

## Meadowfield Primary School.

### RISK ASSESSMENT – EXTREMISM AND RADICALISATION

|                  |                            |                            |           |                      |                          |
|------------------|----------------------------|----------------------------|-----------|----------------------|--------------------------|
| <b>Location:</b> | Meadowfield Primary School | <b>Date of Assessment:</b> | 10.6.26   | <b>Assessor:</b>     | Saphron Middleton<br>DSL |
| <b>Signed:</b>   | S Middleton                | <b>Review Date:</b>        | June 2027 | <b>Distribution:</b> | All                      |

*A risk assessment is a core part of implementing the Prevent duty. All providers should read guidance from the department on how to complete a risk assessment and on safeguarding students vulnerable to radicalisation. Schools should assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.*

*Providers may choose to have a specific separate risk assessment to better communicate to staff and document actions taken to mitigate any risks. The purpose of the risk assessment is to have an awareness and understanding of the risk of radicalisation in your area and your institution. The type and scale of activity that will address the risk will vary but should be proportionate to the level of risk, type of provision, size and phase of education.*

*This is an internal document and should be reviewed annually, in line with Keeping Children Safe in Education requirements, or following a serious incident*

**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.

#### National risks – Identified on the CTLP and through Prevent briefings

What national risks are you aware of that could impact to your area, setting, students or families? For example, online radicalisation

|  |  |   |
|--|--|---|
| <b>Islamist Extremism</b> - The threat from Islamist terrorist groups based abroad is persistent and has evolved. Sustained counter-terrorism pressure from the UK and its allies has suppressed the most serious terrorist threats. But groups such as Daesh and al Qa’ida have evolved and adapted their approach and are now active in more countries than ever before. Although their capabilities remain far below earlier peaks there are signs of resurgence. Both continue to inspire, enable and direct radicalised individuals and groups and maintain their intent to attack the UK | <b>Extreme right-wing terrorism.</b> The remainder of the UK domestic terrorist threat is driven almost exclusively by Extreme Right-Wing Terrorism (ERWT). The threat from ERWT in Western countries is increasingly a transnational issue in terms of radicalising influence, inspiration and communication terms of radicalising influence, inspiration and communication | <b>Online extremist</b> propaganda remains a focus for both Islamist extremist and ERWT ideologies, with new and Islamist extremist and ERWT ideologies, with new and recirculated material disseminated. The nature of the online space transcends geographical boundaries and facilitates access to wider networks. |
|--|--|---|

#### Local risks – Risk of radicalisation in the local area, identified on the CTLP for region

What specific local risks are you aware of that could impact to your area, setting, students or families? E.g. local extremist activity (groups active in the area)

|  |   |   |
|--|---|---|
| A key risk in the Yorkshire region emanates from Self-Initiated Initiated Terrorism (SI-IT). It is also a key risk nationally, largely due to the unpredictable nature of SI-IT, making detection difficult. SI-ITs emanate from all ideologies. | Online extremist propaganda remains a focus for both Islamist extremist and ERWT ideologies, with new recirculated material disseminated. The nature of the online space transcends geographical boundaries and facilitates access to wider networks. | Radicalisation activity, both online and in person, continues to be a key risk in the Yorkshire region. Extremist groups across all ideologies can utilise the online space to recruit, radicalise or coordinate attack planning. |
|--|---|---|

| Local risk area          | Hazard  | Individuals at risk | Risk<br>Low<br>Medium<br>High | Control Measures  | Notes/Additional Controls   | Residual<br>Risk<br>Low<br>Medium<br>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. | Pupils              | Med                           | <ul style="list-style-type: none"> <li>Designated Safeguarding Lead has received up to date PREVENT training as well as enhanced training offered by the LA and Trust compliance</li> <li>Headteacher has attended the CTLP briefing and disseminated information to key staff</li> <li>All staff and governors receive PREVENT training on a 3-year refresher cycle</li> <li>Contracted staff are made aware of the person to whom concerns are to be reported</li> <li>Preventing pupils from being exposed to radicalisation or extremism is part of safeguarding policies and procedures i.e. Trust Child Protection policy</li> <li>Staff have received appropriate Child protection training, both annual and 'little and often' in accordance with school role and are familiar with our Child Protection Policy and procedures including annual KCSIE updates</li> <li>Concerns are reported to the DSL and are electronically recorded on CPOMS</li> <li>Records are held of any referrals with an audit trail being maintained - CPOMS</li> </ul> | <p>Part of induction procedures.</p> <p><b>All staff complete SCHOOT courses to support their training and knowledge. Governors complete SG training.</b></p> | Low                                       |

