols. Long term supply cover staff are familiar with all school safeguarding protocols which includes Prevent. Children are protected from radicalization to the best of the	Ensure that supply teachers are familiar with school protocols – if new to school.		

		school	school's ability as no incidents have been highlighted or recorded since Prevent Duty introduced.			
7	Online Safeguarding	i) Extremist organisations are able to radicalise young people online via the organisation's network and encourage them to commit acts of violence or incite others to commit acts of violence as 'lone actors'.	School's online policy, including digital technologies and social media polices/ information are shared with all staff, families and pupils via school website. Pupils sign an online safety agreement at the start of each key	Ensure that filtering checks are completed regularly for new terminology and social media site.		

			stage which clearly states what is		
		ii) Young people (and staff) are able to access unlawful radicalising material in the organisation's setting which promotes proscribed terrorist groups. iii) Online social media communications feature the organisation's branding	acceptable usage in school. School uses the LA filtering system light speed which is checked on a regular basis for key search words and banned content. This is recorded and reported as when necessary. School does have an online social media account but social media sites are banned through the filtering system in school.	Tighter security is required to ensure that facebook account/ school website offers good security from hackers etc.	
8	Campus Security	i) The organisation does not have sufficient security of it's premises and young people are targeted by individuals or groups seeking to share their extremist views or endanger their personal safety. ii) Charities are allowed on campus without effective checks or charitable collections are inadvertently diverted to inappropriate or unlawful causes.	All doors are locked internally through (snegs) when in use during the day. External gates are locked except for the main entrance and all staff are responsible for children when outside of the classroom. External fencing and gates are in the process of being replaced with more appropriate security arrangements. Entrance in to school is past the main office and this door is coded.	Replacement of the wooden fence and gates is a priority and currently being dealt with as part of building plan Jan 2019.	

		iii) On site dangerous or hazardous substances are not kept secure and are allowed into the possession of individuals or groups seeking to use them unlawfully.	**Charities/ collection for charities are only in agreement with the HT.** **All COSH substances are held securely and away for pupils, staff and visitors.**		
9	**Prayer and** **Faith Facilities**	i) Requirements of young people (or use of facilities are not met by the organisation resulting in individuals seeking external support of unknown suitability.	**The main faith of staff and children is Christian. Arrangements will be made on a needs led basis if school is approached to facilitate prayer space.** **Different faiths, religions, cultures are learnt about and celebrated during RE (Lancs SACRE), PSHE, theme days etc.**	**Prayer spaces within individual classroom** **areas are present and to be used for those** **of other faiths if/when needed.**	

| | | ii) Facilities (either prayer rooms or quiet space type facilities) provided are not effectively managed or supervised and become ungoverned spaces where radicalising, inappropriate or dangerous activities can take place. | All prayer areas are in classrooms and are supervised through teaching and support staff.

There is no separate prayer room within school. | | | |