



# Risk Assessment for Radicalisation and Extremism PREVENT

<b>Policy Code:</b>	<b>SG5</b>
<b>RA Start Date:</b>	<b>Sept 2024</b>
<b>RA Review Date:</b>	<b>Sept 2025</b>

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Identify the Risk:	Who might be harmed and how:	Risk Level (as identified by the SE framework)	Existing precautions:	Any additional precautions needed:
<p>Pupil's Special Educational Needs:</p> <p>Our pupil's SEND may impact their ability to identify and respond to risk and increase their vulnerability of understanding and maintaining relationships &amp; perception of safety physically and emotionally.</p>	<p>All pupils radicalised by factors internal or external to the school:</p> <ul style="list-style-type: none"> <li>○ Pupils are exposed by school staff or contracted providers to messages supportive of extremism, terrorism or which contradicts 'British Values'</li> </ul>	<p>Medium</p>	<ul style="list-style-type: none"> <li>• Bespoke curriculum including; RSE, PSHE and computing;                             <ul style="list-style-type: none"> <li>○ To provide pupils with a curriculum that allows them develop the knowledge, skills and attributes they need to manage their lives, now and in the future.</li> <li>○ To prepare pupils to be independent and more responsible members of society, providing them with the tools to play a positive role in contributing to the life of the school and the wider community.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The use of Visiting Speakers to enhance the curriculum offer (see identified risk).</li> </ul>

			<ul style="list-style-type: none"><li>○ To focus on preparing pupils with the knowledge, skills and attributes to stay healthy and safe, while preparing them to make the most of life and work.</li><li>○ To ensure pupils develop an appropriate knowledge and understanding of relevant political and social institutions that affect their lives.</li><li>○ To focus on pupil responsibilities, rights and duties as individuals and members of communities.</li><li>○ To focus on empowering pupils to access</li></ul>	
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			<p>information that enables them to make informed decisions about their learning, health and wellbeing.</p> <ul style="list-style-type: none"> <li>• A range of activities throughout the school are implemented to promote the spiritual, moral, social and emotional needs of pupils aimed at protecting them from radical and extremist influences.</li> <li>• All pupils access a weekly British Values lesson to enhance, develop and promote the fundamental British Values.</li> </ul>	
<p>Pupils online activity inside and outside of school.</p>	<p>All pupils:</p> <ul style="list-style-type: none"> <li>○ Pupils access extremist or terrorist material whilst using school networks</li> <li>○ Pupils access extremist or terrorist materials out of the</li> </ul>		<ul style="list-style-type: none"> <li>• Appropriate filters in place, on all school devices, which reduce the risk of pupils being able to access inappropriate information via the school ICT system.</li> </ul>	<ul style="list-style-type: none"> <li>• Effective multi-agency work to address and support concerns.</li> </ul>

	school setting		<ul style="list-style-type: none"><li>• SENSO software implemented on all pupil laptops/computers which monitor and inform DSL/DDSL of violations. Weekly report produced to analyse individual pupils use and identify patterns of concern.</li><li>• DSL/DDSL communicates regularly with statutory partners and agencies regarding a range of concerns.</li><li>• Computing curriculum implemented to share the knowledge skills and experiences of technology and how online safety is paramount within the world we live in.</li><li>• Positive relationships sustained with parents and carers to promote open communication regarding concerns about pupils outside of school.</li><li>• E-Safety resources and updates shared with</li></ul>	
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			<p>parent and carers, including specific pages on the school website, regularly to support them in keeping their children safe online at home.</p> <ul style="list-style-type: none"> <li>• Pupils are encouraged to report to an adult any material which leaves them feeling worried or uncomfortable.</li> <li>• The Trust's Acceptable Use of the Internet and IT systems policy implemented.</li> </ul>	
<p>External Visiting Speakers and Workshop Practitioners used to enhance our pupil's learning.</p>	<p>All pupils and staff:</p> <ul style="list-style-type: none"> <li>○ Pupils and staff are exposed by visiting speakers to messages supportive of extreme ideologies or which contradict 'British Values'</li> <li>○ Extremist or terrorist related material is displayed within the setting</li> </ul>	<p>Medium</p>	<ul style="list-style-type: none"> <li>• Visiting Speaker policy outlines expectations and requirements of any visiting speakers.</li> <li>• All visiting speakers are required to complete and sign a Visiting Speaker agreement.</li> <li>• All resources used by the visiting speakers will be viewed by the staff member organising the visiting speaker before commencing their role in school.</li> </ul>	<ul style="list-style-type: none"> <li>• Safer recruitment procedures to be followed when visiting speakers are on site.</li> </ul>

