

## SCHOOL/GROUP

Preston Hedges Trust

## SPECIFIC RISK ASSESSMENT FOR

Trust Prevent – Extremism and Radicalisation

### 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.

<b>Significant Hazards and Identification of Risk</b>	<b>Control Measures</b> <small>Include any relevant sources of guidance</small>	<b>Residual Risk Rating</b>
<p><b>Welfare and Safeguarding</b>  Staff, other contracted providers (e.g. regular supply or agency staff) and visitors are not aware of the school procedure for handling concerns and or do not feel comfortable sharing issues internally.</p>	<ul style="list-style-type: none"> <li>• Designated Safeguarding Leader has received up to date PREVENT training annually and attends regular updates led by the Local Authority or Police Prevent Coordinator.</li> <li>• All staff receive Prevent training annually</li> <li>• Contracted staff and Visitors are made aware of the person to whom concerns are to be reported.</li> <li>• Preventing pupils from being exposed to radicalisation or extremism is part of safeguarding policies and procedures</li> <li>• Staff have received Child protection training and are familiar with our Safeguarding and Child Protection Policy and procedures including KCSIE updates.</li> <li>• Concerns are reported to a DSL</li> <li>• Records are held of any referrals with an audit trail being maintained on MyConcern</li> </ul>	<p>LOW</p>
<p>Pupils are radicalized by factors internal or external to the school.</p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• RPSHE curriculum directly addresses this risk to educate students.</li> <li>• Staff and other adults working with pupils are challenged if opinions or language expressed re contrary to community cohesion or 'British values' and shared with DSLs</li> <li>• Staff are able to challenge pupils, parents or trustees if opinions expressed are contrary to community cohesion or 'British values'.</li> </ul>	<p>LOW</p>
<p>School does not work with statutory partners and agencies</p>	<ul style="list-style-type: none"> <li>• We communicate regularly with statutory partners and agencies regarding a range of concerns.</li> <li>• All staff are aware that concerns are reported to a DSL</li> <li>• 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. These are recorded my MyConcern.</li> </ul>	<p>LOW</p>
<p>Pupils are exposed by school staff, contracted providers or visitors to messages supportive of</p>	<ul style="list-style-type: none"> <li>• We have appropriate whistleblowing procedures and a Safeguarding and Child Protection policy which are known and understood by staff, volunteers, visitors and regular contracted staff.</li> <li>• We have filters in place which reduce the risk of pupils being able to access inappropriate information via the schools ICT systems</li> <li>• Regular monitoring of online activity using an online filtering system.</li> </ul>	<p>LOW</p>

<p>extremism, terrorism or which contradicts 'British Values'</p> <p>Behaviours which harm the ability of different groups and individuals to learn and work together are left unchallenged</p> <p><b>School Culture</b> Staff, volunteers or visitors are not aware or do not subscribe to the ethos and values of the school</p> <p><b>Visiting speakers/ environment</b> Pupils/staff exposed by visiting speakers to messages supportive of extreme ideologies or which contradict 'British Values'</p> <p>Extremist or terrorist related material is displayed within the setting</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> <li>• Opportunities to promote 'British Values' are clearly identified within the curriculum areas and are outlined in our British Values statement.</li> <li>• Areas of the curriculum are used for controlled and safe debate and discussion on radical or extreme issues and ideologies.</li> <li>• Pupils are explicitly taught about respect for other cultures and gain understanding of community cohesion.</li> <li>• Assemblies across all key stages 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 and Values Policy includes information on anti-bullying strategies and preventative measures for dealing with bullying</li> <li>• Inappropriate behaviour, language and attitudes are challenged by staff and, where staff or other adults are involved, by senior leaders</li> <li>• All staff 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.</li> <li>• Clear awareness of roles and responsibilities regarding Prevent exist across the school.</li> <li>• Recruitment, selection and induction programmes exist which include a commitment to the ethos and values of the school.</li> <li>• Further training is available for staff on Prevent and local aspects of extremism and radicalisation.</li> <li>• Materials to be delivered by external speakers are discussed with the speaker prior to delivery.</li> <li>• Visiting speakers are not left alone with pupils.</li> <li>• Visitors are carefully selected to ensure their content aligns with Trust ethos and values.</li> <li>• The appropriateness and relevance of all materials or literature are considered prior to display.</li> <li>• Staff feel confident to raise concerns with the DSL if they feel materials used or to be used are inappropriate</li> </ul>	<p>LOW</p> <p>LOW</p> <p>LOW</p>
--	---	----------------------------------

<p>School premises are used to host events supportive of extremism or which popularize hatred or intolerance of those within particular protected characteristics.</p> <p><b>Computing and Online Safety Curriculum</b> Pupils access extremist or terrorist material whilst using school networks</p> <p>Online/social media communications relating to extremist or terrorist materials feature school's branding</p> <p>Pupils access extremist or terrorist materials out of the school setting</p>	<ul style="list-style-type: none"> <li>• Requests for externally provided materials to be displayed are considered and authorised by the Principal.</li> <li>• Hire and lettings agreements ensure that the premise is not being used for extremist groups or those who popularize hatred or intolerance of those with protected characteristics.</li> <li>• The ICT network has appropriate filters which block sites which are deemed to be inappropriate</li> <li>• School has robust acceptable use procedures for both pupils and staff which include advice on inappropriate attempts to subvert the network.</li> <li>• Pupils are encouraged to report to an adult any material which leaves them feeling worried or uncomfortable.</li> <li>• Breaches in GDPR are referred to the data controller for review and recommendations.</li> <li>• RPSHE, computing curriculum and online safety curricula specifically teach students about online safety and how to report concerns.</li> <li>• We have administration rights for all social media accounts set up by us.</li> <li>• Parents are regularly provided with advice on where they can access information and support in relation to on-line safety including extremism and radicalisation.</li> <li>• Information sharing sessions are provided to pupils, staff and parents on staying safe online.</li> </ul>	<p>LOW</p> <p>LOW</p> <p>LOW</p> <p>LOW</p> <p>LOW</p> <p>LOW</p>
---	---	---

Date risk assessment approved by Principal \_\_\_\_\_

Principal Signature \_\_\_\_\_

DSLs Signature \_\_\_\_\_