



Bookwell School Risk Assessment



Activity : **Prevention of extremism and radicalisation** Assessment carried out by: Mr Hardy, Mrs Wolfenden, SLT

Date assessment carried out: September 2023 Date for next review: Autumn Term 2024 Doc. ref. no. (if any):

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)

The [Prevent Strategy](#) is part of the Government's counter-terrorism strategy CONTEST which aims to stop people becoming terrorists or supporting terrorism. It outlines the need to safeguard children, young people, and families from attempts to radicalise vulnerable children and young people 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.

Keeping children safe from these risks is a safeguarding matter to be approached in the same way as safeguarding children from other risks. Children should be protected from messages of all violent extremism including, but not restricted to, those linked to extreme Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

Prevent, in the context of counterterrorism is intervention before any criminal offence has been committed with the aim of preventing individuals or groups from committing crimes.

What are the hazards	Who might be harmed and how?	What are we already doing to control the risks?	What else do we need to do or explain to control the risks?	Action by whom	RAG
Welfare and Safeguarding					
Staff or contracted providers e.g. regular supply or agency staff (contractors), not being aware of procedures for handling concerns and/or not feeling comfortable sharing issues internally	Pupils may be harmed because inappropriate activities are not stopped or incidents are not handled or reported appropriately	<input type="checkbox"/> Designated Safeguarding Lead (DSL) has received ‘Prevent’ awareness training & disseminated the main locally relevant points to all staff, Governors, & regular contractors <input type="checkbox"/> induction for staff & contractors includes who to report concerns to <input type="checkbox"/> Preventing exposure to radicalisation or extremism is part of our safeguarding policies and procedures i.e. Child Protection & Online Safety <input type="checkbox"/> DSL has been allocated the role of Single Point of Contact (SPOC) <input type="checkbox"/> Staff receive appropriate training and are familiar with our Child Protection Policy and procedures <input type="checkbox"/> Concerns are reported to the DSL <input type="checkbox"/> Records are held of any referrals and an audit trail is maintained <input type="checkbox"/> Records are regularly monitored by the DSL	All staff and governors complete the online training provided by the Home Office Safeguarding audit updated Termly The safeguarding policy updated Information on ‘PREVENT’ is also available in the staff room. Prevent risk assessment updated annually by Staff receive annual safeguarding updates.	Staff SLT Governors	COMPLETE
Young people becoming radicalised by factors internal or external to the school	Pupils and those they interact with if pupils then display related harmful behaviours like ableism, verbal/physical abuse, racist bullying, homophobia based	<input type="checkbox"/> Our range of activities to promote the spiritual, moral, social & emotional needs of pupils aims to protect them from radical & extremist influences <input type="checkbox"/> Teaching strategies include helping young people develop critical thinking around influence, social media, and other online safety issues <input type="checkbox"/> Staff and other adults working regularly with our pupils are trained to positively challenge opinions or language which are contrary to community cohesion or ‘British values’ whether expressed by pupils, parents, other visitors, colleagues, or governors	New Staff need PREVENT training is up to date Curriculum includes new SCARF materials School to embraces all national	Staff	ONGOING

