



Risk Assessment For Radicalisation and Extremism

Policy Code:	SG4
RA Start Date:	September 2026
RA Review Date:	September 2027

Identify the Risk:	Who might be harmed and how:	Risk Level (as identified by the SE framework)	Existing precautions:	Any additional precautions needed:
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Pupil's Special Educational Needs: Our pupil's SEND may impact their ability to identify and respond to risk, and this increases their vulnerability. Pupils may struggle to understand how to maintain healthy relationships, and their perception of physical and emotional safety may be significantly delayed or under-developed.	Pupils radicalised by factors internal or external to the school: Pupils are unknowingly exposed to messages, images or articles in support of extremism, terrorism or those which contradict 'British Values'.	Medium	Bespoke curriculum including RSE, PSHE and computing; to provide pupils with a curriculum which allows them the knowledge, skills and attributes they need to manage their lives, now and in the future. - To prepare pupils to be independent and more responsible members of society, providing them with the tools to play a positive role in contributing to the life of the school and the wider community - To focus on preparing pupils with the knowledge, skills and attributes to stay healthy and safe, while preparing them to make the most of life and work. - To ensure pupils develop an appropriate knowledge and understanding of relevant political and social institutions that affect their lives. - To focus on pupil responsibilities, rights and duties as individuals and members of communities. - To focus on empowering pupils to access information that enables them to make informed decisions about their learning, health and wellbeing. - A range of activities throughout the school are implemented to promote the spiritual, moral, social and emotional needs of pupils aimed at protecting them from radical and extremist influences.	The use of visiting speakers to enhance the curriculum offer (see identified risk).
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Pupils' online activity and behaviour inside and outside of school.	All Pupils: Pupils access extremist or terrorist material whilst using school networks both intentionally and unintentionally. All pupils access extremist or terrorist materials out of the school setting, intentionally and unintentionally.	Medium	- All pupils access a weekly British Values lesson to enhance, develop and promote the fundamental British Values. - Appropriate filters in place on all school devices, which reduce the risk of pupils being able to access inappropriate information via the school ICT system. - SENSO software implemented on all pupil laptops/computers which monitor and inform DSL/DDSL of violations. - Weekly report produced to analyse individual pupils use and identify patterns of concern and trending inappropriate interests. - DSL/DDSL communicates regularly with statutory partners and agencies regarding a range of concerns. - Computing curriculum incorporates opportunities to learn and share knowledge, skills and experiences of technology and emphasises how online safety is paramount within the world we live in. - Positive relationships with parents and carers are based on open communication regarding concerns about pupils inside and outside of school. - E-Safety resources and updates shared with parent and carers, including specific pages on the school website to support them in keeping their children safe online at home. - Pupils are encouraged to report to an adult any material which leaves them feeling worried or uncomfortable.	Effective multi-agency referrals to address and support concerns.
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External Visiting Speakers and Workshop Practitioners used to enhance our pupil's learning.	All pupils and staff: Pupils and Staff are exposed to messages supportive of extreme ideologies or which contradict 'British Values' Extremist or Terror related material is displayed within the learning session.	Medium	- Reporting system for pupils via safe@cit centrally monitored email address. - E-Safety is an element of staff induction and staff training is ongoing throughout the year. - The Trust's Acceptable Use of the Internet and IT systems policy implemented. - Visiting Speaker Policy outlines expectations and requirements of any visiting speakers. - All resources used by the visiting speakers will be viewed by the staff member organising the speaker before commencing their role in school. - Safer recruitment procedures implemented to all volunteers and external visitors to the school. - Volunteers to be inducted by a member of the Safeguarding Team and ID checked, in line with Keeping Children Safe in Education.	Safer recruitment procedures to be followed when visiting speakers are on site.
Staff and/or other stakeholders (contracted providers, agency staff) understanding of radicalisation and extremism and the procedures for managing concerns.	All staff/contracted providers; Staff or other contracted providers not following the school procedures for handling concerns and or do not feel	Medium	- Annual Safeguarding training/staff and volunteer induction ensures all staff are aware of the safeguarding procedures and that violent extremism and radicalisation is included within. - All staff are required to complete the PREVENT online module as part of the induction. - Safeguarding training matrix identifies when individual staffs PREVENT is due for renewal (every three years).	

