

PREVENT RISK ASSESSMENT – EXTREMISM AND RADICALISATION

Location:	Milecastle Primary School	Date of Assessment:	February 2024	Assessor:	SR/CD
Signed:	<i>S. Richardson/ C.Dillon</i>	Review Date:	February 2025	Distribution:	All

This risk assessment is a core part of the Prevent Duty and has been completed alongside the school's Prevent Self-Assessment tool. All staff and Governors should read [Protecting children from radicalisation: the prevent duty](#). It is a statutory requirement that schools assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. The purpose of this risk assessment is to have an awareness and understanding of the risk of radicalisation in our school.

Key Definitions

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.

National Risks – risk of radicalisation generally

What national risks are you aware of that could apply to your area, setting, pupils or families?

Online radicalisation
Counter Terrorism Local Profile (CTLP)
Local crime trends/threats:
Knife crime
Gang crime
Hate crime
Drugs

Local Risks – risk of radicalisation in your area and institution

What specific local risks are you aware of that could apply to your area, setting, pupils or families? E.g. local extremist activity (groups active in the area)

Right Wing Extremism &
Extreme Right-wing Terrorism
Islamist Extremism/Terrorism
LASIT Left Anarchistor Single Issue Terrorism
INCELS Involuntary Celibate Movement Mixed, unstable ideology
Online Extremism
Self-initiated terrorists

Risk Description	Action Requirements
High Risk	Risk will be actively managed with control measures.
Medium Risk	Monitor and take appropriate action to reduce risk if possible.
Low Risk	Risk to have low priority in the risk register.

Risk Area	Specific Concern	Who is at risk	Risk Description	Existing Controls in place	Additional notes /comments	Lead person(s)
Welfare and Safeguarding	<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"> • DSL and DDSL have received up to date PREVENT training annually and attend regular updates led by the Local Authority or Police Prevent Coordinator. • All staff receive annual Prevent training. • Governors receive PREVENT training on an annual refresher cycle. • Prevent Newsletter from PEO/Prevent Coordinator at LA shared with all staff. • Visitors 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. Child Protection & Online Safety. • Staff have received Child protection training and are familiar with our Child 	All new staff to receive information on PREVENT during induction process.	

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				<p>Protection Policy and procedures including KCSIE updates. All staff have read, understand and agree to follow these policies and procedures.</p> <ul style="list-style-type: none"> Concerns are reported to the Prevent Leader (DSL/DDSL). Records are held of any referrals with an audit trail being maintained. 		
	Pupils are radicalised by factors internal or external to the school.	Pupils	Low	<ul style="list-style-type: none"> The PSHE Policy and curriculum directly addresses this risk to educate students. The Online Safety policy and curriculum directly address risks of radicalisation online. Safeguarding Policy covers local context including any levels of risk associated with the Prevent duty. 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. Individual safety plans/risk assessments are put in place where appropriate. Staff are able to challenge pupils, parents or governors if opinions expressed are contrary to community cohesion or 'British values'. DSL/DDSL attend additional training and are aware of local factors i.e. political views etc. which might have an influence on pupils. Prevent notice board in staffroom ensures all staff are up to date with current threat levels both nationally and locally. 		

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	School does not work with statutory partners and agencies.	Pupils Staff	Low	<ul style="list-style-type: none"> • Use of Smoothwall Filtering and Monitoring report to enable swift action where necessary. <p>We communicate regularly with statutory partners and agencies regarding a range of concerns. Partners might include:</p> <ul style="list-style-type: none"> • Local Safeguarding Children's Partnership • DSL / headteacher forums • LADO • Newcastle Safeguarding Children's Partnership (NSCP) • Newcastle Safeguarding Partnership (NESP) • Prevent Team • Police • Channel panel • Child and family hubs <p>Effective partnerships might include:</p> <ul style="list-style-type: none"> • Regular attendance at meetings, boards or forums • In receipt of newsletters e.g. Educate Against Hate - Prevent Radicalisation & Extremism • Being able to demonstrate effective partnerships by use of the referral process or involvement in Channel <ul style="list-style-type: none"> • All staff are aware that concerns are reported to the Prevent Lead (DSL/DDSL). • We have an appropriate internal referral process in place for all child protection matters including extremism and Safeguarding leaders aware of how to expedite concerns to other agencies. 		

