



# Risk Assessment For Radicalisation and Extremism

<b>Policy Code:</b>	SG4
<b>RA Start Date:</b>	September 2024
<b>RA Review Date:</b>	September 2025

Community Inclusive Trust -Risk Assessment for Radicalisation and Extremism. PREVENT

Identify the Risk:	Who might be harmed and how:	Risk Level (as identified by the SE framework)	Existing precautions:	Any additional precautions needed:
<p>Pupil's Special Educational Needs:</p> <p>Our pupil's SEND may impact their ability to identify and respond to risk, and this increases their vulnerability. Pupils may struggle to understand how to maintain healthy relationships, and their perception of physical and emotional safety may be significantly delayed or under-developed</p>	<p>All pupils radicalised by factors internal or external to the school:</p> <p>Pupils are unknowingly exposed to messages, images or articles in support of extremism, terrorism or those which contradict 'British Values'</p>	<p>Medium</p>	<p>Bespoke curriculum including RSE, PSHE and computing; to provide pupils with a curriculum which allows them the knowledge, skills and attributes they need to manage their lives, now and in the future.</p> <ul style="list-style-type: none"> <li>- To prepare pupils to be independent and more responsible members of society, providing them with the tools to play a positive role in contributing to the life of the school and the wider community</li> <li>- To focus on preparing pupils with the knowledge, skills and attributes to stay healthy and safe, while preparing them to make the most of life and work.</li> <li>- To ensure pupils develop an appropriate knowledge and understanding of relevant political and social institutions that affect their lives.</li> <li>- To focus on pupil responsibilities, rights and duties as individuals and members of communities.</li> <li>- To focus on empowering pupils to access information that enables them to make informed decisions about their learning, health and wellbeing.</li> <li>- A range of activities throughout the school are implemented to promote the spiritual, moral, social and emotional needs of pupils</li> </ul>	<p>The use of visiting speakers to enhance the curriculum offer (see identified risk).</p>

<p>Pupils' online activity and behaviour inside and outside of school.</p>	<p>All Pupils: Pupils access extremist or terrorist material whilst using school networks both intentionally and unintentionally.</p> <p>All pupils access extremist or terrorist materials out of the school setting, intentionally and unintentionally.</p>	<p>Medium</p>	<p>aimed at protecting them from radical and extremist influences.</p> <ul style="list-style-type: none"> <li>- All pupils access a weekly British Values lesson to enhance, develop and promote the fundamental British Values.</li> <li>- Appropriate filters in place on all school devices, which reduce the risk of pupils being able to access inappropriate information via the school ICT system.</li> <li>- SENSO software implemented on all pupil laptops/computers which monitor and inform DSL/DDSL of violations.</li> <li>- Weekly report produced to analyse individual pupils use and identify patterns of concern and trending inappropriate interests.</li> <li>- DSL/DDSL communicates regularly with statutory partners and agencies regarding a range of concerns.</li> <li>- Computing curriculum incorporates opportunities to learn and share knowledge, skills and experiences of technology and emphasises how online safety is paramount within the world we live in.</li> <li>- Positive relationships with parents and carers are based on open communication regarding concerns about pupils inside and outside of school.</li> <li>- E-Safety resources and updates shared with parent and carers, including specific pages on the school website to support them in keeping their children safe online at home.</li> </ul>	<p>Effective multi-agency referrals to address and support concerns.</p>
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<p>External Visiting Speakers and Workshop Practitioners used to enhance our pupil's learning.</p>	<p>All pupils and staff: Pupils and Staff are exposed to messages supportive of extreme ideologies or which contradict 'British Values'  Extremist or Terror related material is displayed within the learning session.</p>	<p>Medium</p>	<ul style="list-style-type: none"> <li>- Pupils are encouraged to report to an adult any material which leaves them feeling worried or uncomfortable.</li> <li>- Reporting system for pupils via safe@cit centrally monitored email address.</li> <li>- E-Safety is an element of staff induction and staff training is ongoing throughout the year.</li> <li>- The Trust's Acceptable Use of the Internet and IT systems policy implemented.</li> <li>- Visiting Speaker Policy outlines expectations and requirements of any visiting speakers.</li> <li>- All visiting speakers are required to complete and sign a visiting speaker agreement.</li> <li>- All resources used by the visiting speakers will be viewed by the staff member organising the speaker before commencing their role in school.</li> <li>- Safer recruitment procedures implemented to all volunteers and external visitors to the school.</li> <li>- Volunteer's to be inducted by a member of the Safeguarding Team and ID checked.</li> </ul>	<p>Safer recruitment procedures to be followed when visiting speakers are on site.</p>
<p>Staff's and/or other stakeholders (contracted providers, agency staff) understanding of radicalisation and extremism and the</p>	<p>All staff/contracted providers;  Staff or other contracted providers not following the school procedures for</p>	<p>Medium</p>	<ul style="list-style-type: none"> <li>- Annual Safeguarding training/staff and volunteer induction ensures all staff are aware of the safeguarding procedures and that violent extremism and radicalisation is included within.</li> </ul>	

