Earlsmead Primary School
PREVENT Risk Assessment
(Extremism and Radicalisation)

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Date of Assessment:	September 2023
Related Documents:	• Safeguarding and Child Protection Policy • Antibullying Policy • Behaviour Policy • Health and Safety Policy • KCSIE 2023

Context:

The aim of the Prevent Strategy is to reduce the threat to the UK from terrorism by stopping people being drawn into terrorism.

We are required to take a risk-based approach to the Prevent Duty, under paragraph 14 of the Home Office's statutory guidance.

This document demonstrates our awareness of the specific risks of extremism and radicalisation in our school area.

Extremism is defined as 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. Extremism isn't exclusive to ant section of society and can take many forms.

Radicalisation is defined as the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Risk Rating				
Likelihood of Occurrence For each circumstance determine the likelihood it may occur.	**High (3)** Likely to occur at some time.	**Impact of Harm** For each circumstance determine the potential impact of harm.	**High (3)** Causes mental or physical harm.
	Medium (2) May occur at some time.		**Medium (2)** Causes discomfort.
	Low (1) Unlikely to occur.		**Low (1)** Minor impact.

Risk	Likelihood of occurrence prior to action	Impact of harm prior to action	Recommended Controls	In place? Yes or No	Residual Risk after action
• 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.	3	3	• DSL and Deputy DSLs have completed Prevent Awareness Training (see Training Log). • All staff receive annual safeguarding training including updated information on Keeping Children Safe in Education. • Update training and information is provided regularly. • Staff are assessed on their understanding of KCSIE and the School's safeguarding policies – further training is provided as necessary. • Online PREVENT training (Home Office) is provided annually to all staff. • Safeguarding reports to Governors. • New staff have robust Induction including safeguarding training. • Concerns are reported to the DSL. • Records are held of any referrals • All staff are aware of our reporting of concerns procedures.	Y	1

Risk	Likelihood of occurrence prior to action	Impact of harm prior to action	Recommended Controls	In place? Yes or No	Residual Risk after action
• Pupils are radicalised by factors internal or external to the school.	2	3	• Staff deliver training to help pupils develop critical thinking around influence, social media and other on-line safety. • Staff and other adults working with pupils are challenged if opinions or language expressed are contrary to community cohesion, the School Values or 'British values'. • Staff are able to challenge pupils, parents or governors if opinions expressed are contrary to community cohesion, the School Values or 'British values'. • Staff are aware of local factors i.e. political views, news media etc. which might have an influence on pupils. • Staff in EYFS undertaking home visits (live or virtual) receive yearly update Prevent Training. • Staff made aware of factors which make children more vulnerable to it via annual Prevent Training. • Staff recognise that children are increasingly exposed to a variety of content via the internet and media. The School has an E-Safety Policy as a component of Safeguarding. • Pupils' acceptance and engagement" with British Values developed through opportunities to practically experience how the values might apply day to day life, for example, through mock elections, a school council.	Y	1

Risk	Likelihood of occurrence prior to action	Impact of harm prior to action	Recommended Controls	In place? Yes or No	Residual Risk after action
• School does not work with statutory partners and agencies and/or does not feel comfortable sharing extremism related concerns externally.	3	3	• We communicate regularly with statutory partners and agencies regarding a range of concerns. • All staff are aware that concerns are reported to the DSL. • 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. • Safeguarding is seen as everybody's responsibility – a culture of support is embedded via regular training for all staff.	Y	1
• Pupils are exposed by school staff or contracted providers to messages supportive of extremism, terrorism or which contradicts 'British values'.	3	3	• We have appropriate whistleblowing procedures and a range of 'safeguarding' policies which are known and understood by staff, volunteers and regularly contracted staff. • Staff and other adults working with pupils are challenged if opinions or language expressed are contrary to community cohesion or 'British values'. • Opportunities to promote 'British values' are clearly identified within all curriculum areas • Areas of the curriculum e.g. PSHE are used for controlled and safe debate and discussion on radical or extreme issues and ideologies. • We have appropriate filters in place which reduce the risk of pupils being able to access inappropriate information via the school IT system.	Y	1

• Behaviours which harm the ability of different groups and individuals to learn and work together are left unchallenged.	2	3	• Annual Prevent training for all staff. • 5 staff trained to DSL level (Level 3) including Learning Mentor and SLT members. • Pupils are taught about respect for other cultures and gain an understanding of community cohesion • Opportunities are created both within the environment and the curriculum to promote the setting's ethos and values • Displays and other literature available in school reflects and encourages diversity and community cohesion • Inappropriate behaviour, language and attitudes are challenged by staff and, where staff or other adults are involved, by senior leaders.	Y	1
• Pupils do not know how to keep themselves safe online.	3	3	• Regular e-Safety lessons as part of the computing curriculum. • Appropriate filtering and monitoring systems in place for school technology. • Pupils and parents regularly reminded of the age restrictions on games and social media. • Pupils participate in Safer Internet Day each Year	Y	2
• Staff or contracted providers are not aware of/do not subscribe to the ethos and values of the school.	3	3	• Senior Leadership Team are aware of the 'Prevent' Strategy and 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. • Clear awareness of roles and responsibilities regarding 'Prevent' exist across the school. • Recruitment, selection and induction programmes exist which include reference to the ethos and values of the school. • At least 2 members of staff per classroom team. • Staff development programmes include reference to 'British values' and to the promotion of community cohesion.	Y	1

				• Guidance and literature is available for staff on the 'Prevent duty' and local aspects of extremism and radicalisation. Additional-Guidance-Risk-of-Radicalisation.pdf (harrowscb.co.uk) EAH_Teachers_Booklet_2018_English_AW_V3.pdf (harrowscb.co.uk)		
• Staff are unable to raise extremism concerns due to the lack of an appropriate whistleblowing procedure.	2	3		• Appropriate whistleblowing procedures are in place and adults working with pupils are made aware of them. • Records are kept of incidents which are reported to the DSL for consideration and, where appropriate, are referred on to the appropriate agency.	Y	1
• Pupils/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.	2	3		• SLT offices throughout main hallway. • Materials to be delivered by external speakers are discussed with the speaker prior to delivery. • Visiting speakers are not left alone with pupils. • The appropriateness and relevance of all materials or literature are considered prior to display. • Staff concerns are discussed with the DSL before materials are used. • Requests for externally provided materials to be displayed are considered by the SLT.	Y	1
• School premises are used to host events supportive of extremism or which popularise hatred or intolerance of those with particular protected characteristics.	N/A	N/A		N/A	N/A	N/A
• Pupils access extremist or terrorist material whilst using school networks.	2	3		• The ICT network has appropriate filters (LGFL) which block sites which are deemed to be inappropriate. • School has robust acceptable use procedures for both pupils and staff. • Content including searches is able to be monitored. • Pupils are encouraged to report to an adult any material which leaves them feeling worried or uncomfortable. • Pupils participate in Safer Internet Day each Year	Y	1

• Pupils access extremist or terrorist materials out of the school setting.	2	3	• Pupils are encouraged to report to an adult any material which leaves them feeling worried or uncomfortable.	Y	1