



RISK ASSESSMENT – EXTREMISM AND RADICALISATION

Location	Cedars Primary School	Assessment Number	Version 1
Lead Officer	Diane Bailey	Distribution	Autumn 2023
Date of Assessment	October 2023	Review Date	Autumn 2024

'Radicalisation' is defined as the process by which people come to support/promote extremism or terrorism or and in some cases, to then participate in terrorist activity.

'Extremism' is vocal or active opposition to fundamental British Values including **Democracy, Rule of Law, Individual Liberty and Mutual Respect and Tolerance of those with different faiths or beliefs**. This also includes calling for the death of our Armed Forces.

Since the publication of the 'Prevent Strategy', there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have 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 narrow and rigid ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Keeping children safe from these risks is a safeguarding matter and is approached in the same way as safeguarding children and young people from any other risks. Children and young people should be protected from messages of all violent extremism including but not restricted to eg those linked to extreme Islamist ideology or to Far Right/White Supremacist Ideology, Irish Nationalist and Loyalist Paramilitary groups and extremist Animal Rights groups.

'Prevent' in the context of counter terrorism is intervention before any criminal offence has been committed and is with the intention of preventing individuals or groups from committing crimes.

No	Risk Title	Summary	Existing Controls	Actions Required	Owner	RAG
1	Leadership	i) Leaders within the organisation do not understand the requirements of the Prevent Statutory Duty or the risks faced by the organisation and the Duty is not managed or enabled at a sufficiently senior level ii) The organisation does not attach sufficient priority to Prevent Action plans (or does	All leaders are aware of issues relating to Prevent Duty. Prevent Lead is Diane Bailey. Deputy Prevent Leads - Nicola Truman and Tracie Harrison. Prevent is given high regard at SLT level and review of risk and subsequent actions is done regularly.	Copy of Prevent Duty Advice for Schools to be in the Safeguarding Folder. Put Prevent Lead title alongside DSL info on visitor information posters. Complete updated assessment. Meet termly with Safeguarding/Prevent Governor and feedback to other governors.	Adeeba Hussain	

		not have one) and therefore action to mitigate risks and meet the requirements of the Duty are not effective				
2	Staff Training And Awareness	<p>i) Staff are not aware of the factors that make people vulnerable to radicalisation and terrorism and are unable to recognise the signs of vulnerability and therefore are unable or unwilling to refer concerns.</p> <p>ii) Leaders and staff feel unable or unwilling to challenge extremist narratives or exemplify British Values throughout the organisation.</p> <p>iii) Staff are unclear on how to deal with or refer concerns resulting in individuals not being supported and potentially radicalisation remaining unchecked.</p>	<p>All staff access safeguarding training, including prevent on a frequent basis. New staff complete on-line training in between.</p> <p>Prevent issues are dealt with in the same way as any other safeguarding concern and this is evidenced through CPOMs entries.</p> <p>The relationships between pupils and staff at all levels provide opportunities for all safeguarding matters to be addressed as soon as they arise. British Values are taught and reinforced throughout the school.</p> <p>British Values Policy can be found on the website.</p>	<p>Prevent face to face training - 30/10/2023.</p> <p>7 Minute Briefings.</p> <p>Ensure Prevent is in Induction Process.</p> <p>Introduce Radicalisation Category on CPOMS (Listed as Prevent Issues).</p> <p>Provide opportunities for children to be exposed to adults in positions of authority from cultures different from their own.</p> <p>Channel referral process to be available to DSLs and staff via safeguarding policy.</p>	<p>Provided by Tim Horobin (Lancashire Prevent Partnership).</p>	
3	Partnerships	<p>i) The organisation does not establish effective partnerships with organisations such as the Local Authority Prevent Coordinator and Education Officer, Police Prevent Team, DfE Regional Coordinator and others.</p> <p>ii) The result is that the organisation is not fully appraised of national and local risks and does not have access to developing good practice advice or supportive peer networks</p>	<p>Additional PREVENT support from the LA is readily available and to support with crisis/local issues.</p> <p>Cluster/SIG/Headteachers bulletin, Police, Local News.</p>	<p>Continue to access LA lead.</p> <p>Contact Leanne Romney to get regular updates.</p>		