What are the hazards	Who might be harmed and how?	What are we already doing to control the risks?	What else do we need to do or explain to control the risks?	Action by whom	RAG
	sexual assault, religion/allergy based food tampering etc.	<input type="checkbox"/> Staff are updated on local factors regularly e.g., local activism by Animal Defence League, Britain First, English Defence league, BNP political views etc. which might strongly influence pupils <input type="checkbox"/>	<p>opportunities to embed British Values within School calendar – e.g. coronation</p> <p>PHSE/ Curriculum Lead– ensures that the school curriculum / calendar is inclusive of opportunities to celebrate and deepen knowledge and understanding linked to diversity</p>		
School not working with statutory partners & agencies and/or not feeling comfortable sharing extremism related concerns externally	Lack of support for school & individuals, failure to tackle concerns & harm to pupils and people around them from extremist behaviours	<input type="checkbox"/> We communicate regularly with statutory partners and agencies regarding a range of concerns e.g., Police, LSCP, Local Authority <input type="checkbox"/> All staff are aware that concerns are reported to the DSL <input type="checkbox"/> We have an appropriate internal referral process in place for all child protection matters including extremism and DSL is aware of how to expedite concerns to e.g. Cumbria Safeguarding Hub (0333 240 1727) or Cumbria Police Prevent Officer (telephone 101)]	Headteacher – has established very good links with a range of external agencies		ONGOING
Curriculum and Learning					
Young people being exposed by school staff or contracted providers to messages supportive of extremism, terrorism, or which contradicts 'British values'	Pupils may feel their inappropriate views are validated by staff, contractors, or volunteers leading to displaying more inappropriate behaviours as above	<input type="checkbox"/> Specific whistleblowing procedures and a range of 'safeguarding' policies are shared with & understood by staff, volunteers, and contractors <input type="checkbox"/> Staff & other adults working with pupils are challenged if opinions or language expressed are contrary to community cohesion or 'British values' <input type="checkbox"/> Opportunities to promote 'British values' identified in all curriculum areas <input type="checkbox"/> Areas of the curriculum e.g. PSHE are used for controlled and safe debate and discussion on radical or extreme issues and ideologies <input type="checkbox"/> Appropriate school IT filters prevent access to inappropriate information <input type="checkbox"/> Email content sent/received via school IT systems is monitored	New Guidance with regards to Filter systems has been included in this years KCSiE 23		COMPLETE
Behaviours which harm the ability of different groups and individuals to learn and work together being left unchallenged	Pupils and those they interact with if pupils then display related harmful behaviours as above	<input type="checkbox"/> Our Single Equality Scheme is shared with staff and other adults who work here regularly and they are supported to implement it <input type="checkbox"/> Pupils are taught about respect for other cultures to gain an understanding of community cohesion <input type="checkbox"/> Opportunities are created in the environment and curriculum to promote our ethos and values <input type="checkbox"/> Displays and other literature available in school reflects and encourages diversity and community cohesion <input type="checkbox"/> The School Behaviour Policy includes information on anti-bullying strategies and preventative measures for dealing with bullying <input type="checkbox"/> Inappropriate behaviour, language and attitudes are positively challenged by staff and, where staff or other adults are involved, by senior leaders	Assemblies – diversity focus Develop new child friendly policies on Child on Child abuse, Bullying etc		ONGOING

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Organisational Culture					
Staff or contracted providers not being aware of/not subscribing to the ethos and values of the school	Pupils and those they interact with if pupils then display related harmful behaviour they feel is validated by inappropriate adults views expressed at school or poor adult responses to incidents	<input type="checkbox"/> Senior Leadership Team is aware of our 'Prevent' Strategy objectives in the national & local context and takes steps to ensure the overall values and ethos of our school reflect strategies to support the 'Prevent' duty <input type="checkbox"/> School-wide awareness of roles and responsibilities regarding 'Prevent'. <input type="checkbox"/> Recruitment, selection, and induction programmes include reference to the ethos and values of the setting <input type="checkbox"/> Staff development programmes include reference to 'British values' and to the promotion of community cohesion <input type="checkbox"/> Guidance is available for staff on the 'Prevent duty' and local aspects of extremism and radicalisation in staff room <input type="checkbox"/> A process is in place to identify and develop 'lessons learned' either by us or by other organisations/advisers to influence regular staff training and contractor induction			COMPLETE
Staff being unable to raise extremism-related organisational concerns	Unsupported staff & pupils displaying harmful behaviours & others may be unprotected	<input type="checkbox"/> Appropriate whistleblowing procedures are in place and adults working with pupils are made aware of them <input type="checkbox"/> Records are kept of incidents reported to the DSL for consideration <input type="checkbox"/> Incidents are referred on to the appropriate agency as appropriate <input type="checkbox"/> Regular staff training includes following whistleblowing procedures			COMPLETE
Visiting speakers and school environment					
Young people being exposed by visiting speakers to messages supportive of extremism, terrorism, or which contradicts 'British values'	Pupils and those they interact with if pupils then display related harmful behaviour they feel is validated by school's choice of speaker	<input type="checkbox"/> The content being delivered by external speakers is discussed with the speaker before the event <input type="checkbox"/> Visiting speakers are not left alone with pupils <input type="checkbox"/> Visiting speakers are not permitted to record events in any format without express written permission from the headteacher who will seek to retain editorial control of all use of materials that feature pupils			ONGOING
Extremist or terrorist related material being displayed in school	Pupils and those they interact with if pupils then display related harmful behaviour they feel is validated by school displays	<input type="checkbox"/> The appropriateness and relevance of all materials or literature displayed in school is considered prior to display <input type="checkbox"/> Staff concerns are discussed with the DSL before materials are used <input type="checkbox"/> The display of externally sourced materials connected to any aspect of extreme or radical ideologies can only be authorised by the Head teacher following this consideration and discussion			ONGOING
ICT and on-line study					
Young people being able to access extremist or terrorist material whilst using school ICT networks	Pupils and those they interact with if pupils display related harmful behaviours as above; school,	<input type="checkbox"/> Appropriate school IT filters prevent access to inappropriate information <input type="checkbox"/> School has robust acceptable use procedures for pupils, staff, & governors which include advice on inappropriate attempts to subvert the network <input type="checkbox"/> Email accounts of pupils and staff are monitored for content regularly	Refresh the staff on the safeguarding processes and protocols regarding Visitors on site		COMPLETE

