Risk Assessment – Extremism and Radicalisation

Location:	Whingate Primary School	Date of Assessment:	January 2025	Assessor:	Claire Beswick
Signed:	CBeswick	Review Date:	September 2026	Distribution:	Staff, Governors and website

This risk assessment is a core part of the Prevent Duty and has been completed to work alongside the school's other policies. All staff and Governors should read Protecting children from radicalisation: the prevent duty. It is a statutory requirement how school's 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**, 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 Requirements
High Risk	Risk will be actively managed with control measures
Medium Risk	Monitor and take appropriate action to reduce the 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	Residual Risk after Control Measures
National Risks						
National risks that could impact on area, parents, students and families.	**Online Radicalisation**: Learners are at risk of accessing inappropriate and harmful extremist content online. **The Threat of Terrorism:** The Terrorism Act 2006 defines 'terrorism' as an action or threat designed to influence the government or intimidate the public. Its purpose is to advance a political, religious or ideological cause. **Extreme Terrorism:** This could include individuals who: -show an interest in multiple extremist ideologies at the same time, switch from one ideology to another over time, target a 'perceived other' of some kind (perhaps based on gender or another protected characteristic), are obsessed with massacre, or extreme or mass violence, show an interest in conspiracy theories, may be susceptible to being drawn into terrorism out of a sense of duty, or a desire for belonging.	Pupils, staff, parents/carers	**Med**	• Designated Safeguarding Lead and Safeguarding team has received up to date PREVENT training as well has enhanced training offered by the LA • All staff and governors receive PREVENT training on a 3-year refresher cycle • DSL, Headteachers are sent PREVENT newsletter from LA to keep up to date on any changes, threat and actions • Support from the local PCSO • Understand that the PREVENT team can be called if there are any concerns or questions	• All new staff receive the PREVENT training before they start	**Low**

Local Risks						
Local Risks that could impact on area, parents, students and families.	**Online Radicalisation Threat of Terrorism Extreme Terrorist groups** School does not keep up to date with current events, concerns, issues. School staff do not know what to do, who to go to if they are concerned about something that is happening locally. School does not educate the children in risks to extremism, online safety etc	Pupils, staff, parents/carers		• Safeguarding leaders liaise with Local Police (PCSO) to enhance knowledge about areas of the community that may be a concern for exploitation and gang related activity. • Staff are confident to share concerns with Safeguarding leaders when they feel pupils are at risk of being exploited due to going to places deemed vulnerable. • Staff are confident to share concerns about events taking place in the community. • Parents are confident in speaking to school leaders about concerns around events or meetings that may be taking place in the community. • PSHE, RSE, RE, Computing curriculum support the education of risks to extremism and radicalisation • Weekly updates, reminders, quizzes etc at S/G staff briefing • Discussions between the safeguarding team through supervision - monthly		**Low**
Leadership and Partnership						
Leadership: School does not have a leader over PREVENT.	Actions to mitigate risks and meet the requirements of the PREVENT Duty are not effective.	Pupils, staff	**Med**	• DSL is PREVENT leader • DSL/SMT oversee the risk assessments, training, actions, referrals • Action point in Safeguarding meetings		**Low**

Working in Partnership:	School does not work with partners to safeguard children vulnerable to radicalization and does not have access to good practice advice, guidance or supportive peer networks.	Pupils	**Med**	- All staff have PREVENT training, which is updated every 3 years - Close relationship with the PCSO who supports - Fully aware of how to refer to PREVENT and paperwork involved	All new staff to receive information on PREVENT along with policies and procedures during the induction process. Referral forms kept in Safeguarding teams folder on 'Sharepoint'	**Low**
	School have not established effective partnerships with organisations such as LA and Police Prevent Team.			- All staff concerns are reported to the DSLs or PREVENT Leader assessed and recorded on CPOMs or referred - Referrals are followed up in a timely manner - Fully aware of how to refer to PREVENT and paperwork involved - https://www.leedsforlearning.co.uk/Page/17634 Resources and information to support DSLs, PREVENT Lead and staff	Referral forms kept in Safeguarding teams folder on 'Sharepoint'	**Low**
Capabilities						
Staff training	Staff do not recognise the signs of abuse or vulnerabilities and the risk of harm is not reported properly and promptly by staff.	Pupils	**Med**	- DSLs and PREVENT Leader completed the National training as well LA PREVENT training. - PREVENT Lead/DSL is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation - All staff/governors have completed online PREVENT training and is updated every 3 years - PREVENT Lead has completed 'General Awareness Training on Channel'	DSL/PREVENT Lead to refresh Channel awareness.	**Low**

