**PREVENT RISK ASSESSMENT – EXTREMISM AND RADICALISATION**

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| **Location:** | The Pilgrim School | **Date of Assessment:** | March 2023 | **Assessor:** | Mel Findon |
| **Signed:** |  | **Review Date:** | March 2024 | **Distribution:** | All |

This risk assessment is a core part of the Prevent Duty. All staff, Governors and Trustees should read [Protecting children from radicalisation: the prevent duty.](https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty) It is a statutory requirement that our school assesses 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**,](http://trixresources.proceduresonline.com/nat_key/keywords/a_prevent.html) 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.

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| **Risk Description** | **Action Required** |
| **High Risk** | **Risk will be actively managed with control measure** |
| **Medium Risk** | **Monitor and take appropriate action to reduce risk if possible.** |
| **Low Risk** | **Risk to have low priority in the risk register.** |

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| **Risk Area** | **Specific Concern** | **Who Is at Risk** | **Risk Description** | **Existing controls in place** | **Additional Notes / Comments** | **Lead Person (s)** |
| Welfare and Safeguarding | Staff and visitors being aware of the procedures for reporting PREVENT related concerns | Pupils | Low | * Posters are on display throughout school naming the DSL and DDSL including at the main reception for visitors. * Staff receive appropriate training via the LSCP 6-year pathway. * Staff have safeguarding updates and training at every inset day and those staff who do not attend are required to sign these off via My Concern. * All staff read and sign off the safeguarding policy and KCSIE guidance via My Concern. | As new staff commence employment at Pilgrim they are set up on My Concern where they access the policy and KCSIE guidance. There is sometimes a delay in new staff activating accounts to have immediate access to this system.  All staff need to complete lone working, Introduction to safeguarding children, and prevent training before having engagement with pupils. | Mel Findon  Steve Lingard |
| Staff understanding the signs of radicalisation and Extremism | Pupils | Low | * All staff are expected to complete Prevent training as per the LSCP 6-year pathway. * All staff receive top-up training and updates at all inset days. * All staff receive a Pilgrim staff newsletter that provides an element of safeguarding updates. * The DSL team access further training and DSL updates at least three times a year. * The DSL team access perspective lite and safeguarding briefing emails. * Any current issues raised at these local briefings is shared with relevant staff | For those staff not in attendance at inset days, they are required to sign off the safeguarding slides via My Concern.  All training is logged on the CPD teams and CPD spreadsheet. | Mel Findon  Steve Lingard |
| Pupils being radicalised by internal factors at school. | Pupils | Low | * All staff are trained and experienced in using professional curiosity. * All inappropriate views are challenged by staff and reported on My concern. * Staff are aware of low-level concerns and the avenues of reporting these concerns (via Bev Lee and Steve Barnes). * All Low-level concerns are taken seriously and recorded effectively. | Professional Curiosity is part of the culture at Pilgrim and re-enforced at every safeguarding inset day session.  Low-Level concerns are logged separately and not on My concern. These are stored with Bev Lee and Steve Barnes. | Mel Findon  Bev Lee and Steve Barnes. |
| Pupils being radicalised by external factors from 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 PSHE Policy and curriculum directly addresses this risk to educate students. * Staff and other adults working with pupils are challenged if opinions or language are against ‘British values’ and shared with the DSL. * Staff are able to challenge pupils, parents or governors if opinions expressed are against ‘British values’ or ideological views. * Key pastoral staff attend additional training and are aware of local factors which might have an influence on pupils. * Most pupils (if appropriate) in the home receive PSHE/PD related content from PSWS and that all SMSC tutorial resources are shared with home tutor team. * External visitors provide workshops with an annual session on Hate crime/Prevent. * The school educates pupils about different faiths and tolerance via visits to places of worship, RE at KS3 and the PD offer | PSHE Curriculum and Policy  Tutor Times remains relevant and relatable to current news  Continued implementation of British Values and Hope  Key Pastoral staff training  Time allocation sheets record what content has been covered by home pupils and a summary spreadsheet is completed termly. | Yvonne Prendergast and Bev Lee  Bev Lee  Bev Lee  Mel Findon and Steve Lingard |
