



 **Risk Assessment For Radicalisation and Extremism**

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| **Policy Code:** | SG4 |
| **RA Start Date:** | **September 2024**  |
| **RA Review Date:** | **September 2025** |

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| 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 Social Emotional Mental Health (SEMH) Needs: Our pupil’s SEMH 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:* Pupils are exposed by school staff or contracted providers to messages supportive of extremism, terrorism or which contradicts ‘British Values’
 | Medium | * Tailored curriculum including; RSE, PSHE and computing;
* 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.
* 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.
* To focus on preparing pupils with the knowledge, skills and attributes to stay healthy and safe, while preparing them to make the most of life and work.
* To ensure pupils develop an appropriate knowledge and understanding of relevant political and social institutions that affect their lives.
* To focus on pupil responsibilities, rights and duties as individuals and members of communities.
* 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.
 | * The use of Visiting Speakers to enhance the curriculum offer (see identified risk).
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| Pupil’s online activity inside and outside of school.  | All pupils:* + Pupils access extremist or terrorist material whilst using school networks both intentionally and unintentionally
	+ Pupils access extremist or terrorist materials out of the school setting both intentionally and unintentionally
 |  | * 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 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.
* Reporting system for pupils via safe@cit centrally monitored email address.
* E-Safety is an element of staff induction and staff training is ongoing throughout the year.
* The Trust’s Acceptable Use of the Internet and IT systems policy implemented.
 | * Effective multi-agency work to address and support concerns.
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| 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 pocedures implemented to all volunteers and external visitors to the school.
 | * Safer recruitment procedures to be followed when visiting speakers are on site.
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| Staff’s and/or other stakeholders (such as 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 2024 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 CPOMS.
* 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’.
* School Safeguarding Information Leaflet for Visitors is shared with all visitors and states how to raise a concern.
* Safer recruitment procedures appled to all volunteers and external visitors to the school.
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| Behaviours which harm and/or influence 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 and Anti-bullying policy details anti-bullying strategies and preventative measures for dealing with bullying.
* Inappropriate behaviour, language and attitudes are challenged by staff at all times.
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| 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  |  |