



Blacko Primary School RISK ASSESSMENT – EXTREMISM AND RADICALISATION

Location	Blacko Primary School	Assessment Number	1
Lead Officer	K Richards (DSL and Headteacher)	Distribution	To all Staff and Governors
Date of Assessment	02.21.2019	Review Date	February 2020

'**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 been 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 those linked to extreme Islamist ideology or too 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	<p>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</p> <p>ii) The organisation does not attach sufficient priority to Prevent Action plans (or does not have one) and therefore action to mitigate risks and meet the requirements of the Duty are not effective.</p>	<p>Regular training is in place for DSL and Deputy DSL and other staff which includes Radicalisation and Prevent within level 1 and level 2 safeguarding training. Some nominated governors have completed Prevent training.</p> <p>Prevent risk assessment and check list completed which supports the importance of Prevent on the school's agenda. Nominated Prevent Governor in place (safeguarding)</p>	Full Governing Board Prevent training TBC	DSL/CoG	<div style="background-color: #f4a460; height: 100px; width: 100%;"></div> <div style="background-color: #90ee90; height: 100px; width: 100%;"></div>
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>Staff have attended PREVENT training and relevant information disseminated through briefings, staff meetings, in house training and outside provider training.</p> <p>Prevent training 07.11.2018.</p> <p>All individuals in school – volunteers included are given a safeguarding induction booklet which outlines what to do if concerned about radicalization of pupils in their care.</p>	Ensure all staff (those absent at last training) receive this as soon as possible on return to work.	DSL	<div style="background-color: #f4a460; height: 100px; width: 100%;"></div> <div style="background-color: #90ee90; height: 100px; width: 100%;"></div>



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>School has contact with the Local Prevent Education.</p> <p>Head teacher report to governors states if any cases have occurred and 1:1 meetings with the safeguarding governor are held.</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>All processes for vetting and barring in place and all school bursar or HT checks all DBS records and documentation. All outside visitors must 'Check In/Sign In' before entering the building. Visiting speakers are not left alone with children.</p> <p>All materials and background checks are completed on visitors. Web filters are in place and monitored regularly by DSL.</p>	Continue to maintain stringent checks on visitors, contractors and lettings.	HT/AHT and Admin Officer	



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>Fundamental British Values are present around the school.</p> <p>FBV are central to school assemblies. The 4 British Value Areas are discussed at most staff meetings.</p>	<p>Further promotion of the 4 values is needed on a regular basis with visual and well as verbal reminders for KS1 and EYFS. Links are made in the curriculum overview but these need to be made apparent when teaching topics.</p> <p>KS2 curriculum overview still needs FBV links to be explicit.</p>	British Values Coordinator and SLT	
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>The DSL along with all staff in school on a regular basis provide pastoral support to individuals. There is an open door culture for children who need to speak privately to members of staff and these conversations are recorded following safeguarding protocols.</p> <p>Supply cover staff are familiar with all school safeguarding protocols which includes Prevent.</p>	Ensure that supply teachers are familiar with school protocols – if new to school.		



		<p>iii) Young people are radicalised by factors internal or external to the school</p>	<p>Children are protected from radicalisation to the best of the school's ability as no incidents have been highlighted or recorded since Prevent Duty introduced.</p>			
7	<p>Online Safeguarding</p>	<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>School's online policy, including digital technologies and social media policies/ information are shared with all staff, families and pupils via school website. Pupils sign an online safety agreement at the start of each key stage which clearly states what is acceptable usage in school.</p> <p>School uses the LA filtering system light speed which is checked on a regular basis for key search words and banned content. This is recorded and reported as when necessary.</p> <p>School does have an online social media account (Facebook and Twitter). These sites are accessed only by designated teaching staff and content is regularly monitored.</p>	<p>Ensure that filtering checks are completed regularly for new terminology and social media site.</p>		



8	Campus Security	<p>i) The organisation does not have sufficient security of its premises and young people are targeted by individuals or groups 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>External gates are locked. All staff are responsible for children when outside of the classroom. Entrance into the main school is magnetically locked.</p> <p>Charities/ collection for charities are only in agreement with the HT.</p> <p>All COSHH substances are held securely and away for pupils, staff and visitors.</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>At present there are no staff members of different faiths and therefore no need for additional worshiping areas. Other faiths are celebrated and learnt about in accordance to the NC2014.</p> <p>There is no separate prayer room within school.</p>		

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In Pursuit of Excellence

Head Teacher: Mrs K. Richards

