THE VAYNOR FIRST SCHOOL PREVENT RISK ASSESSMENT – EXTREMISM & RADICALISATION

Activity:	**Prevention of Extremism and Radicalisation**			**Risk Assessment No:**	2
Risk Assessment Undertaken by:	Sallyanne Dunstan	**Date of Assessment:**	15th November 2020	**Distribution:**	All Staff
Designated Safeguarding Lead & Single Point of Contact (SPOC):	Sallyanne Dunstan	**Next Review Date:**	Autumn 2023	**Safeguarding Governor:**	Nikki Wnuk

Radicalisation is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist groups.

"**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" ***(HM Government Prevent Strategy 2011)***

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 rigid and narrow 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 from other risks. Children should be protected from messages of all violent extremism including, but not restricted to, those linked to extreme Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

Prevent, in the context of counter-terrorism is intervention before any criminal offence has been committed with the aim of preventing individuals or groups from committing crimes.

Risk Area	Hazard	Individuals at Risk	Risk (low, medium, high)	Control Measures	Residual Risk (Low, medium, high)
Welfare & Safeguarding	Staff or other contracted providers (e.g. regular supply or agency staff) are unaware of the Prevent agenda, the school procedure for handling concerns of radicalisation and extremism, do not see it as a safeguarding issue or as part of their statutory duty or are reluctant to raise concerns in relation to extremism and radicalisation.	Pupils	High	• DSL has been allocated the role of Single Point of Contact (SPOC) • Designated Safeguarding Lead (DSL) has received 'Prevent' awareness training and has disseminated the training and salient points to all staff, Governors and other regular contracted staff in the setting • Staff have received appropriate training and are familiar with our Child Protection Policy and procedures, are aware of the implication of the Prevent Duty in schools, their role within the Channel Process and that all concerns are reported to the DSL/SPOC • Staff have a clear understanding of the vulnerabilities and risks around radicalisation • Contracted staff are made aware of the person to whom concerns are to be reported • Preventing young people from being exposed to radicalisation or extremism is part of safeguarding policies and procedures i.e. Child Protection & E-safety • Records are held of any referrals with a clear audit trail being maintained and regularly monitored by DSL/SPOC	Low

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Welfare & Safeguarding ***continued...***	Young people are open to radicalisation by factors internal or external to the school	Pupils	High	• We have a range of activities to promote the spiritual, moral, social and emotional needs of young people aimed at protecting them from radical and extremist influences • Staff deliver training to help young people develop critical thinking around influence, social media and other on-line safety • Staff and other adults working with young people are challenged if opinions or language expressed are contrary to community cohesion or 'British values' • Staff are able to challenge pupils, parents or governors if opinions expressed are contrary to community cohesion or 'British values'	Low
	School not working with statutory partners and agencies and/or does not feel comfortable to share concerns related to extremism externally	Pupils	High	• All staff are aware that concerns are reported to the DSL/SPOC • DSL & Safeguarding team communicate regularly with statutory partners and external agencies regarding a range of concerns including WSCB and LA Prevent teams • We have an appropriate internal referral process in place for all child protection matters including extremism and DSL/SPOC is aware of how to expedite concerns to other agencies e.g. Worcestershire Family Front Door (01905 822666) or West Mercia Police Prevent Officer (telephone 101)	Low
Curriculum, Learning & Teaching	Exposure by school staff or contracted providers to messages supportive of extremism, terrorism or which contradicts 'British values'	Pupils	High	• We have appropriate whistleblowing procedures and a range of 'safeguarding' policies which are known and understood by staff, volunteers and regular contracted staff • Staff and other adults working with young people 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	Low
	Behaviours which harm the ability of different groups and individuals to learn and work together are left unchallenged.	Pupils & Staff	High	• We have a Single Equality Policy in place which is understood by staff and others who regularly work in the setting • 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 • Whole School Behaviour Policy includes information on anti-bullying strategies and preventative measures for dealing with bullying • Inappropriate behaviour, language and attitudes are challenged by staff and, where staff or other adults are involved, by senior leaders	Low

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Curriculum, Learning & Teaching ***Continued...***	British Values are considered only superficially with no opportunities for children to engage or experience them	Pupils	High	• British Values are taught across the curriculum and are embedded in learning • Opportunities to promote British Values are identified and utilised within curriculum *(e.g. Mock elections & school council)* • Develop critical thinking skills throughout the curriculum opportunities offered to develop children's confidence in verifying the validity of information and its origin	Low
Leadership/ Organisational Values & Culture	Staff or contracted providers are not aware of/do not subscribe to the ethos and values of the school	Pupils & Staff	High	• 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 setting and a key governor is appointed with responsibility for safeguarding, who understands the risks. • Recruitment, selection and induction programmes exist which include reference to the ethos and values of the school • Guidance and literature is available for staff on the 'Prevent Duty' and local aspects of extremism and radicalisation • Establish a process to identify and develop 'lessons learned' identified either by us or by other organisations/advisers	Low
	Staff are unable to raise extremism related organisational concerns due to the lack of an appropriate whistleblowing (confidential reporting) procedure	Pupils & Staff	High	• Appropriate whistleblowing procedures are in place and adults working with young people are made aware of them • Records are kept of incidents which are reported to the DSL/SPOC for consideration and, where appropriate, are referred on to the appropriate agency	Low
Visiting Speakers and the Environment	Young people/staff are exposed by visiting speakers to messages supportive of extreme ideologies or which contradict 'British Values'	Pupils & Staff	High	• Materials to be delivered by external speakers are discussed with the speaker prior to delivery • Visiting speakers are not left alone with the children	Low
	Extremist or terrorist related material is displayed within the setting	Pupils/staff/ Others		• The appropriateness and relevance of all materials or literature are considered prior to display • Staff concerns are discussed with the DSL/SPOC before materials are used • Requests for externally provided materials to be displayed are considered and, where appropriate, authorised by the Head teacher (SPOC)	Low

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Visiting Speakers and the Environment ***Continued...***	School premises are used to host events supportive of extremism or which popularise hatred or intolerance of those with particular protected characteristics	All premise users	High	• 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 • Hire or lettings agreements include a notice period for hire i.e. short notice hires will not be authorised.	Low
Computing & On-line Study	Young people access extremist or terrorist material whilst using school networks	Pupils	High	• The Computing network has appropriate filters and firewalls which block sites which are deemed to be inappropriate • School has robust acceptable use procedures for both pupils and staff which include advice on inappropriate attempts to subvert the network • E-mail accounts of both pupils and staff are monitored for content on a regular basis • Pupils are encouraged to report to an adult any material which leaves them feeling worried or uncomfortable. 'Hector the dolphin' also covers the screen whilst they approach a member of staff	Low
	On-line/social media communications relating to extremist or terrorist materials feature the school's branding	All	High	• We have oversight of, or administration rights for, all social media accounts set up by us.	Low
	Young people access extremist or terrorist materials out of the school setting	Pupils	High	• 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 • Information sharing sessions are provided to pupils, staff and parents on staying safe on-line	Low