<p>procedures for managing concerns.</p>	<p>handling concerns and or do not feel comfortable sharing issues internally.</p> <p>Staff or contracted providers are not aware of or do not subscribe to the ethos and values of GANF.</p>		<ul style="list-style-type: none"> <li>- All staff are required to complete the PREVENT online module as part of the induction.</li> <li>- CPD matrix identifies when individual staffs PREVENT is due for renewal.</li> <li>- All staff have to sign to state that they have read, understood and adhere to Keeping Children Safe in Education 2024 and GANF Safeguarding and Child Protection Policy.</li> <li>- DSL provides regular updates to staff regarding PREVENT.</li> <li>- DSL to consult with PREVENT prior to a referral to the CHANNEL programme (if required). Referral to be completed by DSL/DDSL</li> <li>- Preventing pupils from being exposed to radicalisation or extremism is a part of the Safeguarding Policies or Procedures. i.e, Safeguarding and Child Protection Policy.</li> <li>- All contracted staff/ volunteers and visitors are made aware of the DSL and DDSL's to report concerns to.</li> <li>- Up to date records are held of any referrals on CPOMs (Child Protection Online Management System).</li> <li>- All staff/volunteers and contractors in regulated activity are required to sign to verify they have read and will adhere to the Whistleblowing Policy.</li> <li>- Staff and other adults working with pupils are challenged if opinions or language expressed are contrary to community cohesion or 'British Values'</li> </ul>	
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<p>Behaviours which harm and /or influence the ability of different groups and individuals to learn and work together</p>	<p>Pupils and Staff</p>	<p>Medium</p>	<ul style="list-style-type: none"> <li>- GANF Safeguarding Information Leaflet for visitors is shared with all visitors and identifies who to raise to.</li> <li>- Safer recruitment procedures applied to all volunteers and external visitors to the school.</li> <li>- Visting speakers will be aware of GANF's contextual safeguarding to ensure the delivery is appropriate for each pupil and effective.</li>   <li>- Equal Opportunities Policy implemented Trust Wide. Pupils are explicitly taught about respect for cultures and gain and understanding of community cohesion.</li> <li>- Assemblies throughout the school address inclusion, cohesion and diversity.</li> <li>- Displays and other literature available in school reflects and encourages diversity and community cohesion.</li> <li>- Whole School Behaviour Policy includes Anti Bullying Policy as an appendix which details anti-bullying strategies and preventative measures for dealing with bullying.</li> <li>- Inappropriate behaviour, language and attitudes are challenged by staff at times and reactive PSHE sessions are put into place to educate and prevent further occurrences.</li> <li>- Pupil voices are promoted in decision making through the school council.</li> </ul>	
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<p>Behaviours that include misogyny, toxic masculinity and social media influences.</p>	<p>Pupils and Staff</p>	<p>Medium</p>	<ul style="list-style-type: none"> <li>- Establishing a safe learning environment for all pupils.</li> <li>- Developing respectful attitudes by focussing on learning that supports inclusion and belonging, away from negative attitudes and misogynist views.</li> <li>- All adults working with the pupils to demonstrate role model behaviour while promoting positive and respectful attitudes.</li> <li>- All adults working with pupils are challenged if opinions/language/behaviour support misogynistic or toxic ideas.</li> <li>- Ensuring pupils develop an appropriate knowledge of discriminatory behaviours and attitudes through a robust and effective PSHE education it covers the following attitude.             <ul style="list-style-type: none"> <li>▪ Racist</li> <li>▪ Antisemitic</li> <li>▪ Homophobic</li> <li>▪ Transphobic</li> <li>▪ Misogynistic</li> <li>▪ Sexual harassment and abuse</li> <li>▪ Abuse in relationships</li> <li>▪ Victim-blaming narratives</li> </ul> </li> </ul>	
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