Information Sharing	Staff in school are not aware of the PREVENT referral process	Pupils	**Med**	• All staff know to refer any concerns about a child's vulnerability to radicalisation to DSLs/PREVENT Lead who will support them to complete the paperwork to refer if necessary		**Low**
Reducing Permissive Environments						
Building children's resilience to radicalisation	Pupils do not have a safe environment to discuss controversial issues	Pupils	**Med**	• Through PSHE RE/RSE/Computing curriculum, children are taught how to keep safe in a range of different situations and how to speak up and who to go to if they feel unsafe • Through assemblies and CLAUDE children are taught about the diverse national and regional ethnic identities and the need for mutual respect	Staff cater for the needs of the children and will adapt their teaching content if necessary.	**Low**
	The curriculum does not promote British values and a culture of equality	Pupils		• Through PSHE curriculum (FS-How to keep safe at school/home, Y1 – keeping safe online and what do the police do? Y2 How can I speak up? Y3 Consent/What do we mean by risk? Y4 What is peer pressure? Pol-Ed What is grooming?, Y5-Online safety, Y6 – Keeping safe out and about. What is grooming, child criminal exploitation?) • Assemblies and external agencies supporting the promotion of British values, online safety, exploitation etc • School provides		**Low**

				information for parents/guardians on how to add parental / safety controls onto electronic devices to prevent pupils from accessing inappropriate materials. • https://www.leedsforlearning.co.uk/Page/17634 Resources to support teaching		
IT Policies	Ineffective IT policies increases the likelihood of students and staff being drawn into extremist material and narratives online.	Pupils, staff	**Med**	• School has policies in place which make reference to the PREVENT duty – Online safety, Acceptable Use Policy, E-Safety guidance, Behaviour policy, KCSIE • Pupils are encouraged to report any material they come across online which makes them feel uncomfortable or worried		
	Inappropriate internet use by students is not identified and followed up.			IT safety and monitoring systems. • Blocked searches are reported to SMT every 24 hours. If there is an inappropriate blocked search issues are fully investigated, recorded and children involved/year groups/classes educated • Fully filtering and monitoring of the system is completed every term • Filters are in place to block inappropriate words, sites • ICT agenda point on every Pupil support governors committee meeting – termly • Breaches in GDPR are referred to the data controller for review and		

				recommendations.		
	Children not taught online safety	Pupils	**Med**	• Computing and PSHE curriculum teaches online safety • Assemblies and outside agencies invited to educate online safety		**Low**
External Speakers and Events	School does not check speakers or outside agencies for extremist views and do not pat attention to safer recruitment expectation	Pupils, staff	**Med**	• School follows safer recruitment procedures-written assurances, DBS, using known agencies (LA, recommended etc) • Know what the speaker/agency are going to cover • Visitors not left alone with the children – staff member always present • Deny permission for people/organisations if they have links to extreme groups • Safety/digital checks completed on companies/speakers unknown to school before they are booked/arrive		**Low**

Appendix 1 – Letting Guidance

Leeds Prevent

HELP
SUPPORT

Prevent — Lettings Guidance

Follow the steps below to mitigate the risk of undesirable bookings. This document is not a definitive list and should be used in conjunction with other checking mechanisms.

ASK   What's planned and who's planning it?

1. Who is the individual or organisation booking the event?
   - ask for their name and any associated names they operate under.
   - ask if the person making the booking is doing so for themselves/their organisation or are they doing this on behalf of someone else and/or in partnership with another organisation.
   - ask for their address and a phone number.
   - get details of the individual or organisation's website and associated websites.
2. Do they implement a policy that promotes equality and diversity and challenges all forms of discrimination? Or will they agree to their event subscribing to your equality and diversity policy?
3. Ask for details of the event including: theme; title; agenda; content; speakers; expected audience numbers and demographics; details of how the event will be promoted (ask for copies of flyers/posters).
   - is the event open to the public or ticket only?

CHECK   Undertake due diligence to confirm what you've been told and find out more.

1. Run a check on the individual/organisation/speakers by:
   - viewing their websites, articles or speeches.
   - considering what other people are saying about them (articles/blogs etc.).
2. Ask for a reference from a venue provider previously used by the individual/organisation.
3. If the booking is for a charity, check the charity number of the organisation with the Charity Commission.

DECIDE   Use the information collected to inform your decision.

- Do you let the event go ahead?
- Or take action to reduce the risks?
- In complying with the Prevent Duty, it is your responsibility to ensure venues do not provide a platform for extremists.

Prevent in Leeds

Top tips when taking bookings

- if the booking is being arranged by an event management or another company, make sure you know who their client is.
- be wary of individuals only giving mobile numbers.
- if enquiries are made about internet use and bandwidth, investigate whether any speakers are participating in the event remotely.
- be wary of individuals/organisations making large cash payments.
- ensure that in the event of reputational risk to your organisation you have the ability to withdraw from the contract.

