

PREVENT RISK ASSESSMENT – EXTREMISM AND RADICALISATION

Location:	The Pilgrim School	Date of Assessment:	March 2024	Assessor:	Mel Findon
Signed:	<i>B. Temple</i>	Review Date:	May 2025	Distribution:	All

This risk assessment is a core part of the Prevent Duty and has been completed alongside the school’s extremism and radicalisation audit. All staff, Governors and Trustees should read [Protecting children from radicalisation: the prevent duty](#). It is a statutory requirement our schools assess 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**, 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 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.

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. These are the same procedures for reporting safeguarding concerns.	Pupils	Low	<ul style="list-style-type: none"> 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 Every. All staff read and sign off the safeguarding and child protection policy, KCSIE guidance and the Prevent Risk Assessment and Action Plan via Every. 	<p>As new staff commence employment at Pilgrim they are set up on Every where they can access the policies, risk assessments and KCSIE guidance. There is sometimes a delay in new staff activating accounts to have immediate access to this system.</p> <p>All staff who have lone working responsibilities need to complete lone working training. All staff need to complete an Introduction to safeguarding children, and prevent training before having engagement with pupils.</p>	Mel Findon Steve Lingard
	Staff understanding the signs of radicalisation and Extremism	Pupils	Low	<ul style="list-style-type: none"> All staff are expected to complete Prevent training at induction 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. 	<p>For those staff not in attendance at inset days, they are required to sign off the safeguarding slides via Every.</p> <p>All training certificates are logged on the CPD teams and marked on the CPD spreadsheet.</p>	Mel Findon Steve Lingard

				<ul style="list-style-type: none"> The DSL team access further training and attend DSL updates at least three times a year. The DSL team access perspective lite and safeguarding briefing emails. 		
	Pupils being radicalised by internal factors at school.	Pupils	Low	<ul style="list-style-type: none"> All staff are trained and experienced in using professional curiosity. All inappropriate views are challenged by staff and reported on Ed Gen. 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 with separate logs stored with Bev Lee and Steve Barnes. Any volunteers to Pilgrim are supervised by Pilgrim staff at all times. 	<p>Professional Curiosity is part of the culture at Pilgrim and re-enforced at every safeguarding inset day session.</p> <p>Low-Level concerns are logged separately and not on Ed Gen. These are stored with Bev Lee and Steve Barnes.</p>	<p>Mel Findon</p> <p>Bev Lee and Steve Barnes.</p>
	Pupils being radicalised by external factors from school.	Pupils	Medium	<ul style="list-style-type: none"> 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. 	PSHE Curriculum and Policy	<p>Yvonne Prendergast and Bev Lee</p> <p>Bev Lee</p>

				<ul style="list-style-type: none"> • 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 their allocated PSWS and all SMSC tutorial resources are shared with home tutor team. PSHE sessions are also available on our school website under the 'together at home' tab. • Pilgrim's in-house online systems are robust and monitored closely ensuring 	<p>Tutor Times remain relevant and relatable to current news</p> <p>Continued implementation of British Values and Hope</p> <p>Key Pastoral staff training</p> <p>Staff covering PSHE/PD/SMSC and workshop sessions in the home should email completion of sessions to Lauren Bellingham who then logs this as a positive experience on Ed Gen, Gradebooks.</p> <p>Jon Stevenson requests a report monthly via LCS regarding our filtering and monitoring systems to ensure harmful content is blocked or reported if it becomes breached.</p>	<p>Bev Lee</p> <p>Mel Findon and Steve Lingard</p> <p>Lauren Bellingham and Home Teaching and PSWS team</p> <p>Jon Stevenson and Mel Findon</p>
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				that access to harmful content is minimal / non-existent.		
School being part of the multi-agency approach and working with statutory partners.	Pupils	Low	<ul style="list-style-type: none"> 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 refer concerns to other agencies. 	<p>Multi-Agency Working</p> <p>LCC Escalation and Resolution Procedure</p> <p>Referrals made to Prevent</p> <p>Monitoring of Ed Gen wellbeing manager.</p>	<p>Allocated PSWS and DDSL if more complex</p> <p>Mel Findon</p> <p>Mel Findon and Bev Lee</p> <p>Mel Findon</p>	
Pupils being exposed to views which contradict British Values.	Pupils	Low	<ul style="list-style-type: none"> 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 	<p>Posters at the entrance and around school, and in the home visit packs</p> <p>British Values and PSHE roll out</p>	<p>Mel Findon and Admin</p> <p>Bev Lee</p> <p>Bev Lee</p>	

