



**Risk Assessment For Radicalisation and Extremism**

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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). |
| 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. |
| 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. |
| 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. |  |
| 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. |  |
| 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 |  |