Bridekirk Dovenby School PREVENT Risk Assessment

Activity :	**Prevention of extremism and radicalisation**	**Assessment carried out by:**	Julia Fish
Date assessment carried out:	01.01.2024	**Date for next review:**	January 2025
Doc. ref. no. (if any):	1		

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)

The Prevent Strategy is part of the Government's counter-terrorism strategy CONTEST which aims to stop people becoming terrorists or supporting terrorism. It outlines the need to safeguard children, young people, and families from 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 to be approached in the same way as safeguarding children from other risks. School leaders should assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology, and 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 counterterrorism is intervention before any criminal offence has been committed with the aim of preventing individuals or groups from committing crimes.

What are the hazards	Who might be harmed and how?	What are we already doing to control the risks?	What else do we need to do or explain to control the risks?	Action by whom	Action by when	Date done
		Welfare and Safeguarding				
Leaders not having understanding and ownership of their internal safeguarding processes. School not working with statutory partners & agencies and/or not feeling comfortable sharing extremism related concerns externally	Lack of support for school & individuals, failure to tackle concerns & harm to pupils and people around them from extremist behaviours	☐ The lead Governor for safeguarding/Prevent lead is at appropriate seniority ☐ We have sufficient leadership ownership i.e., risk assessment, policies and procedures are approved by SLT and, where necessary, Governors ☐ SLT has a clear understanding of reporting and referral mechanisms. We communicate regularly with statutory partners and agencies regarding a range of concerns e.g., Police, LSCP, Local Authority, LADO etc. ☐ All staff are aware that concerns including those relating to Prevent are reported to the DSL/SPOC ☐ 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 e.g.: Cumberland Safeguarding Hub (0333 240 1727)/Westmorland and Furness Safeguarding Hub (0300 373 2724) or Cumbria Police Prevent Officer (telephone 101)]	A member of SLT will sign up to receive newsletters from Educateagainsthate. Staff to use the site to teach around British Values https://www.educateagainsthate.com/resources/barking-dagenham-primary-resources-british-values-games/ https://www.educateagainsthate.com/category/teachers/classroom-resources/?filter=fundamental-british-values	JF & RR Share site with the staff & Governors	Jan 24	Jan 24

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Staff or contracted providers e.g. regular supply or agency staff (contractors), not being aware of procedures for handling concerns and/or not feeling comfortable sharing issues internally	Pupils may be harmed because inappropriate activities are not stopped or incidents are not handled or reported appropriately	☐ Designated Safeguarding Lead (DSL) has received 'Prevent' awareness training & disseminated the main locally relevant points to all staff, Governors, & regular contractors ☐ Induction for staff & contractors includes who to report concerns (including extremism) to ☐ Prevent training awareness included in first 3 months of induction for both staff and Governors and includes a focus on 'Notice, Check, Share'. ☐ Training records for all staff and Governors are maintained. Refresher training takes place regularly ☐ Preventing exposure to radicalisation or extremism is part of our safeguarding policies and procedures i.e. Child Protection & Online Safety ☐ DSL has been allocated the role of Single Point of Contact (SPOC) ☐ Staff receive appropriate training (face to face with the DSL or via Educateagainsthate (online), are familiar with our Child Protection Policy and procedures and sign to confirm they have read and understood the relevant Policies ☐ Any additional or specific information will be communicated to staff and others via staff updates, notices or newsletters ☐ We have a clear process for raising radicalisation concerns and making a Prevent referral ☐ Concerns are reported to the DSL/SPOC ☐ Records are held of any referrals and an audit trail is maintained ☐ Records are regularly monitored by the DSL/SPOC	Ensure Prevent knowledge is covered within induction - JF Use of National College for updated PREVENT training and refresher training.	JF	Ongoing – new staff and existing staff	Ongoing
Young people becoming radicalised by factors internal or external to the school	Pupils and those they interact with if pupils then display related harmful behaviours like ableism, verbal/ physical abuse, racist bullying, homophobia based sexual assault, religion/allergy based food tampering etc.	☐ Our range of activities to promote the spiritual, moral, social & emotional needs of pupils aims to protect them from radical & extremist influences ☐ Teaching strategies include helping young people develop critical thinking around influence, social media, and other online safety issues ☐ Staff and other adults working regularly with our pupils are trained to positively challenge opinions or language which are contrary to community cohesion or 'British values' whether expressed by pupils, parents, other visitors, colleagues, or governors ☐ We have effective arrangements to identify children who may need early help or who are at risk of neglect, abuse, grooming or exploitation and to support those children reduce their risk of harm by securing the support they need, or referring to those who have the expertise to help ☐ Staff are updated on local factors regularly e.g., local activism by Animal Defence League, Britain First, English Defence league, BNP political views etc. which might strongly influence pupils ☐ Staff undertaking home visits are briefed on the signs to look out for around the home environment	Ensure staff are updated on local factors regularly e.g., local activism by Animal Defence League, Britain First, English Defence league, BNP political views etc. which might strongly influence pupils	JF	Spring safeguarding staff meeting	Jan 24

