Risk Assessment For Radicalisation and Extremism

Policy Code:	SG4
RA Start Date:	**September 2023**
RA Review Date:	**September 2024**

Identify the Risk:	Who might be harmed and how:	Risk Level (as identified by the SE framework)	Existing precautions:	Any additional precautions needed:

Pupil's Special Educational Needs:
 	
Our pupil's SEND may impact their ability to identify and respond to risk and increase their vulnerability of understanding and maintaining relationships & perception of safety physically and emotionally.
	All pupils radicalised by factors internal or external to the school:
	  o Pupils are exposed by school staff or contracted providers to messages supportive of extremism, terrorism or which contradicts 'British Values'
		Medium	• Bespoke curriculum including; RSE, PSHE and computing;
			  o To provide pupils with a curriculum that allows them develop the knowledge, skills and attributes they need to manage their lives, now and in the future.
			  o To prepare pupils to be independent and more responsible members of society, providing them with the tools to play a positive role in contributing to the life of the school and the wider community.
			  o To focus on preparing pupils with the knowledge, skills
				• The use of Visiting Speakers to enhance the curriculum offer (see identified risk).

			and attributes to stay healthy and safe, while preparing them to make the most of life and work. o To ensure pupils develop an appropriate knowledge and understanding of relevant political and social institutions that affect their lives. o To focus on pupil responsibilities, rights and duties as individuals and members of communities. o To focus on empowering pupils to access information that enables them to make informed decisions about their learning, health and wellbeing. • A range of activities throughout the school are implemented to promote the spiritual,	

			moral, social and emotional needs of pupils aimed at protecting them from radical and extremist influences. • All pupils access a weekly British Values lesson to enhance, develop and promote the fundamental British Values.	
Pupil's online activity inside and outside of school.	All pupils: ○ Pupils access extremist or terrorist material whilst using school networks ○ Pupils access extremist or terrorist materials out of the school setting		• Appropriate filters in place, on all school devices, which reduce the risk of pupils being able to access inappropriate information via the school ICT system. • SENSO software implemented on all pupil laptops/computers which monitor and inform DSL/DDSL of violations. Weekly report produced to analyse individual pupils use and identify	• Effective multi-agency work to address and support concerns.

			patterns of concern. • DSL/DDSL communicates regularly with statutory partners and agencies regarding a range of concerns. • Computing curriculum implemented to share the knowledge skills and experiences of technology and how online safety is paramount within the world we live in. • Positive relationships sustained with parents and carers to promote open communication regarding concerns about pupils outside of school. • E-Safety resources and updates shared with parent and carers, including specific pages on the school website, regularly to support them in keeping their children safe online at home.	

			- Pupils are encouraged to report to an adult any material which leaves them feeling worried or uncomfortable. - The Trust's Acceptable Use of the Internet and IT systems policy implemented.	
External Visiting Speakers and Workshop Practitioners used to enhance our pupil's learning.	All pupils and staff: - Pupils and staff are exposed by visiting speakers to messages supportive of extreme ideologies or which contradict 'British Values' - Extremist or terrorist related material is displayed within the setting	Medium	- Visiting Speaker policy outlines expectations and requirements of any visiting speakers. - All visiting speakers are required to complete and sign a Visiting Speaker agreement. - All resources used by the visiting speakers will be viewed by the staff member organising the visiting speaker before commencing their role in school.	Safer recruitment procedures to be followed when visiting speakers are on site.

| Staff's and/or other contracted providers (e.g. agency staff) understanding of Radicalisation and Extremism and the procedures for managing concerns. | All staff/contracted providers:
○ Staff or other contracted providers not following the school procedures for handling concerns and or do not feel comfortable sharing issues internally.
○ Staff or contracted providers are not aware of/do not subscribe to the ethos and values of the school. | Medium | • Annual safeguarding training/induction ensures all staff are aware of the safeguarding procedures and that violent extremism and radicalisation is included within in.
• All staff are required to complete PREVENT online module as part of induction.
• CPD records identifies when individual staff's PREVENT training is due for renewal.
• All staff have signed to state that they have read and will adhere to Keeping Children Safe in Education 2022 and the school's Child Protection policy.
• DSL provides regular updates to staff regarding PREVENT.
• Referral to Channel programme (if required) would be completed by a DSL/DDSL. | |

			• Preventing pupils from being exposed to radicalisation or extremism is part of safeguarding policies and procedures i.e. Child Protection policy. • All staff have signed to state that they have read and will adhere to the Child Protection policy. • Contracted staff are made aware of the person to whom concerns are to be reported. • All contractors are required to sign in and agree to declaration stating that they will follow all safeguarding procedures. • Records are held of any referrals on Schoolpod and/or Child Protection paper files. • All staff and volunteers/contractors in regulated activity	

			are required to sign to state that they have read and will adhere to the Whistleblowing policy. • Staff and other adults working with pupils are challenged if opinions or language expressed are contrary to community cohesion or 'British Values'.	
Behaviours which harm the ability of different groups and individuals to learn and work together.	Pupils and staff	Medium	• Equal Opportunities policy implemented Trust wide. • Pupils are explicitly taught about respect for other cultures and gain an understanding of community cohesion. • Assemblies throughout the school address inclusion, cohesion and diversity. • Displays and other literature available in school reflects and	

			- encourages diversity and community cohesion. - Whole school Behaviour Policy includes Anti-bullying policy as an appendix which details anti-bullying strategies and preventative measures for dealing with bullying. - Inappropriate behaviour, language and attitudes are challenged by staff at all times.	
Behaviours that include misogyny, toxic masculinity and social media influence.	Pupils and staff	Medium	- Establishing a safe learning environment for all pupils - Developing respectful attitudes by focusing on learning that supports inclusion and belonging rather than focusing on specific types negative attitudes and misogynist views - Staff and other adults working with pupils to	

			demonstrate role model behaviour whilst promoting positive and respectful attitudes • Staff and other adults working with pupils are challenged if opinions or language support misogynistic/toxic ideas • Ensuring pupils develop an appropriate knowledge of discriminatory behaviours and attitudes through a robust PSHE education that covers the following attitudes: -Racist -Antisemitic -Homophobic -Transphobic -Misogynistic -Sexual harassment and abuse -Abuse in relationships -Victim-blaming narratives	