

RISK ASSESSMENT – EXTREMISM, RADICALISATION AND IDEOLOGY

Location	Whitefield Infant School
Lead Office	Erica Mason
Date	17.9.26
Date of Review	Sept 2027 (or in light of new legislation)

CONTEXT

As part of PREVENT duty, our risk assessment identifies current local, national, global political context as well as vulnerabilities of individuals and groups of society who are at increased risk or radicalisation.

At Whitefield Infant School we adopt the same vigilance as with other Safeguarding matters with an “**it could happen here**” approach. Staff being vigilant to signs and symptoms of radicalization and changes in children's behaviour is an important part in PREVENTing crime, terrorism and further safeguarding and security issues. Our work to PREVENT radicalisation is proactive and ongoing, making use of our teaching about British Values, our school values, PSHE scheme of learning, SMSC and pastoral support help us to influence children positively and where we identify a concern, an appropriate response is needed.

In 2024 there are increased tensions around the world and within communities. These include but are not isolated to:

- Events in Southport, Lancashire
- Conflicts in the Middle East igniting tensions within the region and in UK.

An appropriate and quality curriculum, positive relationships across school, as well as early identification and support for children is essential to our strategy in developing children with well-being and healthy views to engage successfully within Modern Day Britain.

Terminology

'**Radicalisation**' is defined as the process by which people come to support/promote extremism or terrorism or and in some cases, to then participate in terrorist activity.

'**Extremism**' is vocal or active opposition to fundamental British Values including Democracy, Rule of Law, Individual Liberty and Mutual Respect and Tolerance of those with different faiths or beliefs. This also includes calling for the death of our Armed Forces.

'**Ideology**' is a form of social or political philosophy in which practical elements are as prominent as theoretical ones. It is a system of ideas that aspires both to explain the world and to change it.

Since the publication of the '**Prevent Strategy**', there has been an awareness of the specific need to safeguard children, young people and families from violent extremism.

There have 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 narrow and rigid ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation. Keeping children safe from these risks is a safeguarding matter and is approached in the same way as safeguarding children and young people from any other risks. Children and young people should be protected from messages of all violent extremism including but not restricted to eg those linked to extreme Islamist ideology or to Far Right/White Supremacist Ideology, Irish Nationalist and Loyalist Paramilitary groups and extremist Animal Rights groups.

'**Prevent**' in the context of counter terrorism is intervention before any criminal offence has been committed and is with the intention of preventing individuals or groups from committing crimes

No.	Prevent Vulnerability / Risk Area	Risk Y/N	Action/Control Measures	Who Leads?	When	RAG (type red, amber, green)
1	Leadership Do the following people have a good understanding of their own and school responsibilities in relation to the "Prevent Duty"? • The Governing Body • SLT • Staff (Teaching and Support)	y	• Headteacher, as Designated Safeguarding Lead, responsible for oversight of updates to SLT, staff and governors through updates from LCSB (Lancashire Children's Safeguarding Board) • The Safeguarding and Child Protection policy clearly reflects the school's duty towards Prevent and has been ratified by governors and is available for parents on the school website. • All staff and governors are aware of the factors that make an individual vulnerable and have a good awareness of stereotypes and know their duty and how to report a concern as part of safeguarding procedures in school • In the same way as the school has always taken safeguarding seriously, we take this (as an element of safeguarding) seriously and the Headteacher and SLT members, are fully aware of the actions to take and who to contact in the event of concern • All governors, staff and parents know to contact in the event of any Safeguarding concern. • The Headteacher is aware of who to share information with regarding the Prevent duty. • Staff are made aware of the Lancashire Police PREVENT webpage for advice and further contact. • School works effectively with families and other agencies in order to improve outcomes for children	HT	Annual	