| Risk Area                      | Hazard  | Individuals at risk | Risk<br>Low<br>Medium<br>High | Control Measures   | Notes/Additional Controls  | Residual<br>Risk<br>Low<br>Medium<br>High |
|--------------------------------|---|---------------------|-------------------------------|--|--|---|
|                                | Pupils are radicalised by factors internal or external to the school.   | Pupils              | Med                           | <ul style="list-style-type: none"> <li>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</li> <li>Staff and other adults working with pupils are challenged if opinions or language expressed are contrary to community cohesion or 'British values'</li> <li>Staff are able to challenge pupils, parents or governors if opinions expressed are contrary to community cohesion or 'British values'</li> <li>Key pastoral staff attend additional training and are aware of local factors i.e. political views etc. which might have an influence on pupils</li> </ul>  | DSL attends CSE/CCE meetings for the TNCP to discuss local issues/intelligence.  | Low                                       |
|                                | School does not work with statutory partners and agencies.  | Pupils              | Med                           | <ul style="list-style-type: none"> <li>We communicate regularly with statutory partners and agencies regarding a range of concerns</li> <li>All staff are aware that concerns are reported to the DSL</li> <li>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.</li> <li>Designated staff have access to specialist services, including the Leeds Prevent team</li> </ul>  | <b>Project Shield are involved with school through the local Police service.</b> | Low                                       |
| <b>Curriculum and Learning</b> | Pupils are exposed by school staff or contracted providers to messages supportive of extremism, terrorism or which contradicts 'British values' | Pupils              | Med                           | <ul style="list-style-type: none"> <li>We have appropriate whistleblowing procedures and a range of safeguarding policies which are known and understood by staff, volunteers and regular contracted staff</li> <li>Staff and other adults working with pupils are challenged if opinions or language expressed are contrary to community cohesion or 'British Values'</li> <li>Opportunities to promote 'British Values' are clearly identified within the curriculum areas and are outlined in our British Values statement</li> <li>Areas of the curriculum e.g. PD are used for controlled and safe debate and discussion on radical or extreme issues and ideologies</li> <li>We have appropriate filters in place which reduce the risk of pupils being able to access inappropriate information via the school ICT system.</li> </ul> |  | Low                                       |

|  |  |                  |     |   |  |     |
|--|--|------------------|-----|---|--|-----|
|  | Behaviours which harm the ability of different groups and individuals to learn and work together | Pupils and staff | Med | <ul style="list-style-type: none"> <li>• Our Equal Opportunities policy and Equality Scheme are in place and understood by staff and others who regularly work in the setting</li> <li>• Pupils are explicitly taught about respect for other cultures and gain an understanding of community cohesion</li> </ul> | Children are involved in learning about other cultures and community cohesion through the curriculum, One Life scheme and One World Day at school. | Low |
|--|--|------------------|-----|---|--|-----|

|                                       |   |                      |      |  |  |     |
|---------------------------------------|---|----------------------|------|--|--|-----|
|                                       | are left unchallenged   |                      |      | <ul style="list-style-type: none"> <li>Assemblies across all key stages address inclusion, cohesion and diversity. <b>Specifically, children are taught about the risk posed with online extremism and of specific groups and individuals</b></li> <li>Displays and other literature available in school reflects and encourages diversity and community cohesion</li> <li>Whole school Behaviour Policy includes information on anti-bullying strategies and preventative measures for dealing with bullying</li> <li>Inappropriate behaviour, language and attitudes are challenged by staff and, where staff or other adults are involved, by senior leaders</li> </ul> |  |     |
| <b>Organisational Culture</b>         | Staff or contracted providers are not aware of/do not subscribe to the ethos and values of the school                           | Pupils and staff     | High | <ul style="list-style-type: none"> <li>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</li> <li>Clear awareness of roles and responsibilities regarding PREVENT exist across the school</li> <li>Recruitment, selection and induction programmes exist which include a commitment to the ethos and values of the school</li> <li>Further training is available for staff on PREVENT and local aspects of extremism and radicalisation</li> </ul>                  | Local risks identified and staff informed of these in training.<br>Local risks:<br>Knife crime<br>ASB<br>Threats from far right unrest that have included arson and violence. This has been due to misinformation. | Low |
| <b>Visiting speakers/ environment</b> | Pupils/staff are exposed by visiting speakers to messages supportive of extreme ideologies or which contradict 'British values' | Pupils and staff     | Med  | <ul style="list-style-type: none"> <li>Materials to be delivered by external speakers, including Project Shield are discussed with the speaker prior to delivery</li> <li>Visiting speakers are not left alone with pupils</li> </ul>  |  | Low |
|                                       | Extremist or terrorist related material is displayed within the setting   | Pupils/staff /others | Med  | <p>The appropriateness and relevance of all materials or literature are considered prior to display</p> <ul style="list-style-type: none"> <li>Staff concerns are discussed with the DSL before materials are used</li> <li>Requests for externally provided materials to be displayed are considered and, where appropriate, authorised by the Principal.</li> </ul>  |  | Low |

| Risk Area             | Hazard   | Individuals at risk | Risk<br>Low<br>Medium<br>High | Control Measures  | Notes/Additional Controls  | Residual<br>Risk<br>Low<br>Medium<br>High |
|-----------------------|--|---------------------|-------------------------------|---|--|---|
|                       | 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  | Med                           | <ul style="list-style-type: none"> <li>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</li> </ul>   |  | Low                                       |
| ICT and on-line study | Pupils access extremist or terrorist material whilst using school networks   | Pupils              | Med                           | <ul style="list-style-type: none"> <li>The ICT network has appropriate filters which block sites which are deemed to be inappropriate</li> <li>School has robust acceptable use procedures for both pupils and staff which include advice on inappropriate attempts to subvert the network</li> <li>Pupils are encouraged to report to an adult any material which leaves them feeling worried or uncomfortable</li> <li>Breaches in GDPR are referred to the data controller for review and recommendations</li> <li>PD and computing curriculums specifically teach students about online safety and how to report concerns.</li> </ul> |  | 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"> <li>We have oversight of, or administration rights for, all social media accounts set up by us.</li> </ul>   |  | Low                                       |
|                       | Pupils access extremist or terrorist materials out of the school setting   | Pupils              | High                          | <ul style="list-style-type: none"> <li>Parents are regularly provided with advice on where they can access information and support in relation to on-line safety including extremism and radicalisation</li> <li>Information sharing sessions are provided to pupils, staff and parents on staying safe on-line</li> </ul>  | Online safety newsletter shared with parents/carers regularly to keep them up to date with new issues/developments and ways to keep children safe. | Low                                       |