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	staff & contractors' reputations	<input type="checkbox"/> Pupils are encouraged to report to an adult any material which leaves them feeling worried or uncomfortable			
Online/social media communications relating to extremist or terrorist materials featuring school branding	Pupils and those they interact with if pupils then display related harmful behaviours as above, school & staff/contractor reputations	<input type="checkbox"/> We have direct oversight of social media accounts set up by us or other related organisations <input type="checkbox"/> When parents consent to the use of images of their child, it includes wording about not posting material anywhere online in connection with school that threatens, offends etc. and we make clear that extremist or radicals views often threaten and offend	Online safety Policy communicated to all staff New Guidance with regards to Filter systems has been included in this year's KCSIE 23		ONGOING
Young people accessing extremist or terrorist materials outside of school	Pupils and those they interact with if pupils then display related harmful behaviours as above	<input type="checkbox"/> Parents are given advice on where to get information and support and how to help keep their children safe online through school website <input type="checkbox"/> Information sharing sessions are provided to pupils, staff, and parents regularly on staying safe online	Newsletter to include a safeguarding information section each month – need to ensure that this is addressed at some point over the year Age appropriate on line safety videos for parents on website		COMPLETE

Other Details, Reviews, or Additional Action Required	Date Action Completed	Date RA Reviewed	Significant Changes Y/N	Shared with Staff Date or N/A
The purpose of this risk assessment is to identify significant hazards associated with this activity, who they might harm and how, and the measures that can be taken to reduce the risks. All relevant parts must be followed along with any other suitable risk assessments e.g.:	September 2023	September 2023	N	September 2023

Activity Risk Ratings							
Method	Rating the harm and the likelihood				Consequences	Risk Evaluations	
	Consequences	#	Likelihood	#		RISK RATINGS	EVALUATION
Consider how hazardous this activity is and if enough has been done to control risks. <i>If required</i> , record a residual risk evaluation (see right and KAHSC Evaluating Risk (ratings guide) for more information). Find the residual or leftover risk after putting controls in place by rating the <i>probable consequences</i> from interacting with the identified hazards (no injury 0 to fatality 5) and the <i>likelihood</i> of harm arising (never 0 to certain 5) and multiplying them to find the risk rating.	Insignificant - slight injury/illness	1	Very unlikely	1		Unacceptable (17-25):	
	Minor - minor injury/illness or multiple slight	2	Unlikely	2		Tolerable (10-16):	
	Moderate - serious injury/illness or multiple minor	3	Fairly likely	3		Adequate (5-9):	
	Major - major injury/illness or multiple serious	4	Likely	4		Acceptable (0-4):	
	Catastrophic - imminent danger of death/epidemic	5	Very likely	5			
RAG RATING						NO PROGRESS	
						ONGOING	
						COMPLETE	