1A	Recruitment & Vetting • Safer Recruitment• How are governors/ staff vetted/recruited• Is there a code of conduct that governors/staff are expected to adhere to?• Are training policies around Prevent in place• Are National Governance Guidelines followed	y	- LCC Safer Recruitment Policy followed and relevant checks made on appointment of new staff. - Full indication procedures in place for new staff/volunteers/governors - Training given for the role. - A Governor Code of Conduct in place. Governor handbook given with core duties highlighted. - Governors attend Prevent Training.	HT/ SBM	As needed	
2	Partnership • Is there active engagement from the school's Governors, SLT, middle leaders and staff? • Does the school have an identified single point of contact (SPOC) in relation to Prevent? • Does the school engage with the Prevent staff in Local Authority (Prevent Education Officer), Primary/Secondary Prevent Forums (via PEO), Channel Panel(as required), LADO meetings (as required) • Prevent Training/CPD provided by Local Authority		Governors - Prevent Governor in place. Training given from local prevent services.	HT	Annual	
			SLT - training given from local Prevent Services.	HT	Annual	
			Middle Leaders - training given from local Prevent Services.	HT	Annual	
			Staff - - training given from local Prevent Services. - Additional PREVENT support from the LA is readily available and to support with crisis/local issues - Cluster/SIG/Headteachers bulletin, Police, - Local News.	HT	Annual	
			Prevent SPOC - Headteacher	HT	Annual	
			Engagement with Regional Prevent Education Officer - used for training annually.	HT	Annual	
3	Staff (CPD) Do all staff have sufficient knowledge and confidence to: • exemplify British Values in their leadership, teaching and through general behaviours in the school		- Exemplify British Values - integrated into the curriculum; collective worship texts to consolidate and weekly focus within assemblies. - Representations from cultures that are different to pupils. - Opportunities for children to embed Values in their behaviour and lifestyles, particularly tolerance and respect.	HT	daily/ weekly	

	• understand the factors that make students vulnerable to being drawn into terrorism and to challenge extremist ideas which are used by terrorist groups and can purport to legitimise terrorism		• School council exemplify democracy. Children are aware of school Governance. • Class rules are developed and agreed by children which demonstrates rule of law. • Working with local partnerships - SWAT cluster/ Building Bridges allow children to work with others from different faiths and backgrounds, developing tolerance and respect.			
	• 3) Do staff understand Channel, what it is and how to make a referral?			HT	Annual	
	• 4) Are staff aware of communication policies with DSL/ Prevent SPOC for advice & consideration prior to making a referral?		• Understand vulnerability factors - staff have received full training and are aware of the policies and procedures in place. • Sufficient Training - staff have received full training and are aware of the policies and procedures in place.	HT	Annual	
4	Speakers & Events • Is there an effective policy/framework for monitoring guest speakers/ visitors? • Is there a policy/framework for managing on school events? • Are off-site events assessed for risk under the framework of the Prevent duty?		• Monitoring guest speakers - safeguarding policy in place and a visitors policy is in place. Leaflet given on signing into school.	HT	when appropriate	
			• Managing School Events - full risk assessments in place for all events.	HT	when appropriate	
			• Risk assessment for offsite events - full risk assessment written and checked by EVC.	HT	when appropriate	
5	Safety Online • Does the school have a policy relating to the use of IT and does it contain a specific reference and inclusion of the Prevent Duty?(Applicable to Staff/Students and Visitors • Does the school employ filtering/firewall systems to prevent staff/students/visitors from accessing extremist websites and material? • Does this also include the use of using their own devices via Wi-Fi?		• ICT Policy - Computing, Online safety and Acceptable Use Policy in place and available on the school website.	HT	Annual	
			• The school has a robust firewall and filtering program that is monitored by the school (Netsweeper), DSL, SBM and technician-individuals accessing concerning materials can be identified and support provided	HT	weekly	
			• Personal device usage - allocate Ipads and Laptops. Staff use One Drive for store online materials - no USB 's in school.	HT	regular	

