

Extremism and Radicalisation Self-Assessment and Risk Assessment

1.	Clear Leadership and Accountable Structures are in place and visible throughout the organisation.	
	There is an identified strategic PREVENT Lead within the school	Miss Natalie Sullivan (NSN) – Assistant Head and Mrs J Owens (Chair of Governors)
	The Strategic Lead understands the expectations and key priorities to deliver PREVENT and that this is embedded within safeguarding procedures	NSN has attended training
	The Senior Leadership Team are aware of the PREVENT strategy and its objectives	NSN and Headteacher have briefed SLT
	There is a clear awareness of roles and responsibilities throughout the organisation regarding PREVENT	Headteacher has briefed staff and NSN will run a Prevent Training Session in Summer Term 2016.
	PREVENT safeguarding responsibilities are explicit within the school's safeguarding team	Guidance to the team is given by NSN.
	The PREVENT Agenda and its objectives have been embedded within the appropriate safeguarding processes	Policies are updated as required
2.	Staff and the Governing Body have been appropriately trained accordingly in their roles	
	A plan is in place to raise awareness of PREVENT (WRAP) training so that key staff and Governors understand the risk of radicalisation and extremism and know how to recognise and refer children who may be vulnerable	NSN and Headteacher are delivering training. Lunch Assistants, cleaning staff (SPIE) and Chartwells (Kitchen) have all been briefed
	Details of WRAP courses including frequency and availability are cascaded to all relevant staff	NSN will ensure this takes place
	There is appropriate staff guidance and literature available to staff on a Prevent Agenda	All available policy documents etc on staff shared area

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3.	An appropriate reporting and referral process is in place and referrals are being managed effectively	
	Ensure that preventing young people from being exposed to radicalisation or extremism is part of the school's safeguarding policies and procedures	See Policy on Preventing Extremism and also the Safeguarding Policy. Parents have a booklet outlining what we do to keep children safe
	A single point of contact [SPOC] for any PREVENT concerns raised by staff within the school has been identified	Miss Sullivan – Assistant Headteacher
	An appropriate internal PREVENT referral process has been developed	Process for referrals are clear
	Leads in partner agencies are known	Miss Sullivan works and meets up with agencies
	An audit trail for notification reports/referrals exists	We use CPOMS to log all safeguarding referrals and actions are followed up
4.	A broad and balanced curriculum that helps protect students against extremism and promotes community cohesion	
	The Academy has a range of initiatives and activities that promote the spiritual, moral, social and emotional needs of children aimed at protecting them from radicalisation and extremism influences	PSHCE, Assemblies, Visiting Speakers, cross-curricular themes, Student Council has visited a school with a very diverse population
	The school delivers education that helps develop critical thinking skills around the power of influence, particularly online and through social media	Specialist online education is provided by e-Learning Manager Miss Jenny Parkins
	Students are aware of the benefits of community cohesion and the damaging effects of extremism on community relations	Through PSHCE and Assemblies
	Staff are able to provide appropriate challenge to students, parents and Governors if opinions are expressed that are contrary to fundamental British Values and promotion of community cohesion	Whistle Blowing is promoted in the school. Staff are clear of the action needed if they are to challenge students re: British Values

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Date of Review:		Document Owner:	
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	Significant Hazards and Associated Risks [Those hazards which may result in serious harm or affect several peoples]	People at Risk	Initial Risk Rating VL- Very Low L - Low M - Medium H - High	Control Measures (CMs) 1. Controls, including relevant sources of guidance (eg Generic Risk Assessments, Guidance from Provider etc) 2. Specific CMs not included in the generic RA (eg briefings, actions by leaders / participants, qualifications / experience of supervisors)	Additional CMs required? (Dynamic Risk Assessment) If existing CMs cannot be met or circumstances have changed	Risk VL L M H
CURRICULUM	<p>Harzard:</p> <ul style="list-style-type: none"> Lack of choice in qualification pathways for studetns of all abilities and aspirations <p>Risks:</p> <ul style="list-style-type: none"> Of disengagement from education generally Decline in standards of conduct Potential NEETs 	Students	L	<p>Behaviour Policy implemented consistently</p> <p>Annual Curriculum review to ensure broadest possible offer of accredited but appropriate qualifications for each Year Group</p> <p>High quality careers and work-related learning provision KS4-5 for all students. Assistant Headteacher in charge of this aspect – Mrs Moretta (AM)</p>	<p>Assistant Headteacher – Miss Sullivan – Lead:</p> <p>Assistant Headteacher — Mrs Moretta – Lead for: PSHCE To ensure that all strands of delivery (including cross-curricular strands) deliver a coherent message</p> <p>Deputy Headteacher – Miss Whelan (AW) – Curriculum Lead: e-Safey education to reference radicalisation and staff delivering it to be given specific guidance - JPA – e-Learning Manager</p>	VL

