School: Ark Castledown Primary Academy	Safeguarding Manager: Patricia Rowland	Date of Assessment: 8th September 2021	Date for review: 20/07/2022

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 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 Area		Existing Measures/Mitigation	Desired Outcome	Who is at risk?	Potential Risk	Residual Risk
Welfare and Safeguarding	Staff or contracted providers are not aware of the school procedure for handling Prevent concerns and/or do not feel comfortable sharing issues internally	• Designated Safeguarding Lead to ensure that all Staff & Governors have completed online 'Prevent' training module; DSL to ensure that awareness training provided to other regular contracted staff in the setting where appropriate • Contracted staff are made aware of the person to whom concerns are to be reported through annual refresher training and at induction • Preventing pupils from being exposed to radicalisation or	All staff are aware of the safeguarding procedure and that violent extremism and radicalisation is included within it. The Designated Safeguarding Lead is the point of contact. Staff receive training in the safeguarding process.	Pupils	High	Low

		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 • Records are held of any referrals with an audit trail being maintained – regular monitoring by the DSL takes place				
	Learners are radicalised by factors internal or external to the school	• 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 • Staff deliver training to help pupils develop critical thinking around influence, social media and other on-line safety • Staff and other adults working with pupils are challenged if opinions or language expressed are contrary to community cohesion or 'British values' • Staff are able to challenge pupils, 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	Tutorials on e-safety and anti-bullying have been created which include guarding against extremism.	Pupils	Medium	Low

		• an influence on pupils • Staff in EYFS undertaking home visits are briefed on the signs to look out for around the home environment				
	The school is not linked in with statutory partners and/or does not feel comfortable sharing extremism related concerns externally	• We communicate regularly with statutory partners and agencies regarding a range of concerns • All staff are aware that concerns are reported to the DSL • 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.	Key staff understand what is meant by the terms radicalisation and extremism and are comfortable sharing concerns about radicalisation and extremism. The processes for reporting are made clear to all staff.	Pupils	High	Low
Curriculum and learning	Learners are exposed by school staff or contracted providers to messaging supportive of terrorism or which contradicts 'British Values'	• 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 pupils 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	The school has clear and visible policies and procedures for managing whistleblowing and complaints	Pupils	Medium	Low

		which reduce the risk of pupils being able to access inappropriate information via the school IT system.				
	Behaviours which harm the ability of different groups and individuals to learn and work together are left unchallenged	• We have an Equality Policy in place which is understood by staff and others who regularly work in the setting, and all staff complete Equality & Diversity online training at induction • Pupils are taught about respect for other cultures and gain an understanding of community cohesion • Opportunities are created both within the environment and the 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	School staff have a duty in helping pupils from being drawn into terrorism and will promote a culture of democracy, mutual respect and tolerance, individual liberty and awareness of rule of law. The school embeds messages of diversity and inclusion through its policies, curriculum, and through collective pupil events such as assemblies	Pupils	High	Low
Organisational culture	Staff or contracted providers are not aware of /do not subscribe to the	• Senior Leadership Team are aware of the 'Prevent' Strategy and its objectives as it relates to both the national and local context and take	Staff and Sub-contracted providers are aware of the PREVENT duty and the sub-contractor is not inadvertently		High	Low

	values of the school	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 are available for staff on the 'Prevent duty' and local aspects of extremism and radicalisation • A process is in place to identify and develop 'lessons learned' identified either by us or by other organisations/advisers	funding extremist organisations	Pupils and Staff		
	Staff are unable to raise extremism related organisational concerns due to the lack of an appropriate whistleblowing mechanism	• Appropriate whistleblowing procedures are in place and adults working with pupils 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	The school has clear and visible policies and procedures for managing whistleblowing and complaints	Pupils and Staff	High	Low
	Learners/staff are exposed by visiting	• Materials to be delivered by external speakers are discussed	That no events, talks or relationship with external			

Management of space	speakers to messaging supportive of terrorism- or which contradicts 'British Values' of individual liberty and mutual respect and tolerance for those of different faiths and beliefs	with the speaker prior to delivery • Visiting speakers are not left alone with pupils	bodies promote violent extremism. Are there concerns that certain visiting speakers could fall outside your organisations code of values, or breach UK law, the Human Rights Act 1998 and the Equality Act 2010?	Pupils and Staff	Medium	Low
	Extremist or terrorist related material is displayed within school premises	• Continual monitoring of materials on display by the school senior leadership team • Policies for the display of materials within school premises	Displays regarding Prevent, British Values and Community Cohesion	Pupils and Staff	Medium	Low
	School premises are used to host events supportive of terrorism, or which popularise hatred or intolerance of those with particular protected characteristics	• Any hire and lettings agreements would 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 • Any hire or lettings agreements would include a notice period for hire i.e. short notice hires will not be authorised.	That no events, talks or relationship with external bodies promote radicalism.	All Premises Users	Medium	Low

IT and Online Safety	Learners access extremist or terrorist material whilst using school networks	• The ICT network has appropriate filters which block sites which are deemed to be inappropriate • School has robust acceptable use procedures through its IT Policy for staff which highlight staff responsibilities around IT access • There are suitable web filtering systems in place to prevent inappropriate searches taking place • Pupils are encouraged to report to an adult any material which leaves them feeling worried or uncomfortable	Staff and pupils understand what terrorist/extremist material looks like and are confident to share concerns through the appropriate processes if they do encounter access to this material.	Pupils	High	Low
	Online/social media communications relating to extremist or terrorist material feature the school's branding	• We have oversight of, or administration rights for, all social media accounts set up by us.	IT staff that are concerned about the on-line behaviour of a learner report directly to the Safeguarding Team	Pupils	High	Low
External and Community Factors	The school is aware of the existence of extremist groups in the community and their potential impact on its staff and students.	• 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 pupils, staff and parents on staying safe on-line	The school liaises with Local Authority Prevent Team and Sussex Police Prevent Team to keep up to date with local risks	Pupils	High	Low

	The school is unaware of specific vulnerabilities of pupils who may be more vulnerable to the messages of violent extremism	• Special Educational Needs Schools or coordinators within mainstream schools should consider further training around the inherent factors and the frequency with which they occur within their establishment. Likewise, prevalence of crime amongst pupils would indicate a need for further awareness training and those managing excluded disadvantaged pupils	DSL and SLT regularly review available training identified for staff in these specified support roles	Pupils	High	Low