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<p>Staff's and/or other contracted providers (e.g. agency staff) understanding of Radicalisation and Extremism and the procedures for managing concerns.</p>	<p>All staff/contracted providers:</p> <ul style="list-style-type: none"> <li>○ Staff or other contracted providers not following the school procedures for handling concerns and or do not feel comfortable sharing issues internally.</li> <li>○ Staff or contracted providers are not aware of/do not subscribe to the ethos and values of the school.</li> </ul>	<p>Medium</p>	<ul style="list-style-type: none"> <li>• Annual safeguarding training/induction ensures all staff are aware of the safeguarding procedures and that violent extremism and radicalisation is included within in.</li> <li>• All staff are required to complete PREVENT online module as part of induction.</li> <li>• CPD records identifies when individual staff's PREVENT training is due for renewal.</li> <li>• All staff have signed to state that they have read and will adhere to Keeping Children Safe in Education 2022 and the school's Child Protection policy.</li> <li>• DSL provides regular updates to staff regarding PREVENT.</li> <li>• Referral to Channel programme (if required) would be completed by a DSL/DDSL.</li> </ul>	
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			<ul style="list-style-type: none"><li>• Preventing pupils from being exposed to radicalisation or extremism is part of safeguarding policies and procedures i.e. Child Protection policy.</li><li>• All staff have signed to state that they have read and will adhere to the Child Protection policy.</li><li>• Contracted staff are made aware of the person to whom concerns are to be reported.</li><li>• All contractors are required to sign in and agree to declaration stating that they will follow all safeguarding procedures.</li><li>• Records are held of any referrals on CPOMS</li><li>• All staff and volunteers/contractors in regulated activity are required to sign to state that they have read and will adhere to the Whistleblowing</li></ul>	
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			<p>policy.</p> <ul style="list-style-type: none"> <li>• Staff and other adults working with pupils are challenged if opinions or language expressed are contrary to community cohesion or 'British Values'.</li> </ul>	
Behaviours which harm the ability of different groups and individuals to learn and work together.	Pupils and staff	Medium	<ul style="list-style-type: none"> <li>• Equal Opportunities policy implemented Trust wide.</li> <li>• Pupils are explicitly taught about respect for other cultures and gain an understanding of community cohesion.</li> <li>• Assemblies throughout the school address 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 Anti-bullying policy as an appendix which details anti-bullying strategies and</li> </ul>	

			<p>preventative measures for dealing with bullying.</p> <ul style="list-style-type: none"> <li>• Inappropriate behaviour, language and attitudes are challenged by staff at all times.</li> </ul>	
<p>Behaviours that include misogyny, toxic masculinity and social media influence.</p>			<ul style="list-style-type: none"> <li>• Establishing a safe learning environment for all pupils</li> <li>• Develop respectful attitudes by focusing on learning that supports inclusion and belonging rather than covering specific types of discrimination</li> </ul> <p>Staff and other adults working with pupils are challenged if opinions or language support misogynistic/toxic ideas</p> <p>Ensuring pupils develop an appropriate knowledge of discriminatory behaviours and attitudes through a robust PSHE education that covers the following</p>	

			attitudes: <ul style="list-style-type: none"><li>• Racist</li><li>• Antisemitic</li><li>• Homophobic</li><li>• Transphobic</li><li>• Misogynistic</li><li>• Sexual harassment and abuse</li><li>• Abuse in relationships</li><li>• Victim-blaming narratives</li></ul>	
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