

Longcot and Fernham CE primary School Prevent Risk Assessment – Extremism and Radicalisation

Location	Longcot and Fernham CE Primary School	Date	Nov 2024	Assessor	Sally Robins
		Review date	Nov 2025	Distribution	All

This risk assessment is a core part of the Prevent Duty and has been completed alongside the school’s extremism and radicalisation audit. All staff, Governors and Trustees should read [Protecting children from radicalisation: the prevent duty](#). It is a statutory requirement our schools assesses the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. The purpose of this risk assessment is to have an awareness and understanding of the risk of radicalisation in our school.

Key Definitions

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, pupils and families from violent extremism. There have been attempts to radicalise vulnerable children and pupils 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.

Risk Description	Action Requirements
High Risk	Risk will be actively managed with control measures.
Medium Risk	Monitor and take appropriate action to reduce risk if possible.
Low Risk	Risk to have low priority in the risk register.

Risk Area	Specific Concern	Who is at Risk	Risk Description	Existing Controls	Additional notes/ comments	Lead person
Welfare and Safeguarding	<p>Staff or visitors are not aware of the school procedures for reporting PREVENT related concerns about pupils.</p> <p>Staff or visitors do not feel comfortable sharing PREVENT related concerns about pupils internally with Safeguarding leaders.</p>	Pupils	Low	<ul style="list-style-type: none"> Designated Safeguarding Leader has received up to date PREVENT training annually and attends regular updates led by the Trust or Local Authority. All staff and governors receive full PREVENT training on a 3 year refresher cycle and annual refresher training via the Gov.uk training course. Visitors are made aware of the person to whom concerns are to be reported – both verbally and via our safeguarding leaflet. Preventing pupils from being exposed to radicalisation or extremism is part of safeguarding policies and procedures i.e. Child Protection & Online Safety. Staff have received Child protection training (annually) and are familiar with our Child Protection Policy and procedures including annual KCSIE updates. Concerns are reported to the Prevent Leader (DSL). Records are held of any referrals with an audit trail being maintained. 	All new staff to receive information on PREVENT during induction process and undertake training.	SR
	Pupils are radicalised by factors internal or external to the school.	Pupils	Med	<ul style="list-style-type: none"> We have a range of activities to promote the spiritual, moral, social and emotional needs of pupils aimed at protecting them from radical and extremist influences e.g. Christian Values Cycle focus and Jigsaw 	Maintain profile of values and PSHE work	School leaders

				<ul style="list-style-type: none"> The PSHE Policy and curriculum directly addresses this risk to educate students. Staff and other adults working with pupils are challenged if opinions or language expressed are contrary to community cohesion or 'British values' and shared with Safeguarding leaders. Staff are able to challenge pupils, parents or governors if opinions expressed are contrary to community cohesion or 'British values' 		
Welfare and Safeguarding	School does not work with statutory partners and agencies.	Pupils	Low	<ul style="list-style-type: none"> We communicate regularly with statutory partners and agencies regarding a range of concerns. All staff are aware that concerns are reported to the Prevent Leader (DSL) We have an appropriate internal referral process in place for all child protection matters including extremism and Safeguarding leaders aware of how to expedite concerns to other agencies. 	DSL and DDSLs continue current practice with partners	DSL team
	Pupils are exposed by school staff or visitors to messages supportive of extremism, terrorism or which contradicts 'British values'.	Pupils	Med	<ul style="list-style-type: none"> We have appropriate whistleblowing procedures and a range of safeguarding policies which are known and understood by staff, volunteers, visitors and regular contracted staff – staff understanding of these is checked regularly. 	<p>Maintain current procedures for visitors</p> <p>Maintain checks on Filtering service</p>	DSL

