Prevent Risk Assessment

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 Universal 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.

Hazard	Who is affected/at risk	Risk rating	Actions/control measures	Person responsible	Residual Risk
Welfare and Safeguarding 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	• All staff receive annual Prevent training. • Contracted staff 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 & E-safety • Staff have received appropriate training and are familiar with our Child Protection Policy and procedures • Concerns are reported to the DSL • Records are held of any referrals with an audit trail being maintained via CPOMS – regular monitoring by the DSL takes place	HT / DSL All staff	Low
Pupils are radicalised by factors internal or external to the school	Pupils	Medium	• 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	HT / DSL Class teachers	Low

			• Staff deliver training to help pupils develop critical thinking around influence, social media and other on-line safety • Staff and other adults working with pupils are challenged if opinions or language expressed are contrary to community cohesion (inc. 'Universal values') • Staff are able to challenge pupils, parents or governors if opinions expressed are contrary to community cohesion/Universal values • Staff are made aware if any local factor i.e. political views etc. arise that might have an influence on pupils • Staff in Reception Class undertaking home visits are briefed on the signs to look out for around the home environment and report back to DSL.		
School does not work with statutory partners and agencies and/or does not feel comfortable sharing extremism related concerns externally	Pupils	High	• We communicate regularly with statutory partners and agencies regarding a range of concerns • All staff are aware that concerns are reported to the DSL • 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.	HT / DSL	Low
Curriculum and Learning Pupils are exposed by school staff or contracted providers to messages supportive of extremism, terrorism or which contradicts 'Universal values'	Pupils	High	• We have appropriate whistleblowing procedures and a range of safeguarding policies which are known and understood by staff, volunteers and regular contracted staff • Staff and other adults working with pupils are challenged if opinions or language expressed are contrary to community cohesion or 'Universal values' • Opportunities to promote 'Universal values' are clearly identified within all curriculum areas • Areas of the curriculum e.g. RSHE are used for controlled and safe debate and discussion on radical or extreme issues and ideologies • We have appropriate filters in place, which reduce the risk of pupils being able to access inappropriate information via the school IT system.	HT/DSL Governors	Low
Behaviours which harm the ability of different groups and individuals	Pupils and Staff	High	• All staff adhered to our Equality and Diversity Policy • Pupils are taught about respect for other cultures	All staff and governors	Low

to learn and work together are left unchallenged			and gain an understanding of community cohesion Opportunities are created both within the environment and the curriculum to promote our ethos and values • Displays and other literature available in school reflects and encourages diversity and community cohesion • Whole School Behaviour Policy includes information on anti-bullying strategies and preventative measures for dealing with bullying • Inappropriate behaviour, language and attitudes are challenged by staff and, where staff or other adults are involved, by senior leaders and this is recorded on CPOMS. We inform WSCC of any racist incidents.		
Organisational Culture Staff or contracted providers are not aware of/do not subscribe to the ethos and values of the school	Pupils and Staff	High	• 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 regarding 'Prevent' exist across the school • Recruitment, selection and induction programmes exist which include reference to the ethos and values of the school • Staff development programmes include reference to 'Universal values' and to the promotion of community cohesion • Guidance and literature is available for staff on the 'Prevent duty' and local aspects of extremism and radicalisation • A process is in place to identify and develop 'lessons learned' identified either by us or by other organisations/advisers	HT/DSL SLT Governors	Low
Staff are unable to raise extremism related organisational concerns due to the lack of an appropriate whistleblowing procedure.	Pupils and staff	High	• Appropriate whistleblowing procedures are in place and adults working with pupils are made aware of them. This is always a focus of our September safeguarding training. • Records are kept of incidents which are reported to the DSL for consideration and, where appropriate, are referred on to the appropriate agency	HT/DSL Governors All staff can report.	Low
Visiting speakers/ environment Pupils/staff are exposed by visiting speakers to messages supportive of	Pupils and staff	Medium	• We have a visitors in school policy • Materials to be delivered by external speakers are discussed with the speaker prior to delivery	HT/DSL Class teachers and adults	Low

extreme ideologies or which contradict 'Universal values'			• Visiting speakers are not left alone with pupils	responsible for arranging visitors to school.	
Extremist or terrorist related material is displayed within the school	Pupils/staff /others	Medium	• The appropriateness and relevance of all materials or literature are considered prior to display • Staff concerns are discussed with the DSL before materials are used • Requests for externally provided materials to be displayed are considered and, where appropriate, authorised by the Head teacher	HT	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	• We have very few hire or lettings agreements. • Hire and lettings agreements will 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 • Hire or lettings agreements include a notice period for hire i.e. short notice hires will not be authorised.	HT	Low
Online safety Pupils access extremist or terrorist material whilst using school network	Pupils	High	• The network has appropriate filters which block sites which are deemed to be inappropriate • School has robust acceptable use procedures for both pupils and staff, governors and volunteers • Staff and governors must only use Bramber email accounts for school business. • Google classroom usage is monitored closely by class teachers and SLT and has strong filters for security • Pupils are encouraged to report to an adult any material which leaves them feeling worried or uncomfortable	SLT Class teachers	Low
On-line/social media communications relating to extremist or terrorist materials are being accessed at school or home by staff	All	High	• Seek advice from WSCC Prevent Team and Police if necessary. • Disciplinary procedures for staff members if required • School has robust acceptable use procedures for both pupils and staff, governors and volunteers • Staff code of conduct and staff handbook express appropriate behaviours for staff outside of school.	HT All staff	Low

Pupils access extremist or terrorist materials out of the school setting	Pupils		• 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 • Information sharing sessions are provided to pupils, staff and parents on staying safe on-line		