



Risk Assessment For Radicalisation and Extremism

Policy Code:	SG4
RA Start Date:	January 2025
RA Review Date:	January 2026

Community Inclusive Trust -Risk Assessment for Radicalisation and Extremism. PREVENT

Identify the Risk:	Who might be harmed and how:	Risk Level (as identified by the SE framework)	Existing precautions:	Any additional precautions needed:
Requirement 1: Leadership & Management				
School leaders and those responsible for governance are aware of the requirements and recommendations of the Counter Terrorism and Security Act (the Prevent Duty) and the Prevent Strategy upon schools, Pupil Referral Units (PRUs) and Alternative Provision Providers (APPs). They understand their respective roles and carry these out effectively, implementing the Prevent duty in a whole school approach.	Pupils of the school, pupils' families, staff members, governors and the wider community may be harmed by the potential risks of radicalisation and extremism.	2	School leaders and governors are aware of their duties under Prevent and implement these effectively.	No additional precautions identified.
The school has an identified strategic Prevent lead who understands the expectations and key priorities to deliver the Prevent Duty and has the authority to make relevant decisions on behalf of their organisation. The identified Lead works with key stakeholders to communicate the Prevent strategy.		1	DSL and DDSLs understand expectations of the Prevent Duty.	No additional precautions identified.
Leaders and those responsible for governance have a secure understanding of the potential risk in the local area of pupils being drawn into terrorism, including support for extremist ideas that are part of terrorist ideologies.		2	DSL has attended training as appropriate and accesses regional briefing – shared with safeguarding team and all stakeholders.	No additional precautions identified.
The school has clear and robust policies and procedures in place for protecting children at risk of radicalisation.		1	Identified within school policies.	No additional precautions identified.
Leaders, those responsible for governance and all staff exemplify British Values in their attitudes and behaviours.		2	British values are displayed throughout school routines and staff conduct.	No additional precautions identified.
Leaders, staff and pupils reflect a positive and respectful environment; pupils are safe, they feel safe and understand how to share any concerns.		1	In recent surveys pupils have identified they feel safe and know who they can speak to if they have any worries.	No additional precautions identified.
Requirement 2: Risk Assessment				
A Prevent risk assessment has been undertaken to ascertain the risk of pupils being drawn into terrorism, or supporting extremist ideas that are part of terrorist ideology.	Pupils of the school, pupils' families, staff	2	Prevent risk assessment completed and shared.	No additional precautions identified.

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There is a clear escalation policy about the appropriate time to call the police.	members, governors and the wider community may be harmed by the potential risks of radicalisation and extremism.	2	Identified within school policies.	No additional precautions identified.
Prevent risks are explicitly referenced in the School Evaluation Form (SEF).		2	Risks identified through self-assessment and next steps identified on risk assessment. Reflected in SEF	No additional precautions identified.
The school is alert to local, national and international incidents which may affect the local community. Where appropriate these are discussed with pupils.		2	DSL accesses regional briefings – shared with safeguarding team and all stakeholders. Discussed with pupils as appropriate.	No additional precautions identified.
Requirement 3: Working in Partnership				
The school has a good working relationship with safeguarding partnerships in the area, including the Local Safeguarding Children’s Partnerships and Police. Partnership working should include as a minimum access to Prevent training, risk assessment and awareness and implementation of developing good practice.	Pupils of the school, pupils’ families, staff members, governors and the wider community may be harmed by the potential risks of radicalisation and extremism.	2	School has a good working relationship with safeguarding partners. Referrals are escalated as appropriate. This is reflected in the safeguarding policy. All staff access prevent training as part of their induction and receive updates as required. DSL has attended further training and regional briefings.	No additional precautions identified.
The Designated Safeguarding Lead (DSL) has access to up-to-date risk information about extremism and terrorism (and other important local community risk issues) that may affect pupils (or the school), to enable completion/update of a Prevent risk assessment.		2		No additional precautions identified.
The school's DSL (and any deputies) have access to effective Prevent advice and are aware of local procedures for making a Prevent referral. This is reflected in the school's Safeguarding policy.		2		No additional precautions identified.
Requirement 4: Training				
Staff are given access to regularly updated Prevent awareness training that gives them the knowledge and confidence to identify those who may be vulnerable to radicalisation and know what to do when such concerns are identified.	Pupils of the school, pupils’ families, staff members, governors and the wider community may be harmed by the potential risks of radicalisation and extremism.	2	All staff access prevent training as part of their induction and receive updates following locality briefings.	Staff to receive further training with particular reference to localised risks.
The school's new staff induction programme includes Prevent awareness training which highlights school specific requirements and procedures.		1	All staff access prevent training as part of their induction.	No additional precautions identified.
The impact and effectiveness of the training have been tested and the findings have informed the CPD offer for staff and been recorded in any School Improvement Plan.		2	All staff access prevent training as part of their induction and receive updates following locality	No additional precautions identified.