Top tips when researching organisations/individuals online

- complete a thorough check on the individual/organisation by:
  - viewing their website(s).
  - looking at what other people are saying about them (articles/blogs etc.).
- complete a thorough check on any speakers by looking at what other people are saying about them (articles/blogs etc.).
- when you are looking at a website check if it's being kept up-to-date.
- if you are unsure about an organisation check if it has a landline number and business address.
- where possible use primary evidence - an organisation's manifesto or a person speaking on YouTube.

More information

- List of terrorist groups or organisations banned under UK law.

If you still have a concern about a booking please contact the Leeds Prevent Team:

Email: prevent@leeds.gov.uk Phone: 0113 535 0810

For more information visit: www.leeds.gov.uk/prevent

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Appendix 2 – Training

Prevent Duty Guidance training

[Please review content on the listed websites and resources below before using to ensure it is appropriate for the young people intended.]

www.gov.uk

- Prevent duty guidance: England and Wales (2023) - GOV.UK (www.gov.uk)
- Managing risk of radicalisation in your education setting - GOV.UK (www.gov.uk)
- Keeping children safe in education 2023 (publishing.service.gov.uk)
- Glossary of terms - GOV.UK (www.gov.uk)
- The Prevent duty: safeguarding learners vulnerable to radicalisation - GOV.UK (www.gov.uk) - Support for those working in education settings with safeguarding responsibilities.
- Prevent duty training - GOV.UK (www.gov.uk) - Home Office online training.
- Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK (www.gov.uk)

London Grid For Learning (LGFL)

- https://safefiltering.lgfl.net - Filtering support, training, and guidance.
- Going Too Far? (lgfl.org.uk) - Classroom activities and assembly ideas for primary and secondary schools – PSHE, RSHE, online safety curriculum
- Going Too Far? (lgfl.org.uk) - Dedicated portal to support SEND and Inclusion
- The Prevent Duty | LGFL - Training and resources to support your whole school approach to Prevent.
- https://safetraining.lgfl.net - LGfL Prevent and safeguarding training.
- https://counterterrorism.lgfl.net – CPD materials to build staff confidence.

Educate against hate

- Prevent Duty Guidance - Further education and skills final (educateagainsthate.com)
- DfE - Prevent Duty Guidance - Briefing Note Higher Education final (educateagainsthate.com)
- Educate Against Hate - Prevent Radicalisation & Extremism
- Safeguarding Young People on the Autism Spectrum - Educate Against Hate - This resource aims to provide guidance for teachers on safeguarding and child protection, with specific reference to autistic young people. It outlines what professionals should consider when they have concerns about a young person's welfare or safety.
- Talking to your teenager about radicalisation - Educate Against Hate - An interactive website to support young people with autism and their parents with understanding extremism, radicalisation and the particular vulnerabilities of children with SEN.

- [Think. Protect. Connect. - Educate Against Hate](#) – This toolkit is a resource to support schools, FE colleges and youth settings safeguard children and young people, including those with Autism Spectrum Conditions, from online radicalisation and extremism.

Leeds for learning and our Prevent training offers:

[Leeds Prevent | Leeds for Learning](#) – Leeds Prevent page – Make sure you are signed up to our newsletter.

[How to make a prevent referral | Leeds for Learning](#) – Article on how to make a Prevent referral with a downloadable Prevent form.

- **Face-2-Face Whole school Prevent awareness training** – Book by phone or email Prevent team.
- **Face-2-face Early years Prevent awareness** training - Book by phone or email Prevent team.
- **Radicalisation workshops** - suitable for secondary, sixth form and FE college students – Book by phone or email Prevent team.

- [Virtual Prevent Duty Guidance Briefing | Leeds for Learning](#)
- [Virtual Prevent awareness training for teachers/designated safeguarding leads | Leeds for Learning](#)
- [Virtual Prevent awareness training for Early Years including schools, PVIs, and childminders | Leeds for Learning](#)
- [Virtual Prevent awareness training for school governors | Leeds for Learning](#)
- [Virtual Prevent briefing: current risks and concerns | Leeds for Learning](#)
- [Virtual The Manosphere and Incel Movement Training | Leeds for Learning](#)
- [Online Radicalisation and Extremism | Leeds for Learning](#)
- [Virtual Antisemitism Training | Leeds for Learning](#)
- [Gaming Culture Training | Leeds for Learning](#) – One time offer.
- [Prevent awareness week 2024 | Leeds for Learning](#) – Week of free Prevent learning for 2024 during the week of 5th - 9th February

[www.actearly.uk](#) – For parents or easy understanding of Prevent.

Contacts

Email: [prevent@leeds.gov.uk](#)
[Telephone:](#) 0113 5350810
[CTP NE Prevent Team telephone: 0113 2413386](#)

Please don't hesitate to contact the Prevent Team via the email address above on any issue or concern on Prevent or for training.