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PERSONAL, SPIRITUAL, MORAL, SOCIAL AND CULTURAL EDUCATION (PSMSC)	<p>Hazard:</p> <ul style="list-style-type: none"> • Time available • Number of staff involved • Staff not taking message seriously <p>Risks:</p> <ul style="list-style-type: none"> • Inability to deliver all the strands in sufficient detail • Consistency could be diluted 	Students	M	<p>Very high quality PSHCE Programme in place</p> <p>Monitoring of PSHCE, Assemblies, Form Time to ensure takes place, via line managers</p> <p>Key staff and Governors to undertake PREVENT/WRAP training</p>	<p>AM to deliver training to YLs and AHTs as part of INSET so that they can prepare their teams appropriately</p> <p>Delivery of Form Time, Assemblies and PSHCE will be more closely monitored centrally to ensure the message is consistent – NSN</p> <p>On-going training of staff and Governors as new guidance emerges</p>	VL
COMMUNITY COHESION	<p>Hazard:</p> <ul style="list-style-type: none"> • Inconsistent message • Decline of behaviour <p>Risks:</p> <ul style="list-style-type: none"> • Rise in racist incidents in school • Rise in community complaints for racist behaviour • Lack of engagement with message 	<p>Students and staff in school</p> <p>Members of the community</p>	<p>L</p> <p>L</p>	<p>Anti-bullying and Behaviour Policy operation.</p> <p>Students clear re: messages to combat racism</p> <p>PSHCE Programme ensures consistent message</p> <p>Key staff / Governors to undertake PREVENT / WRAP training</p> <p>Staff training is part of induction and annual Safeguarding and Equalities training</p>	<p>AM to ensure staff training on PSMSC and identification / referrals is clear and consistent</p> <p>On-going training of staff and Governors as new guidance emerges</p>	L

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STUDENT AWARENESS OF RISKS AND REMEDIES	<p>Hazards:</p> <ul style="list-style-type: none"> Inconsistent message as wider range of staff teach PSMSC and e-safety <p>Risks:</p> <ul style="list-style-type: none"> Students misconstrue/misunderstand message or do not take it seriously Message has the reverse effect and pushes students towards extremists Students unable to recognise risks and seek help when needed 	Students	L	<p>PSMSC and assembly programme is of high quality</p> <p>Website to be updated regularly</p> <p>Key staff to undertake PREVENT / WRAP training</p>	<p>Student Council and Senior Leadership Team to seek their view and monitor impact</p> <p>Key messages will be shared with parents as required</p>	VL
STAFF TRAINING	<p>Hazards:</p> <ul style="list-style-type: none"> Numbers of part-time staff Lack of engagement with subject matter Limited staff training time available High staff turnover <p>Risks:</p> <ul style="list-style-type: none"> Some staff will miss the training / fail to read key documents Inconsistency of message Vulnerable students not identified Weak or uncommitted staff are less likely to engage with this message 	Students and staff	M	<p>Basic training given to staff September 2015</p> <p>Key staff to undertake PREVENT / WRAP training</p> <p>Staff training is part of induction and annual Safeguarding and Equalities training</p> <p>Agency and temporary staff receive information as part of their induction</p> <p>All staff on action plans are checked for their sharing of key messages such as radicalisation</p>	<p>Source online training to give us more flexibility to include part-time and temporary staff</p>	VL

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GOVERNOR TRAINING	<p>Hazards:</p> <ul style="list-style-type: none"> • Governors do not have a share awareness of the importance of this issue as a safeguarding one <p>Risks:</p> <ul style="list-style-type: none"> • It is not given sufficient resource • Students are put at risk of, or become radicalised 	Students, staff and Governors	M	<p>Key Governors undertake training</p> <p>Key messages will be disseminated to the Governors through meetings</p> <p>The training will cover whistleblowing so that we are aware of staff/Governors putting children at risk because of not following protocol</p>	Source online training to give us more flexibility to include Governors	VL
COMMUNICATION WITH PARENTS	<p>Hazards:</p> <ul style="list-style-type: none"> • Lack of clarity about our key messages and methods of delivery <p>Risks:</p> <ul style="list-style-type: none"> • Families feel targeted • Parents do not understand referrals • Parents withdraw their children from RS 	Students	M	<p>Website safeguarding and PSMSC pages updated</p> <p>Key messages will be shared with parents through the booklets so they can support students at home</p>		VL
REFERRAL SYSTEMS	<p>Hazards:</p> <ul style="list-style-type: none"> • Staff do not follow the correct procedures • Staff unaware of vulnerability features <p>Risks:</p> <ul style="list-style-type: none"> • Students are put at risk of, or become radicalised 	Students	L	<p>Staff training is part of induction and annual Safeguarding and Equalities training</p> <p>The training covers procedures but also whistleblowing so that we are aware of staff putting children at risk because of not following protocol</p>	Monitoring of safeguarding now includes monitoring of referrals for radicalisation	VL

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INTERVENTIONS	<p>Hazards:</p> <ul style="list-style-type: none"> • Staff do not know who to contact in local agencies • Local agencies cannot provide appropriate support • High potential cost/time resource implications of support <p>Risks:</p> <ul style="list-style-type: none"> • Delay in getting support for a child/family heightens risk on child • Impact on other areas of school if resources diverted to supporting a child/family 	Students and families	L	<p>Control Measures</p> <p>Special contact provision map available for all SLT</p> <p>Escalation procedures are known and used</p>	Additional Request	VL
IT SYSTEMS	<p>Hazards:</p> <ul style="list-style-type: none"> • Students can access radicalisation websites on the school network • Students are not equipped to identify such websites when accessing the internet out of school • Parents are not equipped with IT knowledge to ensure appropriate firewalls etc on <p>Risks:</p> <ul style="list-style-type: none"> • Students are groomed by radical extremists 	Students	M	<p>New Firewall – implementation March 2016</p> <p>Specialist information sessions for parents put on</p>	Regular safeguarding information on the website to cover guidance for parents about e-safety on the internet	L



Approved: (Headteacher)



Approved: (Chair of Governors)