| School being part of the multi-agency approach and working with statutory partners. | Pupils | Low | * We communicate effectively with all multi-agency teams and statutory partners. * We effectively use the LCC Escalation and Resolution Procedure if we have concerns around the multi-agency approach. * All staff are aware that concerns related to Prevent are reported to the DSL and DDSL. * We have an appropriate internal referral process in place for all safeguarding concerns including extremism and DSL’s are aware of how to refer concerns to other agencies. | Multi-Agency Working  LCC Escalation and Resolution Procedure  Referrals made to Prevent  Monitoring of My Concerns | Allocated PSWS and DDSL if more complex  Mel Findon  Mel Findon and Bev Lee  Mel Findon |
| Pupils being exposed to views which contradict British Values. | Pupils | Low | * All staff, volunteers, visitors and pupils are aware who to communicate any concerns to. * Staff and other adults will be challenged if their views and language are of an ideological view or goes against British Values. * British Values and our school’s Hope curriculum are well established throughout all areas of the curriculum. * Areas of the curriculum such as PSHE sessions are used for safe and controlled debates and discussions around radical or extreme issues and ideologies. | Posters at the entrance and around school, and in the home visit packs  British Values and PSHE roll out | Admin for each team  Bev Lee |
| Behaviours that are harmful to others being unchallenged. | Pupils and Staff | Low | * Pupils are explicitly taught about respect for other cultures and gain an understanding of community cohesion. * Whole school Behaviour 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 SLT. * Displays include information about who to speak to regarding discriminatory language/behaviour | British Values, Hope, PSHE, WOW, and Tutor Times  Behaviour Policy | Bev Lee  Steve Barnes |
| Staff completing lone working duties not being fully aware of what they are being exposed to. | Staff | Low | * Level of risk for home visits is established at point of referral. * All staff completing lone working complete the lone working training. * All staff are aware of the procedures or lone working. * Where a risk is identified a thorough risk assessment will be completed prior to any lone working duties being completed. | Lone Working | Helen Garrett  Bev Lee |
| School Culture | Staff and visitors being aware of our school ethos and values of the school | Pupils | Low | * SLT are aware of the Prevent Strategy and ensure that our school ethos and values support the Prevent Strategy. * Clear roles and responsibilities are established throughout the school community. * Safer recruitment processes fall in line with the Prevent strategy and the school ethos and values. * Pilgrim creates a culture of openness when pupils feel free to talk and gain support without judgement. * External workshop providers are mainly approved by Lincs Stay safe partnership. All are briefied about the context of our school and cohort vulnerabilities ahead of visits | School Ethos and Values  Roles and Responsibilities made clear  Safer Recruitment  Culture of Openness  Information sharing | SLT and Governors  Helen Garrett  Helen Garrett  All Staff  Neil Blackwell |
| Visiting speakers / environment | Staff and pupils being exposed to external speakers views which may be supportive of extreme ideologies and opposed to British Values. | Pupils and Staff | Low | * Materials to be delivered by external speakers are discussed with the organiser prior to delivery.   • Visiting speakers are not left alone with pupils.   * External workshop providers are mainly approved by Lincs Stay safe partnership. All are briefied about the context of our school and cohort vulnerabilities ahead of visits | Workshops / Community Liaison  Visitor supervision  Visitor checks | Neil Blackwell  Base Lead  Neil Blackwell |
| Extremist or terrorist related materials being displayed or brought in to the setting. | Pupils and Staff | Low | * The appropriateness and relevance of all materials or literature are considered prior to display. * Staff feel confident to raise concerns with the DSL team if they feel materials used or to be used are inappropriate. * Requests for externally provided materials to be displayed are considered and, where appropriate, authorised by SLT. * Safety walks take place weekly and unautorised/unsuitable posters removed if found | Displays and Literature  Approving external materials to be displayed | Learning Mentors under Base Lead supervision  SLT  SLT |