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				<ul style="list-style-type: none"> • CPOMS is use to record incidents which occur and actions taken. • School has a safeguarding SLA with Clennell Education Solutions who support and advise the DSL/DDSL on a termly basis and check all compliance is up to date. 		
	Pupils are exposed by school staff or visitors to messages supportive of extremism, terrorism or which contradicts 'British values'.	Pupils	Low	<ul style="list-style-type: none"> • We have appropriate whistleblowing procedures and a range of safeguarding policies which are known, understood and agreed to be followed by staff, volunteers, visitors and regular contracted staff. • 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 the curriculum areas and through whole school assemblies. • Areas of the curriculum e.g. PSHE curriculum are used for controlled and safe debate and discussion on radical or extreme issues and ideologies. • We have Smoothwall Filtering and Monitoring in place which reduce the risk of pupils being able to access inappropriate information via the schools ICT systems. 	Regular monitoring of Smoothwall filtering system.	

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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	Low	<ul style="list-style-type: none"> • Our Accessibility Plan is in place and understood by staff and others who regularly work in school. • Pupils are explicitly taught about respect for other cultures and gain an understanding of community cohesion. • Assemblies across all key stages address inclusion, cohesion and diversity. • Literature and school value displays available in school reflect and encourages diversity and community cohesion. • Whole school Behaviour Policy includes information on anti-bullying strategies and preventative measures for dealing with bullying including online. • Inappropriate behaviour, language and attitudes are challenged by staff and, where staff or other adults are involved, by senior leaders. • School works with Show Racism the Red card and the Community Police Team, who deliver Hate Crime workshops, as part of its preventative education. 	Worship/ assemblies	

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	Leaders are unaware of their responsibilities under the Prevent duty, and of the context of the school relating to the risk of extremism	Pupils and staff		<p>The school has a culture of safeguarding that supports effective arrangements to:</p> <ul style="list-style-type: none"> • identify children who may need early help or who are at risk of neglect, abuse, grooming or exploitation • help children reduce their risk of harm by securing the support they need, or referring in a timely way to those who have the expertise to help <p>School leaders are aware of their duty to prevent pupils being drawn into terrorism, and make sure all staff know the same.</p> <p>School leaders stay up to date with local developments and risks.</p> <ul style="list-style-type: none"> • The school is in regular communication with local police • School leaders attend updates from LA and conferences <p>Staff receive updates regularly including how to raise a concern or make a referral. There is a Prevent notice board in the staffroom so local threat levels and specific information can be shared immediately with staff.</p>		
School Culture	Staff, volunteers or visitors are not aware or do not subscribe to the ethos and values of the school. The values and ethos of the school are unsuitable for promoting resilience against extremist ideologies and	Pupils and staff	Low	<ul style="list-style-type: none"> • 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. • Clear awareness of roles and responsibilities 		

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	<p>promoting British values</p> <p>School staff are unaware of their responsibilities under the Prevent duty, and the need to promote British values</p> <p>Governors cannot carry out their role to monitor the school's Prevent strategy effectively</p>			<p>regarding PREVENT exist across the school.</p> <ul style="list-style-type: none"> • Recruitment, selection and induction programmes exist which include a commitment to the ethos and values of the school. • Further training is available for staff on PREVENT and local aspects of extremism and radicalisation. • All staff complete an annual certificate in PREVENT. The safeguarding link governor also completes this certificate. • All staff complete Cyber Security training. • Governors receive annual safeguarding training and have read the child protection policy and KCSIE. • Governors complete annual Prevent training. • The staffroom has a PREVENT notice board to keep staff up to date. • Safeguarding is a standing item on the weekly staff briefing and this would include Prevent updates. • Values are displayed on the school website. • Values are taught and displayed throughout school. • Values include a commitment to tolerance, diversity and mutual respect. 		
<p>Visiting speakers/ environment</p>	<p>Pupils/staff are exposed by visiting speakers to messages supportive of extreme ideologies or which contradict 'British</p>	<p>Pupils and staff</p>	<p>Low</p>	<ul style="list-style-type: none"> • Materials to be delivered by external speakers are discussed with the speaker prior to delivery and presentations are checked for appropriate content. • Visiting speakers are not left alone with pupils. 		