				<p>established throughout all areas of the curriculum.</p> <ul style="list-style-type: none"> • Areas of the curriculum such as PSHE sessions are used for safe and controlled debates and discussions around radical or extreme issues and ideologies. 	<p>British Values and Hope are an on-going topic covered within Inset days.</p> <p>PSHE curriculum content and schema's.</p>	<p>Yvonne Prendegast, Kieran Montgomery and Chelsey Bamford.</p>
	Behaviours that are harmful to others being unchallenged.	Pupils and Staff	Low	<ul style="list-style-type: none"> • 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. 	<p>British Values, Hope, PSHE, WOW, and Tutor Times</p> <p>Behaviour Policy</p>	<p>Bev Lee</p> <p>Steve Barnes / Bev Lee</p>
	Staff completing lone working duties not being fully aware of what they are being exposed to.	Staff	Low	<ul style="list-style-type: none"> • 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. 	Lone Working	Helen Garrett

				<ul style="list-style-type: none"> Where a risk is identified a thorough risk assessment will be completed prior to any lone working duties being completed. 		
School Culture	Staff and visitors being aware of our school ethos and values of the school	Pupils	Low	<ul style="list-style-type: none"> 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. 	<p>School Ethos and Values</p> <p>Roles and Responsibilities made clear</p> <p>Safer Recruitment</p> <p>Culture of Openness</p>	<p>SLT and Governors</p> <p>Helen Garrett</p> <p>Helen Garrett</p> <p>All Staff</p>
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	<ul style="list-style-type: none"> Materials to be delivered by external speakers are discussed with the organiser prior to delivery. Visiting speakers are not left alone with pupils. If a guest speaker appears to be in support of extreme ideologies and opposed to British Values they will be asked to leave the premises, 	<p>Workshops / Community Liaison</p> <p>Visitor supervision</p> <p>Appropriate professionals challenge</p>	<p>Neil Blackwell</p> <p>Base Lead</p> <p>Base Lead</p>

				and this will be reported to their line management.		
	Extremist or terrorist related materials being displayed or brought in to the setting.	Pupils and Staff	Low	<ul style="list-style-type: none"> 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. 	Displays and Literature	Learning Mentors / TA's under Base Lead supervision
	The home environment not being controlled or risk assessed by staff	Staff	Medium	<ul style="list-style-type: none"> 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. A referral should also be made to Children's Social Care. 	Lone Working Procedures	Helen Garrett and DSL/ DDSL
	Unwanted visitors to the school that could cause a threat.	Pupils and Staff	Medium	<ul style="list-style-type: none"> All visitors to the school are pre-arranged with key staff and the relevant steps are 	All visits are pre-arranged and booked in accordingly.	Admin, base lead and key

				<p>taken to sign them in with the relevant supervision taking place based on their DBS status.</p> <ul style="list-style-type: none"> • Anyone visiting the school who has not been pre-arranged or agreed with the key staff that are unknown to the school, will be asked to leave the premises. • In the case where any visitors who are unwanted that refuse to leave the premises occur the schools Lock Down Procedures will take place to ensure the safety of all pupils and staff and the police will be called immediately. 	<p>Appropriate Professional Challenge</p> <p>Lock Down procedures are in place, reviewed and practiced regularly.</p>	<p>staff for visitors.</p> <p>Base Leads</p> <p>Helen Garrett.</p>
Computing and online safety curriculum	Pupils accessing extremist or terrorist material in school	Pupils and Staff	Low	<ul style="list-style-type: none"> • The ICT network has appropriate filters which block sites which are deemed to be inappropriate. • Filtering and monitoring systems are checked monthly by LCS and a report is provided to Pilgrim's online safety officer. This is overseen by the DSL team. • School has robust acceptable use procedures for both pupils and staff which include advice 	<p>Internal Online Safety Officer</p> <p>IT support</p> <p>ICT Acceptable Use procedure and Online Safety Policy.</p>	<p>Jon Stevenson and LCS</p> <p>LCS and Jon Stevenson</p> <p>Jon Stevenson and DSL Team</p>

