

## PREVENT RISK ASSESSMENT – EXTREMISM AND RADICALISATION

Location:	Scapegoat Hill Junior and Infant School	Date of Assessment:	January 2025	Assessor:	Natalie Shackleton
Signed:	<i>N. Shackleton</i>	Review Date:	February 2026	Distribution:	All

This risk assessment is a core part of the Prevent Duty, All staff and Governors should read [Protecting children from radicalisation: the prevent duty](#). It is a statutory requirement for schools to assess 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 Level	Existing Controls in place	Notes Comments	Lead person
Welfare and Safeguarding	Short term Supply Staff or visitors are not aware of the school procedures for reporting PREVENT related concerns about pupils.	Pupils	Low	<p>All Designated Safeguarding Leaders and SLT have received up to date PREVENT training.</p> <p>Safeguarding Leader and Headteacher receive regular Prevent newsletters and updates led by the Local Authority</p> <p>All staff and governors receive PREVENT training on a 3-year refresher cycle.</p> <p>All staff and governors attend Online Safety training and have refresher training regularly.</p> <p>Visitors are made aware of the person to whom concerns are to be reported.</p> <p>Preventing pupils from being exposed to radicalisation or extremism is part of safeguarding policies and procedures i.e., Child Protection &amp; Online Safety.</p> <p>Staff have received child protection training and are familiar with our Child Protection Policy and procedures including KCSIE updates.</p> <p>Concerns are reported to the Prevent Leader</p> <p>Records are held of any referrals with an audit trail being maintained. (CPOMS)</p>	All new staff to receive information on PREVENT during induction process.	NS and SR
	Pupils are radicalised by factors internal or external to the school.	Pupils	<p>Low (internal)</p> <p>Med (external)</p>	<p>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. This includes most recently resources and support from Kirklees Council.</p> <p>The PSHE Policy and curriculum directly addresses this risk to educate pupils. Staff are aware of local factors i.e, political views etc. which might have an influence on pupils, and these are shared at weekly staff briefings. Anything of relevance is shared with staff.</p>	To arrange additional training for all staff Spring/Summer 2025, including face to face	NS and SR

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Welfare and Safeguarding	Statutory partners and agencies do not have the information school may have identified.	Pupils	Low	<p>We communicate regularly with statutory partners and agencies regarding a range of concerns.</p> <p>All staff are aware that concerns are reported to the Prevent Leader (NS).</p> <p>We have an appropriate internal referral process in place for all child protection matters including extremism and Designated Safeguarding Leaders are aware of how to expedite concerns to other agencies.</p>		NS All DSLs
	Pupils are exposed by school staff or visitors to messages supportive of extremism, terrorism or which contradicts 'British values.'	Pupils	Low	<p>We have appropriate whistleblowing procedures and a range of safeguarding policies which are known and understood by staff, volunteers, visitors, and regular contracted staff.</p> <p>Staff and other adults working with pupils are challenged if opinions or language expressed are contrary to community cohesion or 'British Values.'</p> <p>Opportunities to promote 'British Values' are clearly identified within the Scapegoat Hill Junior and Infant School curriculum.</p> <p>Areas of the curriculum e.g., PSHE curriculum are used for controlled and safe debate and discussion on radical or extreme issues and ideologies.</p> <p>We have filters in place which reduce the risk of pupils being able to access inappropriate information via the schools ICT systems.</p>		NS and SR
School Culture	Behaviours which harm the ability of different groups and individuals to learn and work together being left unchallenged	Pupils and staff	Low	<p>Pupils are explicitly taught about respect for other cultures and gain an understanding of community cohesion.</p> <p>Assemblies across all classes address inclusion, cohesion, and diversity. Displays and other literature available in school reflects and encourages diversity and community cohesion.</p> <p>Whole school Behaviour Policy includes information on anti-bullying strategies and preventative measures for dealing with bullying.</p> <p>Inappropriate behaviour, language and attitudes are challenged by staff and, where staff or other adults are involved, by senior leaders.</p>	Monitor and evaluate the range of assemblies	NS