4	Visiting Speakers.	<p>i) Young people are exposed to messages supportive of extremism or terrorism which contradicts British Values because the organisation has ineffective processes in the place for vetting contractors or external speakers.</p> <p>ii) Inappropriate or extremist materials are shared with young people (face to face or via weblinks) because insufficient checks are made of external speakers and materials that they promote or share.</p> <p>iii) The organisations premises are used to host events supportive of extremism or which popularise hatred and intolerance of those with particular protected characteristics</p>	<p>When speakers and visitors are used in school, all information is vetted prior to them attending.</p> <p>If speakers do attend, staff members are always present for the duration of the visit.</p> <p>Visitors to school are reminded about appropriate conduct around pupils.</p> <p>The school premises is not used to host any external events.</p>			
5	British Values in the Curriculum	<p>i) The organisation does not have a culture and ethos where British Values are celebrated, which leads to a culture of disrespect and intolerance and where tensions are allowed to flourish.</p> <p>ii) Staff and young people do not understand British Values (or feel confident about) and extremist views and narratives are allowed to flourish unchallenged</p>	<p>The ethos of the school is founded upon values of respect and tolerance. British Values are taught discretely on a weekly basis across the curriculum and weekly PSHCE lessons. Through this teacher, opportunities to discuss British Values are exploited.</p>			

6	Welfare and Pastoral Support	<p>i) The organisation does not provide effective welfare and pastoral support which results in young people (and staff) being unsupported and the risk of vulnerabilities being exploited.</p> <p>ii) Staff or other contracted providers (regular supply or agency staff) are not aware of the organisation's procedure for handling concerns and do not feel comfortable sharing information internally</p> <p>iii) Young people are radicalised by factors internal or external to the school</p>	<p>Pupils are well supported by all staff and have additional access to ELSA support should they need it.</p> <p>All staff, including supply, have access to CPOMS or are made aware of how to report concerns regarding any safeguarding matter, including radicalisation. Induction procedures are in place.</p>	Add Prevent Lead to poster around school.		
7	Online Safeguarding	<p>i) Extremist organisations are able to radicalise young people online via the organisation's network and encourage them to commit acts of violence or incite others to commit acts of violence as 'lone actors'.</p> <p>ii) Young people (and staff) are able to access unlawful radicalising material in the organisation's setting which promotes proscribed terrorist groups.</p> <p>iii) Online social media communications feature the organisation's branding</p>	<p>Appropriate filters and blocks are in place which include filtering extremist material.</p> <p>Acceptable Use Agreements</p> <p>Staff are not permitted to use their phones during school hours around the children. If they do use their phones inappropriately, the staff code of conduct and acceptable use agreements make it explicitly clear that inappropriate material of any kind should not be accessed.</p>	<p>Code of Conduct to be updated to include British Values.</p> <p>To be signed annually by staff and pupils (I.T. Agreements).</p>		
8	Campus Security	i) The organisation does not have sufficient security of its premises and young people are targeted by individuals or groups	<p>Lockdown procedure.</p> <p>Staff ratios and vigilance at play times etc.</p>			

		<p>seeking to share their extremist views or endanger their personal safety.</p> <p>ii) Charities are allowed on campus without effective checks or charitable collections are inadvertently diverted to inappropriate or unlawful causes.</p> <p>iii) On site dangerous or hazardous substances are not kept secure and are allowed into the possession of individuals or groups seeking to use them unlawfully.</p>	<p>Staff on each gate and external doors are monitored and locked during school time once the children are on site.</p> <p>When charities are allowed on the premises, checks are carried out on the destination of any monies raised.</p> <p>All dangerous or hazardous materials are kept securely away from children during school hours.</p>			
9	Prayer and Faith Facilities	<p>i) Requirements of young people (or staff) requiring faith support or the use of facilities are not met by the organisation resulting in individuals seeking external support of unknown suitability.</p> <p>ii) Facilities (either prayer rooms or quiet space type facilities) provided are not effectively managed or supervised and become ungoverned spaces where radicalising, inappropriate or dangerous activities can take place.</p>	<p>Prayer/reflection room available for staff use.</p> <p>No prayer facilities are currently required by pupils. In the event that these were required, staff would monitor use and talk to the children about what the room should be used for.</p>			