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Setting does not provide a safe space in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.	Children and young people are exposed to intolerant or hateful narratives and lack understanding of the risks posed by terrorist organisations and extremist ideologies that underpin them.	☐ We undertake safe recruitment checks on all staff, volunteers and others who come into the setting ☐ We have a staff Code of Conduct which includes information on extremism and radicalisation ☐ Children have access to a number of staff with whom they can talk or raise concerns ☐ We provide opportunities within the curriculum to discuss controversial issues and for pupils to develop critical thinking and literacy skills ☐ Discussions of controversial issues are carried out in a safe space	Ensure staff are aware of this hazard and that any PSHE / Jigsaw / RE lesson that leads to a child requiring space to talk – it can be facilitated.	JF	Staff meeting to share & discuss prevent RA	Jan 24
		Curriculum and Learning				
Young people being exposed by school staff or contracted providers to messages supportive of extremism, terrorism, or which contradicts 'British values'. Pupils can access terrorist and extremist material when accessing the internet at the institution.	Pupils may feel their inappropriate views are validated by staff, contractors, or volunteers leading to displaying more inappropriate behaviours as above. Pupils may distribute extremist material using the institution IT system.	☐ Specific whistleblowing procedures and a range of 'safeguarding' policies are shared with & understood by staff, volunteers, and contractors ☐ Staff & 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' identified in all curriculum areas, whilst also ensuring specific discussions can take place in a safe environment ☐ Areas of the curriculum e.g. PSHE are used for controlled and safe debate and discussion on radical or extreme issues and ideologies ☐ Appropriate school IT filters prevent access to inappropriate information and monitoring systems provides a clear reporting process should filtering systems flag any safeguarding or Prevent-related concerns ☐ Email content sent/received via school IT systems is monitored ☐ We equip children and young people with the skills to stay safe online, both in and outside school ☐ Teaching is monitored by senior leaders through observations, book checks and is quality assured	IT monitoring systems provide an immediate alert to the DSL which is checked straight away should there be any prevent related vocab used within school	Daily monitoring JF	Ongoing	Ongoing
Behaviours which harm the ability of different groups and individuals to learn and work together being left unchallenged	Pupils and those they interact with if pupils then display related harmful behaviours as above	☐ Our Equality Policy is shared with staff and other adults who work here regularly and they are supported to implement it (also available on the website) ☐ Pupils are taught about respect for other cultures to gain an understanding of community cohesion ☐ Opportunities are created in the environment and curriculum to promote our ethos and values ☐ Displays and other literature available in school reflects and encourages diversity and community cohesion	British values and the protected characteristics are taught as part of the PSHE curriculum in jigsaw & Picture News Also use of… https://www.educateagainsthate.com/category/teachers/classroom-resources/?filter=fundamental-british-values	JF to share resources in staff meetings	Ongoing	Jan 24

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		☐ The School Behaviour Policy includes information on anti-bullying strategies and preventative measures for dealing with bullying ☐ Inappropriate behaviour, language and attitudes are positively challenged by staff and, where staff or other adults are involved, by senior leaders				
		Organisational Culture				
Staff or contracted providers not being aware of/not subscribing to the ethos and values of the school	Pupils and those they interact with if pupils then display related harmful behaviour they feel is validated by inappropriate adults views expressed at school or poor adult responses to incidents	☐ Senior Leadership Team is aware of our 'Prevent' Strategy objectives in the national & local context and takes steps to ensure the overall values and ethos of our school reflect strategies to support the 'Prevent' duty ☐ School-wide awareness of roles and responsibilities regarding 'Prevent'. ☐ Recruitment, selection, and induction programmes include reference to the ethos and values of the setting ☐ Staff development programmes include reference to 'British values' and to the promotion of community cohesion ☐ Guidance is available for staff on the 'Prevent duty' and local aspects of extremism and radicalisation within the Child Protection Policy & website ☐ A process is in place to identify and develop 'lessons learned' either by us or by other organisations/advisers to influence regular staff training and contractor induction		Ensure website is up to date with prevent information	Jan 24	
Staff being unable to raise extremism-related organisational concerns	Unsupported staff & pupils displaying harmful behaviours & others may be unprotected	☐ Appropriate whistleblowing procedures are in place and adults working with pupils are made aware of them ☐ Records are kept of incidents reported to the DSL/SPOC for consideration ☐ Incidents are referred on to the appropriate agency as appropriate ☐ Regular staff training includes following whistleblowing procedures				
		Visiting speakers and school environment				
Young people being exposed by visiting speakers to messages supportive of extremism, terrorism, or which contradicts 'British values'	Pupils and those they interact with if pupils then display related harmful behaviour they feel is validated by school's choice of speaker	☐ We undertake due diligence checks on visitors, speakers, the organisations they represent and the materials they promote or share ☐ The content being delivered by external speakers is discussed with the speaker before the event ☐ Visiting speakers are appropriately supervised and not left alone with pupils ☐ Visiting speakers are not permitted to record events in any format without express written permission from the headteacher who will seek to retain editorial control of all use of materials that feature pupils				
Extremist or terrorist related material being displayed in school	Pupils and those they interact with if pupils then display related harmful behaviour they feel	☐ The appropriateness and relevance of all materials or literature displayed in school is considered prior to display ☐ Staff concerns are discussed with the DSL/SPOC before materials are used	The headteacher is aware of all display material put up in school and frequently checks / visits classrooms			