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			briefings.	
Safer recruitment training has been carried out by leaders, managers and those responsible for governance.		1	All SLT members have completed safer recruitment training.	No additional precautions identified.
Requirement 5: Online Safety				
Leadership: Governors, trustees and DSL understand and take responsibility for online safety as outlined in Keeping Children Safe In Education (KCSIE).	Pupils of the school, pupils' families, staff members, governors and the wider community may be harmed by the potential risks of radicalisation and extremism.	1	Safeguarding team, Governors and staff have a clear understanding of KCSIE.	No additional precautions identified.
Staff: All staff receive appropriate online safety training (including cyber awareness) at induction as well as regular updates to equip them with relevant skills and knowledge of trends and developments.		2	Staff have received online training relating to cyber awareness and received weekly updates from National Online Safety.	Staff to receive further training around promoting e-safety.
Filtering and monitoring: The school has appropriate filtering and monitoring systems in place, and you understand the provider's submission to the UK Safer Internet Centre.		1	School have a robust filtering and monitoring system. Violation reports are monitored at least weekly and discussed with pupils as appropriate.	No additional precautions identified.
Policy and procedure: The school's approach to online safety is reflected in the child protection and Safeguarding policy and other relevant policies including mobile, social media, smart technology and remote learning.		2	Online safety is reflected in the school's policies and procedures. Policies and induction process adapted to include pupil and parent safe internet use agreement.	Children to continue to receive specific e-safety lessons as part of the computing curriculum including explicit teaching of what to do if they have a concern.
Parental engagement: The school proactively engages with parents and carers to help promote online safety principles and reporting at home, including messaging, guidance and safety settings on home systems and these messages are regularly updated.		2	Weekly e-safety information posts are shared with parents through social media. Additional updates are shared as appropriate and through termly safeguarding newsletter.	No additional precautions identified.
Curriculum and learning (1/2): Online safety is reflected in curriculum planning in line with Teaching Online Safety in Schools and other current guidance including how to share concerns.		2	Online safety and British Values are featured within computing and PSHE curriculum planning	British Values to be enhanced through PSHE delivery.
Curriculum and learning (2/2): Online safety principles are aligned with British Values and implemented in an age-appropriate way to encourage and support pupils to interact online in a respectful and tolerant way.		2		No additional precautions identified.

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Requirement 6: Safeguarding School Premises				
The school has clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.	Pupils of the school, pupils' families, staff members, governors and the wider community may be harmed by the potential risks of radicalisation and extremism.	2	School visitor policy in place with requirement for visitors to remain supervised.	No additional precautions identified.
There is an effective due diligence process on the use of school premises and facilities by outside agencies and groups.		2	School is not used as a premises by outside groups.	No additional precautions identified.
The school has effective emergency response strategies in place such as evacuation/lockdown/invacuation. Staff and pupils are familiar with these.		3	School have effective emergency response strategies reflected in policies.	Strategies in relation to "lock down" to be fully embedded with all staff and pupils familiar.
Requirement 7: Building children's resilience to radicalisation				
The school effectively prepares pupils for life in modern Britain, developing their understanding of British Values and embedding these within curriculum and the expectations of behaviours of pupils and staff.	Pupils of the school, pupils' families, staff members, governors and the wider community may be harmed by the potential risks of radicalisation and extremism.	2	British Values are taught throughout the curriculum and modelled within everyday school life.	British Values to be enhanced through PSHE delivery.
Pupils engage with views, beliefs and opinions that are different from their own in considered ways.		2	Differing views are covered within many aspects of the curriculum and children are given the opportunity to participate in discussions sharing their own views.	No additional precautions identified.
As part of a whole school approach to building resilience to radicalisation, the school provides a safe environment for dialogue about challenging and controversial issue, supporting pupils to understand how they can influence and participate in decision-making. The school delivers provision that helps pupils develop skills to critically assess information, supporting them to recognise risks and make safe choices online and offline.		1	Opportunities are provided for the discussions of controversial issues in a safe environment. Pupils are supported to access factual information in order to make an informed decision and be supported in understanding how their choices affect others.	No additional precautions identified.