



King's Academy Binfield and King's Academy Oakwood Risk Assessment - Prevent Extremism and Radicalisation

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Activity:	Prevention of Extremism and Radicalisation	Date of Review:	N/A	Next Review Date:	July 2022

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 Duty](#), there has been an awareness of the specific need to safeguard children, students and families from violent extremism. There have been attempts to radicalise vulnerable children and students 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	<u>Risk</u> Low Medium High	Control Measures	Notes/Additional Controls	<u>Residual Risk</u> Low Medium High
Welfare and Safeguarding	Staff 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	students	High	<ul style="list-style-type: none"> All staff to have completed 'Prevent' awareness training DSL has disseminated updates to this training and salient points to all staff, Governors and other regular contracted staff in the setting Contracted staff are made aware of the person to whom concerns are to be reported Preventing students 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 or DDSL using My Concern Records are held of any referrals are stored on My Concern 	Part of induction procedures.	Low



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	Students are radicalised by factors internal or external to the school	students	Medium	<ul style="list-style-type: none"> We have a range of activities to promote the spiritual, moral, social and emotional needs of students aimed at protecting them from radical and extremist influences throughout our PSHE curriculum Staff deliver training to help students develop critical thinking around influence, social media and other on-line safety Staff and other adults working with students are challenged if opinions or language expressed are contrary to community cohesion or 'British values' Staff are able to challenge students, parents or governors if opinions expressed are contrary to community cohesion or 'British values' Staff are aware of local factor i.e. political views etc. which might have an influence on students Staff in EYFS undertaking home visits are briefed on the signs to look out for around the home environment 		Low
	School does not work with statutory partners and agencies and/or does not feel comfortable sharing extremism related concerns externally	students	High	<ul style="list-style-type: none"> We communicate regularly with statutory partners and agencies regarding a range of concerns All staff are aware that concerns are reported to the DSL or DDSL 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. 		Low
Curriculum and Learning	Students are exposed by school staff or contracted providers to messages supportive of extremism, terrorism or which contradicts 'British values'	students	Medium	<ul style="list-style-type: none"> 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 students 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 students 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	students and staff	High	<ul style="list-style-type: none"> students 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			<ul style="list-style-type: none"> 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 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 		
Organisational Culture	Staff or contracted providers are not aware of/do not subscribe to the ethos and values of the school	students and staff	High	<ul style="list-style-type: none"> 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 radicalization through My Concern 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	students and staff	High	<ul style="list-style-type: none"> Appropriate whistleblowing procedures are in place and adults working with students are made aware of them Records are kept of incidents which are reported to the DSL for consideration and, where appropriate, are referred on to the appropriate agency 		Low
Visiting speakers/ environment	Students/staff are exposed by visiting speakers to messages supportive of extreme ideologies or which contradict 'British values'	students and staff	medium	<ul style="list-style-type: none"> Materials to be delivered by external speakers are discussed with the speaker prior to delivery Visiting speakers are not left alone with students 	Assemblies and class speakers	Low
	Extremist or terrorist related material is displayed within the setting	students/staff /others	medium	<ul style="list-style-type: none"> 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 		Low



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				and, where appropriate, authorised by the Vice Principal		
	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	<ul style="list-style-type: none"> 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	Students access extremist or terrorist material whilst using school networks	students	High	<ul style="list-style-type: none"> The ICT network has appropriate filters which block sites which are deemed to be inappropriate School has robust acceptable use procedures for both students and staff which include advice on inappropriate attempts to subvert the network E-mail accounts of both students and staff are monitored for content on a regular basis Students 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	<ul style="list-style-type: none"> We have oversight of, or administration rights for, all social media accounts set up by us. 		Low
	Students access extremist or terrorist materials out of the school setting	students	High	<ul style="list-style-type: none"> 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 students, staff and parents on staying safe on-line 		Low
Additional Notes and further action required:						