RINGMER PRIMARY AND NURSERY SCHOOL

RISK ASSESSMENT – EXTREMISM AND RADICALISATION

Location:	Ringmer Primary and Nursery School	**Risk Assessment No:**	1.	**Assessor:**	Anna Crompton
Signed:	Danny Mizon - Safeguarding Governor	**Date of Assessment:**	06.03.24	**Distribution:**	All
Activity:	**Prevention of Extremism and Radicalisation**	**Date of Review:**	March 2025	**Next Review Date:**	**March 2026**

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 Low Medium High	Control Measures	Notes/Additional Controls	Residual Risk Low Medium High
Welfare and Safeguarding	Staff, leaders (including Governors) 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	High	• All staff to have received 'Prevent' awareness training. DSL to ensure updates are disseminated at salient points to all staff, Governors and other regular contracted staff in the setting • Safeguarding Governor has up to date Prevent training. • Contracted staff are made aware of the person to whom concerns are to be reported • Preventing pupils from being exposed to radicalisation or extremism is part of safeguarding policies and procedures i.e. Child Protection & E-safety • Staff have received appropriate training and are familiar with our Child Protection Policy and procedures • Concerns are reported to the DSL and logged on myconcern • Records are held of any referrals with an audit trail being maintained – regular monitoring by the DSL takes place	Part of induction procedures.	Low

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	Pupils are radicalised by factors internal or external to the school	Pupils	Medium	• 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 • The School's bespoke Wellbeing curriculum ensures coverage of key points and external practitioner David Law invited into school to work with Year 6 annually • Staff deliver training to help pupils develop critical thinking around influence, social media and other on-line safety • Staff and other adults working with pupils 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' • Staff are aware of **local factors** i.e. political views, religious and misogynistic views etc. which might have an influence on pupils • Senior Leaders through strong local partnerships have an overview of the local profile which is provided by the local authority (Prevent coordinator or Prevent education officer)/local policing. https://safeineastsussex.org.uk/prevent-help.html • Community reporting of local extremist activity, such as marches, graffiti or through local news, staff who live locally or from attending DSL network meetings or head teacher forums. • Staff will have an awareness of terrorist attacks within the UK or globally that could impact our local area, our setting and learners and put in place support when required. • Staff undertaking home visits are briefed on the signs to look out for around the home environment • Staff are aware which children may be at a greater risk to radical and extremist views through detailed record keeping on My concern and a vulnerable pupils record. There are regular check-ins and interventions in place for these children. • Senior Leaders/DSL's are aware of **National Risks through the** Prevent duty which provides a framework for specified authorities to respond to the changing nature of threat in the UK. The government's counter-terrorism (CONTEST) strategy 2023 says "the terrorist threat in the UK today is dominated by individuals or small groups acting outside of organised terrorist networks". The primary domestic threat to the UK comes from Islamist terrorism. The remainder of the UK domestic terrorist threat is driven almost exclusively by Extreme Right-Wing Terrorism.		Low

	School does not work with statutory partners and agencies and/or does not feel comfortable sharing extremism related concerns externally	Pupils	High	● We communicate regularly with statutory partners and agencies regarding a range of concerns ● All staff are aware that concerns are reported to the DSL ● 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 (Channel)	Appointment of a full time practitioner for behaviour and learning - May 2022	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	Medium	● 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 pupils 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	Pupils and staff	High	● We have an Equalities action plan 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	Assemblies	Low

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	are left unchallenged			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 for Learning 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 ● All staff are aware of and refer to thePrevent glossary of terms https://www.gov.uk/government/publications/prevent-duty-guidance/glossary-of-terms ●		
Organisational Culture	Staff or contracted providers are not aware of/do not subscribe to the ethos and values of the school	Pupils and 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 school ● Recruitment, selection and induction programmes exist which include reference to the ethos and values of the school ● Staff development programmes include reference to 'British values' and to the promotion of community cohesion ● Guidance and literature is available for staff on the 'Prevent duty' and local aspects of extremism and radicalisation ● A process is in place 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 procedure	Pupils and staff	High	● Appropriate whistleblowing procedures are in place and adults working with pupils are made aware of them ● Records are kept of incidents on my concern which are reported to the DSL for consideration and, where appropriate, are referred on to the appropriate agency		Low

	The school does not provide a safe space in which children can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.	Pupils	Medium	• Code of conduct for all staff • Working Agreement for RSHE lessons in the Wellbeing curriculum • School Values and British Values adhered to by all pupils and staff and when this is not the case pupils and staff will challenge • Speak out Stay Safe NSPCC lessons • Worry boxes in all classrooms • All pupils have a trusted adult they feel confident to talk to • Staff have CPD to have difficult classroom conversations www.educateagainsthate.com https://www.educateagainsthate.com/category/school-leaders/advice-and-training-school-leaders/		
Visiting speakers/ environment	Pupils/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	Pupils and staff Pupils/staff /others	medium medium	• Materials to be delivered by external speakers are discussed with the speaker prior to delivery • Visiting speakers are not left alone with pupils • The appropriateness and relevance of all materials or literature are considered prior to display • Staff concerns are discussed with the DSL before materials are used • Requests for externally provided materials to be displayed are considered	Assemblies and class speakers	Low Low

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				and, where appropriate, authorised by the Head teacher		
	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	medium	● 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
ICT and on-line study	Pupils access extremist or terrorist material whilst using school networks	Pupils	High	● The ICT network has appropriate filters 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		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. (Facebook)		Low
	Pupils may distribute extremist material using the school's IT system.	All	Medium	● There is a clear reporting process in place to Speak out and stay safe ● Internet safety lessons ● Filtering system flags any safeguarding or prevent-related concerns		Low

	Pupils 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
Additional Notes and further action required:						