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	values’.			<ul style="list-style-type: none"> Visitors are required to share their DBS information with school. Anyone without a DBS certificate (Basic or enhanced) is always closely supervised. 		
	Extremist or terrorist related material is displayed within the setting.	Pupils/staff /others	Low	<ul style="list-style-type: none"> The appropriateness and relevance of all materials or literature are considered prior to display. Staff feel confident to raise concerns with the PREVENT lead (DSL/DDSL) if they feel materials used or to be used are inappropriate. Requests for externally provided materials to be displayed are considered and, where appropriate, authorised by the Head teacher. 		
	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"> 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. Groups hiring the premises are requested to share their safeguarding policy with school and other relevant safeguarding documents. 		
	Non-approved visitors access the school site to spread extremist ideology	Pupils and staff	Low	<ul style="list-style-type: none"> All visitors to the school must be signed in at reception on the Inventory system and wear ID badges Visitors are to be accompanied around the school site by a member of staff at all times unless they have an enhanced DBS check. 		

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				<ul style="list-style-type: none"> School's perimeter fence and gates are locked during the majority of the school day except for the main access gate which is clearly visible by office staff. 		
Computing and Online Safety Curriculum	Pupils access extremist or terrorist material whilst using school networks.	Pupils	Low	<ul style="list-style-type: none"> The ICT network has appropriate filters which block sites which are deemed to be inappropriate Smoothwall Filtering and Monitoring system in place and DSL/DDSL receive email alerts when an event occurs or a phone call dependent on the level of the incident. School has robust acceptable use procedures for both pupils and staff which include advice on inappropriate attempts to subvert the network. Pupils are encouraged to report to an adult any material which leaves them feeling worried or uncomfortable. Breaches in GDPR are referred to the data controller for review and recommendations. PSHE, computing curriculum, online safety curriculum and assemblies specifically teach students about online safety and how to report concerns. 		
	Pupils access extremist or terrorist materials out of the school setting	Pupils	Low	<ul style="list-style-type: none"> Parents are regularly provided with advice on where they can access information and support in relation to on-line safety including extremism and radicalisation. School provides updates on the school website 		

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				<p>for parents/guardians on how to add parental / safety controls onto electronic devices to prevent pupils from accessing inappropriate materials.</p> <ul style="list-style-type: none"> • School use the Wake up Wednesday campaign to share guidance for various apps and websites to support safe use. • Parents have access to the free National Online Safety App where they can access information and training to safeguard their children’s use of the internet. 		
<p>Community Tensions</p>	<p>High profile court case of a local resident.</p> <p>Current events, affairs and anniversaries or notable days that have the potential to be exploited by extremists to further ideology and agenda – e.g. George Floyd and BLM protests, anniversary of Lee Rigby.</p> <p>Risk of harm due to a pupil attending a march/event.</p> <p>Risk of harm due to inappropriate relationship/communications between child and adults at event.</p>	<p>Pupils</p>	<p>Med</p>	<ul style="list-style-type: none"> • Safeguarding leaders proactively engage with the local community and parents to understand events that may be taking place by specific groups. • Safeguarding leaders to liaise regularly with Local Police and LPCT to enhance knowledge about events or people causing concern within the Local Community. • Staff are confident to share concerns about events taking place in the community. • Parents are confident in speaking to school leaders about concerns around events or meetings that may be taking place in the community. 		

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	Not understanding how extremist groups co-opt narrative online to recruit and therefore not having resilience.					
Vulnerable places (hotspots for crime/exploitation/gang activity)	If staff are not aware of these locations they may miss out on opportunities for early intervention to stop grooming.	Pupils	Medium	<ul style="list-style-type: none"> • Safeguarding leaders to liaise regularly with Local Police and LPCT to enhance knowledge about areas of the community that of concern for exploitation and gang related activity. • Safeguarding leaders ensure staff understand hotspots or areas of concern in the community where children may be vulnerable. • Staff are confident to share concerns with Safeguarding leaders when they feel pupils are at risk of being exploited due to going to places deemed vulnerable. 		