				<p>on inappropriate attempts to subvert the network.</p> <ul style="list-style-type: none"> • 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. 	<p>Junior Online Safety Officer roles have been discussed within Pupil forum and training is being developed. Online Safety is a rolling topic within Pupil Forum.</p> <p>GDPR lead</p> <p>PSHE lead</p>	<p>Jon Stevenson and Mel Findon</p> <p>Helen Garrett</p> <p>Yvonne Prendergast and Bev Lee</p>
	Pupils accessing extremist or terrorist material outside of school.	Pupils	Medium	<ul style="list-style-type: none"> • 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 	<p>Parents newsletters, school website, and ParentMail.</p> <p>E-Safety courses for parents and pupils are accessible through our school website on the 'parents and families' 'safeguarding' tab. These are also distributed via ParentMail when received by the Local Authority.</p>	<p>Mel Findon – Safeguarding element. Jon Stevenson for online-safety</p> <p>Jon Stevenson and Mel Findon</p>
Community Tensions	<u>High Profile Cases</u> Current events, affairs and anniversaries or notable days that have	Pupils and Staff	Low	<ul style="list-style-type: none"> • PSWS'S and DSL's proactively engage with the local community and parents to understand events that may 	<p>Meetings, multi-agency working, family support.</p>	<p>PSWS's and DSL's</p>

the potential to be exploited by extremists to further ideology and agenda <ul style="list-style-type: none"> • George Floyd – BLM • Manchester Bombings • Immigrants • RAF Scampton • Israel / Gaza conflict • Russia / Ukraine conflict • USA / Iran tensions 			be taking place by specific groups. <ul style="list-style-type: none"> • Safeguarding leaders to liaise regularly with Local Police to enhance knowledge about events or people causing concern within the Local Community. • Safeguarding leads to attend DSL briefings three times a year. • Staff are confident to share concerns about events taking place in the community. 	Local Police contacts for enhanced Knowledge (Community Safety Strategy Coordinator with lead for Preventative Education Community Safety Service – Lincolnshire County Council)	Mel Findon	
Pupils attending a march / event	Pupils	Low	<ul style="list-style-type: none"> • 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 Parents Forum	PSWS and DSL team. Parent Governor.	
Understanding how extremist groups recruit	Pupils	Low	<ul style="list-style-type: none"> • 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 and Neil Blackwell.	

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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	<ul style="list-style-type: none"> • DSL's to liaise regularly with Local Police to enhance knowledge about areas of the community that are 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 team when they feel pupils are at risk of being exploited due to going to places deemed vulnerable. 	<p>Local Police contacts for enhanced Knowledge (Community Safety Strategy Coordinator with lead for Preventative Education Community Safety Service – Lincolnshire County Council)</p> <p>All staff are aware that hotspot locations change on a daily basis and are generally places where young people are e.g. Parks, fast food restaurants etc.</p>	<p>Mel Findon</p> <p>All Staff</p>
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UK Current Terrorist Threat: Substantial The level is set by the Joint Terrorism Analysis Centre and the Security Service (MI5).

There are 5 levels of threat:

- **low** - an attack is highly unlikely
- **moderate** - an attack is possible but not likely
- **substantial** - an attack is likely
- **severe** - an attack is highly likely
- **critical** - an attack is highly likely in the near future

<https://www.gov.uk/terrorism-national-emergency>