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	is validated by school displays	☐ The display of externally sourced materials connected to any aspect of extreme or radical ideologies can only be authorised by the Head teacher following this consideration and discussion				
School premises being used to host events which support extremism or popularise hatred or intolerance of those with protected characteristics	Pupils and those they interact with if pupils then display related harmful behaviour they feel have been validated by school involvement with such an event	☐ Hire agreements include that premises will not be hired out to extremist groups or those who popularise hatred or intolerance of those with protected characteristics ☐ Hire agreements include a notice period for hire i.e. short notice hires will not be authorised ☐ Those requesting hire or use of the school premises will be background checked beforehand. Where concerns are raised, the request will not be authorised ☐ We will seek advice and support from partners where necessary to assess the suitability for those hiring our premises	The head teacher is aware of all events that take place in school and the school is not currently hired out to anyone			
		ICT and on-line study				
Young people being able to access extremist or terrorist material whilst using school ICT networks	Pupils and those they interact with if pupils display related harmful behaviours as above; school, staff & contractors' reputations	☐ Appropriate school IT filters prevent access to inappropriate information and monitoring systems provides a clear reporting process should filtering systems flag any safeguarding or Prevent-related concerns ☐ Email content sent/received via school IT systems is monitored ☐ We equip children and young people with the skills to stay safe online, both in and outside school ☐ Teaching is monitored by senior leaders through observations, book checks and is quality assured ☐ School has robust acceptable use procedures for pupils, staff, & governors which include advice on inappropriate attempts to subvert the network ☐ Email accounts of pupils and staff are monitored for content regularly ☐ Pupils are encouraged to report to an adult any material which leaves them feeling worried or uncomfortable	New filtering and monitoring systems prevent this from happening - SENSO Pupils are supervised at all times when using IT			
Online/social media communications relating to extremist or terrorist materials featuring school branding	Pupils and those they interact with if pupils then display related harmful behaviours as above, school & staff/contractor reputations	☐ We have direct oversight of, or administration rights for, all social media accounts set up by us or other related organisations e.g. PTA/Friends of the School etc. ☐ When parents consent to the use of images of their child, it includes wording about not posting material anywhere online in connection with school that threatens, offends etc. and we make clear that extremist or radicals views often threaten and offend	Governors currently operate the Facebook page which is used for advertising only. Comments are not able to be left. No images of children are used on Facebook.			
Young people accessing extremist or terrorist	Pupils and those they interact with if pupils then display	☐ Parents are given advice on where to get information and support and how to help keep their children safe online [insert how e.g., school website, newsletters, parent app]	Information is sent out about all aspects of online safety each Wednesday.			

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materials outside of school	related harmful behaviours as above	☐ Information sharing sessions are provided to pupils, staff, and parents regularly on staying safe online	Parents have access to the NOS / National College website for information The NSPCC is used to support pupils and parents			

Other Details, Reviews, or Additional Action Required	Date Action Completed	Date RA Reviewed	Significant Changes Y/N	Shared with Staff Date or N/A
The purpose of this risk assessment is to identify significant hazards associated with this activity, who they might harm and how, and the measures that can be taken to reduce the risks. All relevant parts must be followed along with any other suitable risk assessments e.g.:				

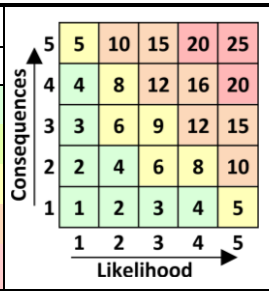
Activity Risk Ratings

Method

Consider how hazardous this activity is and if enough has been done to control risks. *If required*, record a residual risk evaluation (see right and KAHSC Evaluating Risk (ratings guide) for more information). Find the residual or leftover risk after putting controls in place by rating the *probable* **consequences** from interacting with the identified hazards (no injury 0 to fatality 5) and the **likelihood** of harm arising (never 0 to certain 5) and multiplying them to find the risk rating.

Rating the harm and the likelihood

Consequences	#	Likelihood	#
Insignificant - slight injury/illness	1	**Very unlikely**	1
Minor - minor injury/illness or multiple slight	2	**Unlikely**	2
Moderate - serious injury/illness or multiple minor	3	**Fairly likely**	3
Major - major injury/illness or multiple serious	4	**Likely**	4
Catastrophic - imminent danger of death/epidemic	5	**Very likely**	5



Risk Evaluations

RISK RATINGS	EVALUATION
Unacceptable (17-25):	
Tolerable (10-16):	
Adequate (5-9):	
Acceptable (0-4):	