



# GLEBE PRIMARY SCHOOL'S RISK ASSESSMENT – EXTREMISM AND RADICALISATION



<b>Location:</b>	Glebe Primary School	<b>Risk Assessment No:</b>	2.	<b>Assessors:</b>	K Rhodes
<b>Signed:</b>	K Rhodes	<b>Date of Assessment:</b>	11/11/2022	<b>Distribution:</b>	All
<b>Activity:</b>	<b>Prevention of Extremism and Radicalization</b>	<b>Date of Review:</b>	N/A	<b>Next Review Date:</b>	<b>November 2023</b>

**Radicalization** is defined as “The process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.” Extremism is defined as; ‘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.’

Risk Area	Hazard	Individuals at risk	Risk Low Medium High	Control Measures	Residual Risk
					Low Medium High
<b>Welfare and Safeguarding</b>	Staff or other contracted providers (e.g. regular supply or agency staff) are not aware of the school procedure for handling concerns and or do not feel comfortable sharing issues internally	Pupils	High	<ul style="list-style-type: none"> <li>Designated Prevent Lead (&amp; deputy) to have received ‘Prevent’ awareness training and has disseminate the training and salient points to all staff, Governors and other regular contracted staff in the setting.</li> <li>All staff to have received WRAP training (government training) during induction.</li> <li>All staff have been surveyed about their understanding of Prevent and how to make referrals. Where there were gaps in understanding, training was put in place to address this.</li> <li>Prevent to be included into in-house level 1 safe guarding training.</li> <li>Safe Guarding Team to have Prevent refresher training (National College)</li> <li>Prevent Lead to run yearly refresher Prevent in house training later in the year.</li> <li>A Prevent Policy to explicitly refer to these specific safeguarding concerns and the school’s processes.</li> <li>All staff are to be given the Prevent Policy (at the beginning of the year or when they join the school) &amp; tick they have read it.</li> <li>Referral flow chart to be enlarged and placed in prominent places around the school.</li> <li>Staff to all be given a Prevent flow chart to have within their classroom.</li> <li>Contracted staff are made aware of the person to whom concerns are to be reported.</li> <li>Safe Guarding and E-Safety Policies also to link to the Prevent policy and all staff must read (including addendums for remote learning).</li> <li>Staff have received appropriate training and are familiar with our Child Protection Policy and procedures.</li> <li>Concerns are reported to the DSL immediately using the safeguarding concern form.</li> <li>A member of the safeguarding team is to record this using CPOMS.</li> <li>Records are held of any referrals with an audit trail being maintained – regular monitoring by the DSL takes place.</li> </ul>	Low



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	Pupils are radicalized by factors internal or external to the school.	Pupils	Medium	<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>• We explicitly teach the British Values across the whole range of the curriculum.</li> <li>• We use a range of strategies to promote emotional well-being and a sense of belonging within the community.</li> <li>• The pastoral support worker can work with children who are at risk of isolation and of their mental health being negatively affected.</li> <li>• Staff deliver sessions to help pupils develop critical thinking around influence, social media and other on-line safety.</li> <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>• Staff are able to challenge pupils, parents or governors if opinions expressed are contrary to community cohesion or 'British values'.</li> <li>• Staff are aware of local factor i.e. political views etc. which might have an influence on pupils.</li> <li>• Staff in EYFS undertaking home visits are briefed on the signs to look out for around the home environment.</li> <li>• Computer leads promote Esafety at home and regularly communicate with parents/ carers about how to keep their children safe online.</li> <li>• Parents receive information about how to identify whether their children are becoming radicalized.</li> <li>• School Lettings are checked to ensure they fit within the school's ethos.</li> <li>• The school takes part in various fundraising and community based activities to show children how they can make a difference both locally and globally.</li> </ul>	Low
	The school does not work with statutory partners and agencies and/or does not feel comfortable sharing extremism related concerns externally.	Pupils	High	<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 the DSL</li> <li>• We have an appropriate internal referral process in place for all child protection matters including extremism and the DSL is aware of how to expedite concerns to other agencies.</li> <li>• All safeguarding concerns are recorded on to CPOMS.</li> </ul>	Low