				<ul style="list-style-type: none"> • We have a clear safeguarding leaflet which is shared with all visitors on arrival • Staff and other adults working with pupils are challenged if opinions or language expressed are contrary to community cohesion or British Values. • We have filters in place which reduce the risk of pupils being able to access inappropriate information via the schools ICT systems. • Opportunities to promote Values are exploited throughout the curriculum and through Collective Worship, e.g. Literature Spine. 		
School Culture	Behaviours which harm the ability of different groups and individuals to learn and work together are left unchallenged	Pupils	Low	<ul style="list-style-type: none"> • Our Equality Scheme and Accessibility Plan is in place and understood by staff and others who regularly work in school. Pupils are explicitly taught about respect for other cultures and gain an understanding of community cohesion. • Collective Worship across all key stages address inclusion, cohesion and diversity. Displays and other literature available in school reflects and encourages diversity and community cohesion. • Whole school Positive Relationships (Behaviour) Policy includes information on anti-bullying. 	Continue cycle of review and evaluation of Equalities plan and relevant policies.	Leaders

				<ul style="list-style-type: none"> Inappropriate behaviour, language and attitudes are challenged by staff and, where staff or other adults are involved, by senior leaders 		
<p>School Culture</p> <p>Visitors or site users</p>	<p>Staff, volunteers or visitors are not aware or do not subscribe to the ethos and values of the school</p> <p>Pupils/staff are exposed by visiting speakers to messages supportive of extreme ideologies or which contradict 'British values'</p>	Pupils	Low	<ul style="list-style-type: none"> 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 Recruitment, selection and induction programmes exist which include a commitment to all safer recruitment policies and processes and to the ethos and values of the school. All visitors and volunteers undergo checks and are given safeguarding information (including our safeguarding leaflet on arrival). Visitors and volunteers are supervised unless they have undergone full recruitment and checks. Materials and content to be delivered by external speakers are discussed with the speaker prior to delivery 	Maintain clear profile and communication of school ethos	All staff
School Culture	School premises are used to host events supportive of extremism or which popularise	Pupils, Staff, community	Low	<ul style="list-style-type: none"> The Trust Hire and lettings policy and agreements are robust and include expectations 	Ensure processes are reviewed in the	SR

Site users	hatred or intolerance of those with particular protected characteristics			around safeguarding. Hirers are required to share information with the school in the event that the site is used (currently no lettings)	event that a letting commences	
Computing and Online Safety Networks	Pupils access extremist or terrorist material whilst using school networks.	Pupils	Low	<ul style="list-style-type: none"> • Smoothwall filtering and monitoring is applied to all devices on site and is maintained robustly • Notifications of any untoward searches are received by DSL and DDSLs • School has robust acceptable use procedures for both pupils and staff which include advice on inappropriate attempts to subvert the network. • Pupils are encouraged to report to an adult any material which leaves them feeling worried or uncomfortable. • Breaches in GDPR are referred to the data controller for review and recommendations. • PSHE, computing curriculum and online safety curricula specifically teach students about online safety and how to report concerns. 	Continue regular monitoring and further embed online safety work	DSL and computing lead
	Pupils access extremist or terrorist online materials out of the school setting	Pupils	Med	<ul style="list-style-type: none"> • Parents are regularly provided with advice on where they can access information and support in relation to on-line safety including extremism and radicalisation (National Online Safety info and our monthly safeguarding newsletter) • School provides information and support for 	Explore parental information sessions in conjunction with other schools	DSL team

				parents/guardians on how to add parental / safety controls onto electronic devices to prevent pupils from accessing inappropriate materials		
Community Tensions	<p>Current high profile events, news stories and anniversaries or notable days that have the potential to be exploited by extremists to further ideology and agenda – e.g. George Floyd and BLM protests, anniversary of Lee Rigby.</p> <p>Risk of harm due to a pupil attending a march/event.</p> <p>Risk of harm due to inappropriate relationship/communications between child and adults at event.</p> <p>Vulnerable places (hotspots for crime/exploitation/gang activity)</p>	Pupils	Low	<ul style="list-style-type: none"> The age and stage of the children means that they are less frequently unsupervised by a responsible adult. Safeguarding leaders to liaise regularly with other local services, professionals and school leaders to enhance knowledge about events or people causing concern within the Local Community. Staff are confident to share concerns about events taking place in the community. Close relationships and good communication within the school community and between parents and staff, mean that school are likely to become aware of any rising concerns locally very quickly. Local Police communicate concerns to leaders allowing targeted work if required (and vice versa). 	Maintain strong relationships and communication channels with community and families	All staff