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School Culture	Staff, volunteers, or visitors are not aware or do not subscribe to the ethos and values of the school.	Pupils and staff	Low	<p>Senior Leadership Team are aware of the PREVENT Strategy and its objectives as it relates to both the national and local context and takes steps to ensure that the overall values and ethos of the school reflect strategies to support the PREVENT duty.</p> <p>Clear awareness of roles and responsibilities regarding PREVENT exist across the school.</p> <p>Recruitment, selection, and induction programmes exist which include a commitment to the ethos and values of the school.</p> <p>Further training is available for staff on PREVENT and local aspects of extremism and radicalisation where necessary.</p>	Monitor and evaluate the themes/content of school assemblies.	NS and SR

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Visiting speakers/ environment	Pupils/staff are exposed by visiting speakers to messages supportive of extreme ideologies or which contradict 'British values.'	Pupils and staff	Low	<p>Materials to be delivered by external speakers are discussed with the speaker prior to delivery. They are also viewed by the school leaders.</p> <p>Visiting speakers are not left alone with pupils.</p>		NS and SR
	Extremist or terrorist related material is displayed within the setting.	Pupils/Staff /Others	Low	<p>The appropriateness and relevance of all materials or literature are considered prior to display.</p> <p>Staff feel confident to raise concerns with the PREVENT leader (NS/SR if they feel materials used or to be used are inappropriate.</p>		NS and SR
	School premises are used to host events supportive of extremism or which popularise hatred or intolerance of those with particular protected characteristics.	All premises users	Low	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.		NS and SR

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Computing and Online Safety Curriculum	Pupils access extremist or terrorist material whilst using school networks.	Pupils	Low	<p>The ICT network has appropriate filters which block sites which are deemed to be inappropriate.</p> <p>School has robust acceptable use procedures for both pupils and staff which include advice on inappropriate attempts to subvert the network.</p> <p>Pupils are encouraged to report to an adult any material which leaves them feeling worried or uncomfortable.</p> <p>Breaches in GDPR are referred to the data protection officer for review and recommendations.</p> <p>PSHE, computing curriculum and online safety curricula specifically teach pupils about online safety and how to report concerns.</p>	Regular monitoring of Smoothwall filtering system.	NS and SR
Computing and Online Safety Curriculum	Pupils access extremist or terrorist materials out of the school setting	Pupils	Med	<p>The school website contains advice on where parents can access information and support in relation to on-line safety including extremism and radicalisation.</p> <p>Information sharing sessions are provided to pupils, staff on staying safe on-line.</p> <p>The school celebrates 'Safer Internet Day' annually including the delivery of content to year groups and whole school assemblies.</p> <p>School provides training and updates for parents/guardians on how to stay safe online and how to add parental / safety controls onto electronic devices to prevent pupils from accessing inappropriate materials.</p>	Review content on the website to ensure it is up to date and relevant to parents needs.	SR and NS

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<p><b>Community Tensions</b></p>	<p>Current events, affairs and anniversaries or notable days that have the potential to be exploited by extremists to further ideology and agenda.</p> <p>Risk of harm due to a pupil attending a march/event.</p> <p>Risk of harm due to inappropriate relationships and/or communications between child and adults at event.</p>	<p>Pupils</p>	<p><b>Med</b></p>	<p>Safeguarding leaders proactively engage with the local community and parents to understand events that may be taking place by specific groups.</p> <p>Safeguarding leaders liaise regularly with Local Police (Safer Schools Officer, CPSOs) to enhance knowledge about events or people causing concern within the Local Community.</p> <p>Staff are confident to share concerns about events taking place in the community.</p> <p>Parents are confident in speaking to school leaders about concerns around events or meetings that may be taking place in the community.</p>		<p>SR and NS</p>
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<p>Vulnerable places (hotspots for crime/exploitation /gang activity)</p>	<p>If staff are not aware of these locations, they may miss out on opportunities for early intervention to stop grooming.</p>	<p>Pupils</p>	<p><b>Med</b></p>	<p>Safeguarding leaders to liaise regularly with Local Police and Colne Valley Aspire Hub to enhance knowledge about areas of the community that are of concern for exploitation and gang related activity.</p> <p>Safeguarding leaders ensure staff understand hotspots or areas of concern in the community where children may be vulnerable.</p> <p>Staff are confident to share concerns with Safeguarding Leaders when they feel pupils are at risk of being exploited due to going to places deemed vulnerable.</p>	<p>Safeguarding leaders to liaise regularly with Local Police and Colne Valley Community Aspire Hub</p>	<p>NS and SR</p>