



## Kirkstall St Stephen's CE Primary Risk assessment – EXTREMISM AND RADICALISATION



|                  |            |                            |                            |                      |            |
|------------------|------------|----------------------------|----------------------------|----------------------|------------|
| <b>Location:</b> | KSS        | <b>Date of Assessment:</b> | 5 <sup>th</sup> March 2024 | <b>Assessor:</b>     | P.Sheppard |
| <b>Signed:</b>   | P.Sheppard | <b>Review Date:</b>        | January 2025               | <b>Distribution:</b> | All        |

**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 Area                       | Hazard  | Individuals at risk | Risk                  | Control Measures   | Notes/Additional Controls     | Residual Risk         |
|---------------------------------|---|---------------------|-----------------------|--|-------------------------------|-----------------------|
|                                 |   |                     | Low<br>Medium<br>High |  |                               | Low<br>Medium<br>High |
| <b>Welfare and Safeguarding</b> | Staff or other contracted providers (e.g. regular supply or agency staff) are not aware of the school procedure for handling concerns and or do not feel comfortable sharing issues internally. | Pupils              | Med                   | <ul style="list-style-type: none"> <li>Designated Safeguarding Lead has received up to date PREVENT training (24.1.24) as well as enhanced training offered by the LA (29.3.22)</li> <li>All staff and governors receive PREVENT training on a 3-year refresher cycle- next full face-to-face training 2.9.24</li> <li>Contracted staff are made aware of the person to whom concerns are to be reported</li> <li>Preventing pupils from being exposed to radicalisation or extremism is part of safeguarding policies and procedures i.e. Child Protection &amp; Online Safety- all staff trained</li> <li>Staff have received appropriate Child protection training and are familiar with our Child Protection Policy and procedures including KCSIE updates</li> <li>Staff have Prevent procedures highlighted on back of lanyards</li> <li>Concerns are reported to the DSL</li> <li>Records are held of any referrals with an audit trail being maintained - CPOMS</li> </ul> | Part of induction procedures. | Low                   |

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|-------------------------|---|---------------------|-----------------------|---|---------------------------|-----------------------|
|                         |   |                     | Low<br>Medium<br>High |   |                           | Low<br>Medium<br>High |
|                         | Pupils are radicalised by factors internal or external to the school.   | Pupils              | Med                   | <ul style="list-style-type: none"> <li>We have a range of activities to promote the spiritual, moral, social and emotional needs of pupils- especially in PSHE sessions, aimed at protecting them from radical and extremist influences.</li> <li>Staff and other adults working with pupils are challenged if opinions or language expressed are contrary to our Christian values or 'British values'</li> </ul>   |                           | Low                   |
|                         | School does not work with statutory partners and agencies.  | Pupils              | Med                   | <ul style="list-style-type: none"> <li>We communicate regularly with statutory partners and agencies regarding a range of concerns- highlighted in CP policy</li> <li>All staff are aware that concerns are reported to the DSL</li> <li>We have an appropriate internal referral process in place for all child protection matters including extremism and the DSL is aware of how to expedite concerns to other agencies.</li> </ul>  |                           | Low                   |
| Curriculum and Learning | Pupils are exposed by school staff or contracted providers to messages supportive of extremism, terrorism or which contradicts 'British values' | Pupils              | Med                   | <ul style="list-style-type: none"> <li>We have appropriate whistleblowing procedures and a range of safeguarding policies which are known and understood by staff, volunteers and regular contracted staff</li> <li>Staff and other adults working with pupils are challenged if opinions or language expressed are contrary to our Christian values or 'British Values'. Lots of curriculum opportunities to promote these</li> <li>We have appropriate filters in place (Smoothwall) which reduce the risk of pupils being able to access inappropriate information via the school ICT system.</li> </ul> |                           | Low                   |
|                         | Behaviours which harm the ability of different groups and individuals to learn and work together  | Pupils and staff    | Med                   | <ul style="list-style-type: none"> <li>Pupils are explicitly taught about respect for other cultures and gain an understanding of community cohesion</li> </ul>   | Assemblies & PSHE lessons | Low                   |



|                                       |   |                  |      |  |  |     |
|---------------------------------------|---|------------------|------|--|--|-----|
|                                       | are left unchallenged   |                  |      | <ul style="list-style-type: none"> <li>Assemblies across all key stages address inclusion, cohesion and diversity</li> <li>Displays and other literature available in school reflects and encourages diversity and community cohesion- School of Sanctuary</li> <li>Whole school Anti-bullying policy and Behaviour Policy includes information on anti-bullying strategies and preventative measures for dealing with bullying</li> <li>Inappropriate behaviour, language and attitudes are challenged by staff and, where staff or other adults are involved, by senior leaders</li> </ul>                                   |  |     |
| <b>Organisational Culture</b>         | Staff or contracted providers are not aware of/do not subscribe to the ethos and values of the school   | Pupils and staff | High | <ul style="list-style-type: none"> <li>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</li> <li>Clear awareness of roles and responsibilities regarding PREVENT exist across the school</li> <li>Recruitment, selection and induction programmes exist which include a commitment to the ethos and values of the school</li> <li>Face-to-face training for staff on extremism and radicalization on 2.9.24</li> </ul> |  | Low |
| <b>Visiting speakers/ environment</b> | <p>Pupils/staff are exposed by visiting speakers to messages supportive of extreme ideologies or which contradict 'British values'</p> <p>Extremist or terrorist related material is displayed within the setting</p> | Pupils and staff | Med  | <ul style="list-style-type: none"> <li>Materials to be delivered by external speakers are discussed with the speaker prior to delivery</li> <li>Visiting speakers are not left alone with pupils</li> <li>The appropriateness and relevance of all materials or literature are considered prior to display</li> <li>Staff concerns are discussed with the DSL before materials are used</li> <li>Requests for externally provided materials to be displayed are considered and, where appropriate, authorised by the Head teacher</li> </ul>   |  | Low |

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|                       |  |                     | Low<br>Medium<br>High |   |                           | Low<br>Medium<br>High |
|                       | 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  | Med                   | <ul style="list-style-type: none"> <li>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</li> </ul>   |                           | Low                   |
| ICT and on-line study | Pupils access extremist or terrorist material whilst using school networks   | Pupils              | Med                   | <ul style="list-style-type: none"> <li>The ICT network has appropriate filters which block sites which are deemed to be inappropriate (Smoothwall)</li> <li>School has robust acceptable use procedures for both pupils and staff which include advice on inappropriate attempts to subvert the network- stated in staff code of conduct policy. All staff Online Safety trained.</li> <li>Pupils are encouraged to report to an adult any material which leaves them feeling worried or uncomfortable- use of worry boxes and trusted adults</li> <li>Breaches in GDPR are referred to the data controller for review and Recommendations (R.Ogden)</li> <li>PSHE and Computing curriculums specifically teach students about online safety and how to report concerns.</li> </ul> |                           | Low                   |
|                       | On-line/social media communications relating to extremist or terrorist materials feature the school's branding   | All                 | High                  | <ul style="list-style-type: none"> <li>We have oversight of, or administration rights for, all social media accounts set up by us.</li> </ul>   |                           | Low                   |
|                       | Pupils access extremist or terrorist materials out of the school setting   | Pupils              | High                  | <ul style="list-style-type: none"> <li>Specific website area for e-safety</li> </ul>  |                           | Low                   |