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Curriculum and Learning	Pupils are exposed by school staff or contracted providers to messages supportive of extremism, terrorism or which contradicts 'British values'.	Pupils	High	<ul style="list-style-type: none"> <li>• Senior Leaders are trained in Safer Recruitment Processes through the NSPCC &amp; the National College.</li> <li>• We have appropriate whistleblowing procedures and a range of 'safeguarding' policies which are known and understood by staff, volunteers and regular contracted staff.</li> <li>• Staff are trained in Prevent and to recognize the signs of attitudes, which put children at risk.</li> <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 all curriculum areas and in school and class assemblies.</li> <li>• Areas of the curriculum e.g. PSHE are used for controlled and safe debate and discussion on radical or extreme issues and ideologies.</li> <li>• We have appropriate filters in place (from LGFL) which reduce the risk of pupils being able to access inappropriate information via the school IT system.</li> <li>• Children know who they can speak to if they are concerned about a member of staff's behavior.</li> <li>• All staff are DBS checked and those who are volunteers, who do not have a DBS wear a blue lanyard and are not left alone with the children.</li> <li>• Visiting speakers from different cultures and faiths are invited into school to discuss their beliefs (after a conversation with a member of SLT).</li> <li>• All children visit different places of worship and are accompanied by trained members of staff.</li> </ul>	Low
	Behaviours which harm the ability of different groups and individuals to learn and work together are left unchallenged.	Pupils and staff	Medium	<ul style="list-style-type: none"> <li>• We have an Equality policy in place, which is understood by staff and others who regularly work in the setting.</li> <li>• Pupils are taught about respect for other cultures and gain an understanding of community cohesion.</li> <li>• Opportunities are created both within the environment and the curriculum to promote the setting's ethos and values, which in turn promote "British Values".</li> <li>• Displays and other literature available in school reflects and encourages diversity and community cohesion</li> <li>• The whole School Behaviour Policy includes information on anti-bullying strategies and preventative measures for dealing with bullying as does our explicit Anti-Bullying Policy.</li> <li>• Inappropriate behaviour, language and attitudes are challenged by staff and, where staff or other adults are involved, by senior leaders.</li> </ul>	Low



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<b>Organisational Culture</b>	Staff or contracted providers are not aware of/do not subscribe to the ethos and values of the school	Pupils and staff	High	<ul style="list-style-type: none"> <li>The Senior Leadership Team are aware of the 'Prevent' Strategy ; 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 reference to the ethos and values of the school (see above)</li> <li>Staff development programmes include reference to 'British values' and to the promotion of community cohesion (see above)</li> <li>Guidance and literature is available for staff on the 'Prevent duty' and local aspects of extremism and radicalization (see above).</li> <li>A process is in place to identify and develop 'lessons learned' identified either by us or by other organisations/advisers.</li> <li>Staff are expected to promote the Glebe way explicitly in lessons and within conversations.</li> </ul>	Low
	Staff are unable to raise extremism related organisational concerns, due to the lack of an appropriate whistleblowing procedure	Pupils and staff	High	<ul style="list-style-type: none"> <li>Appropriate whistleblowing procedures are in place and adults working with pupils are made aware of them.</li> <li>All staff have read the whistle blowing policy and know how to act if they have a concern.</li> <li>All staff completed safeguarding training and Prevent training annually.</li> <li>Records are kept of incidents, which are reported to the DSL for consideration and, where appropriate, are referred on to the appropriate agency</li> </ul>	Low
<b>Visiting speakers/ environment</b>	Pupils/staff are exposed by visiting speakers to messages supportive of extreme ideologies which contradict British Values	Pupils and staff	medium	<ul style="list-style-type: none"> <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>Any pamphlets or resources left for the children, are checked thoroughly by members of staff.</li> </ul>	Low



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	Extremist or terrorist related material is displayed within the	Pupils/staff /others	medium	<ul style="list-style-type: none"> <li>The appropriateness and relevance of all materials or literature are considered prior to display.</li> <li>Staff concerns are discussed with the DSL before materials are used.</li> <li>Requests for externally provided materials to be displayed are considered and, where appropriate, authorised by the Head teacher.</li> </ul>	Low
	School premises are used to host events supportive of extremism or which popularise hatred or intolerance of those with particular protected	All premises users	medium	<ul style="list-style-type: none"> <li>Hire and lettings agreements include the fact that the premises will not be hired out to extremist groups or those who popularise hatred or intolerance of those with protected characteristics.</li> <li>Hire or lettings agreements include a notice period for hire i.e. short notice hires will not be authorised.</li> </ul>	Low
ICT and on-line study	Pupils access extremist or terrorist material whilst using school networks.	Pupils	Medium	<ul style="list-style-type: none"> <li>The ICT network has appropriate filters which block sites which are deemed to be inappropriate.</li> <li>The school has robust acceptable use procedures for both pupils and staff which include advice on inappropriate attempts to subvert the network.</li> <li>E-mail accounts of staff are monitored for content on a regular basis by LGFL.</li> <li>Pupils are encouraged to report to an adult any material which leaves them feeling worried or uncomfortable.</li> <li>Within classrooms and the ICT suite, there are posters reminding the children what to do if they are worried by something they see online. Children take part in regular Esafety lessons.</li> </ul>	Low
	On-line/social media communications relating to extremist or terrorist materials feature the school's branding	All	High	<ul style="list-style-type: none"> <li>We have oversight of administration rights for all social media accounts set up by us.</li> </ul>	Low
	Pupils access extremist or terrorist materials out of the school setting.	Pupils	High	<ul style="list-style-type: none"> <li>Parents are provided with advice on where they can access information and support in relation to on-line extremism and radicalisation and how to help keep their children safe on-line</li> <li>Information sharing sessions are provided to pupils, staff and parents on staying safe on-line.</li> <li>Esafety resources are shared with the parents by our Computing leads and put onto the school's website.</li> </ul>	Low