	- Can the system be used to search for serious and/or repeated breaches or attempted breaches of the policy? - How are systems monitored and concerns flagged to relevant DSL		Tracking of breaches - CPOM's used to log any breaches. Fed back to Governing Board termly. Checked by Safeguarding Governor.	HT	termly	
			School communicates clearly to parents and pupils about potential risks posed by online activity, including the use of various social media platforms on a regular basis through curriculum meetings, newsletters and other communications should a proactive or responsive measure become appropriate	HT	when appropriate	
6	School Security - Are there effective arrangements in place to manage access to the school by visitors and non- students/staff? Is there a policy regarding the wearing of ID on the school site? Is it enforced? - Is there a policy covering the distribution (including electronic) of leaflets or other publicising material? - Does the school intervene where off site activities are identified or are likely to impact upon staff and/or students i.e. leafleting, protest etc.?		- School access control measures - restricted passes allocated to all staff - Maglocks on all doors. - Lockdown procedure in place - Staff ratios and vigilance at play times etc. - Staff on each gate and external doors are monitored. - COSH sheets - health and safety breakdown. Staff are trained by Site Supervisor - Kept locked away during school hours. - Visitors and visiting speakers policy ensures the content of any input is known in advance and vetted and supervised to ensure appropriateness	HT	ongoing	
			- ID policy - Signing in policy in place. Checks made. - Visitors to show ID and only be allowed access when this has been checked and they are known to the school (including providing an up to date DBS)	HT	daily	
			Leafleting/publicising material - all publicising is done by the Office/HT	HT	when appropriate	
			Off-site activity identification and intervention - all risk assessments requested for off-site activity. All off-site activities are risk assessed thoroughly- EVOLVE	HT	when appropriate	
7	Safeguarding Is protection against the risk of		Inclusion within Safeguarding policy - incorporated	HT	Annual	

	radicalisation and extremism included within Safeguarding and other relevant policies? - Do Safeguarding and welfare staff receive additional and ongoing training to enable the effective understanding and handling of referrals relating to radicalisation and extremism? - Does the school utilise Channel as a support mechanism in cases of radicalisation and extremism? - School has Channel as part of their safeguarding referral processes, engages with the Channel Team and DSL attends Channel Panel as required		Additional training for safeguarding staff - all staff trained annually	HT	Annual	
			Utilisation of Channel - staff aware of Channel and role	HT	Annual	
			Policy regarding referral to Channel - Prevent policy in place.	HT	Annual	
8	Communications - Are the school's Prevent Lead and their role widely known across the school? - Are staff and students made aware of the Prevent Duty, current risks and appropriate activities in this area? - Are there information sharing protocols in place to facilitate information sharing with Prevent partners?		Identified Prevent Lead - known to all staff and visitors	HT	Annual	
			Staff and Pupil awareness - full staff training given	HT	Annual	
			Information sharing protocols - CPOM's used to share information and respond.	HT	ongoing	
9	Parental/ Wider Community Engagement - How is information shared with parents and the wider community, in line with school policy? - How does the school enhance awareness of prevent and related material i.e. online safety with parents and carers through workshops / newsletters etc.		Information Sharing protocols - weekly school newsletter shares and information relevant	HT	ongoing	
10	Staff and Volunteers Does awareness training extend to sub-		Contract staff and volunteers awareness - code of conduct signed annually for staff.	HT	ongoing	

	contracted staff and volunteers? • Do they sign up to same British Values / Code of conduct as staff etc.?		Monitoring subcontracted staff and volunteers-training given to regular volunteers	HT	ongoing	
11	Extremist Groups in the Community • Is the school aware of the existence of extremist groups in the community and their potential impact on its staff and students? • 2) Are procedures in place to ensure that the school is up to date with relevant briefings and information		Awareness of extremist groups within community - locational training given to all staff annually	HT	ongoing	
12	Critical incidents		- Regular briefing from local Police/prevent leads - locational training given. - The school has a school emergency plan procedure (including 'Lockdown Procedure'- refreshed Sept 24) - The Headteacher will lead in the case of an incident. In the Headteacher's absence, the most senior member of staff will lead (Deputy Head then Assistant Head) The SBM and C of G will be part of the wider response team during critical incidents.	HT	ongoing	