| The home environment not being controlled or risk assessed by staff | Staff | Medium | * Home visits are part of the Pilgrim way of working so staff have an awareness of any potentially unsuitable artefacts/posters * If staff feel uncomfortable around resources, materials, and conversations in the home they should excuse themselves and leave immediately. They should contact the DSL or DDSL immediately. * If a member of staff feels the pupil is at immediate risk they should contact the police followed by the DSL or DDSL. | Lone Working Procedures | Helen Garrett and DSL/ DDSL |
| Computing and online safety curriculum | Pupils accessing extremist or terrorist material in school | Pupils and Staff | Low | * 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. * Pupils are encouraged to report to an adult any material which leaves them feeling worried or uncomfortable. * Breaches in GDPR are referred to the data controller for review and recommendations. * PSHE, computing curriculum and online safety curricula specifically teach students about online safety and how to report concerns. * Pupils are encouraged to use the schoo wifi when in base so that filtering is applied | Internal Online Safety Officer  IT support  GDPR lead  PSHE lead | Jon Stevenson  LCS  Helen Garrett  Yvonne Prendergast and Bev Lee |
| Pupils accessing extremist or terrorist material outside of school. | Pupils | Medium | * Parents are regularly provided with advice on where they can access information and support in relation to on-line safety including extremism and radicalisation. * Information sharing sessions are provided to pupils, staff and parents on staying safe online. * PSWS’s support families with advice and signposting on how to keep children safe online | Parents newsletters | Mel Findon – Safeguarding element. Other staff distributed for other elements.  Jon Stevenson |
| Community Tensions | High Profile Cases  Current events, affairs and anniversaries or notable days that have the potential to be exploited by extremists to further ideology and agenda   * George Floyd – BLM * Manchester Bombings * Immigrants | Pupils and Staff | Low | * PSWS’S and DSL’s proactively engage with the local community and parents to understand events that may be taking place by specific groups. * Safeguarding leaders to liaise regularly with Local Police to enhance knowledge about events or people causing concern within the Local Community. * Staff are confident to share concerns about events taking place in the community. * DSLs subscribe to LSCP bulletins to keep informed of current tensions | Meetings, multi-agency working, family support.  Local Police contacts for enhanced Knowledge – Mel emailed Kathrine Smith (Community Safety Strategy Coordinator with lead for Preventative Education Community Safety Service – Lincolnshire County Council) - She has passed this on to the Prevent team who forwarded the Lincolnshire Counter Terrorism Priorities.  Remaining up to date with relevant and local news | PSWS’s and DSL’s  Mel Findon  All Staff |
| Pupils attending a march / event | Pupils | Low | * Parents are confident in speaking to school leaders about concerns around events or meetings that may be taking place in the community. | Partnership with Parents | PSWS and DSL’s |
| Understanding how extremist groups recruit | Pupils | Low | * 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 including PSHE, Enrichment, Tutor Times, and workshops. | PSHE, Enrichment, Tutor Times, and workshops. | Bev Lee |
| Vulnerable places (hotspots for crime/exploitation / gang activity | Being aware of hotspots to ensure opportunities for early intervention are not missed. | Pupils and Staff | Medium | * DSL’s to liaise regularly with Local Police to enhance knowledge about areas of the community that of concern for exploitation and gang-related activity. * DSL’s ensure staff understand hotspots or areas of concern in the community where children may be vulnerable. * Staff are confident to share concerns with DSL’s when they feel pupils are at risk of being exploited due to going to places deemed vulnerable. * DSLs subscribe to LSCP bulletins to keep informed of current tensions | Local Police contacts for enhanced Knowledge (Community Safety Strategy Coordinator with lead for Preventative Education Community Safety Service – Lincolnshire County Council) - She has passed this on to the Prevent team – who forwarded the Lincolnshire Counter Terrorism Priorities.  Distribute hotspots to all staff once received – Prevent team forwarded the Lincolnshire counter terrorism priorities for information sharing. | Mel Findon  Mel Findon |

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| Hotspots of Lincolnshire | | |
| Amber Hill | Baumber | Lincoln |
| Please see Lincolnshire Counter Terrorism Priorities for 2023 | | |
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