	comfortable sharing issues internally. Staff or contracted providers are not aware of or do not subscribe to the ethos and values of GANF.		- All staff have to sign to state that they have read, understood and adhere to the latest version of Keeping Children Safe in Education and NBA's Safeguarding and Child Protection Policy. - DSL provides regular updates to staff regarding PREVENT. - DSL to consult with PREVENT prior to a referral to the CHANNEL programme (if required). Referral to be completed by DSL/DDSL. - Preventing pupils from being exposed to radicalisation or extremism is a part of the Safeguarding Policies or Procedures. i.e. Safeguarding and Child Protection Policy. - All contracted staff/ volunteers and visitors are made aware of the DSL and DDSLs to report concerns to. - Up to date records are held of any referrals on CPOMs (Child Protection Online Management System). - All staff/volunteers are required to sign to verify they have read and will adhere to the Whistleblowing Policy. - Staff and other adults working with pupils are challenged if opinions or language expressed are contrary to community cohesion or 'British Values' - Safe@CIT leaflets are shared with all visitors, identifying who to raise concerns to. - Sign-in iPad displays key safeguarding contacts.	
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Behaviours which harm and /or influence the ability of different groups and individuals to learn and work together	Pupils and Staff	Medium	- Safer recruitment procedures applied to all volunteers and external visitors to the school. - Visting speakers will be aware of NBA's contextual safeguarding to ensure the delivery is appropriate for each pupil and effective. - Equal Opportunities Policy implemented Trust Wide. Pupils are explicitly taught about respect for cultures and gain and understanding of community cohesion. - Assemblies throughout the school address inclusion, cohesion and diversity. - Displays and other literature available in school reflects and encourages diversity and community cohesion. - Whole School Relationship Support Policy includes Anti Bullying Policy which details anti-bullying strategies and preventative measures for dealing with bullying. - Inappropriate behaviour, language and attitudes are challenged by staff at times and reactive PSHE sessions are put into place to educate and prevent further occurrences. - Pupil voices are promoted in decision making through the school council.	
Behaviours that include misogyny, toxic masculinity and	Pupils and Staff	Medium	- Establishing a safe learning environment for all pupils. - Developing respectful attitudes by focussing on learning that supports inclusion and	

social media influencers.			belonging, away from negative attitudes and misogynist views. - All adults working with the pupils to demonstrate role model behaviour while promoting positive and respectful attitudes. - All adults working with pupils are challenged if opinions/language/behaviour support misogynistic or toxic ideas. - Ensuring pupils develop an appropriate knowledge of discriminatory behaviours and attitudes through a robust and effective PSHE education it covers the following attitude. ▪ Racist ▪ Antisemitic ▪ Homophobic ▪ Transphobic ▪ Misogynistic ▪ Sexual harassment and abuse ▪ Abuse in relationships ▪ Victim-blaming narratives	
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Support available:

LEADERSHIP

Prevent e-learning

Home Office offer a free e-learning package on Prevent covering:

- Prevent awareness
- Prevent referrals
- understanding Channel

Users that complete this training will receive a certificate.

<https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/>

WORKING IN PARTNERSHIP

Prevent duty guidance

Outlines the requirements of the duty, including working in partnership with others.

<https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales#c-a-risk-based-approach-to-the-prevent-duty>

Understanding channel

An overview of channel support and the Prevent Multi-Agency Panels (PMAP).

<https://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance>

Sign-up for Educate Against Hate newsletter

Latest news, blogs and resources to help teachers, school leaders and designated safeguarding leads protect students from radicalisation

<https://signup.es-mail.co.uk/Signup/da659377ec9fa9e8d40363308d4a84ac>

STAFF TRAINING

Prevent e-learning

Home Office offer a free e-learning package on Prevent covering:

- Prevent awareness
- Prevent referrals
- understanding Channel

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<https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/>

Prevent resources, guidance and support

The department's Educate Against Hate website provides a range of training and guidance materials.

www.educateagainsthate.com

BUILDING CHILDREN'S RESPONSE TO RESILIENCE

Resources for having difficult classroom conversations

Educate Against Hate has a range of resources to help teachers conduct difficult conversations with students. The 'Let's Discuss' teaching packs have been developed to help facilitate conversations about topics such as fundamental British values, extreme right-wing terrorism and Islamist extremism.

www.educateagainsthate.com

www.educateagainsthate.com/category/teachers/classroom-resources

www.educateagainsthate.com/category/teachers/classroom-resources/?filter=lets-discuss

IT POLICIES

WEBSITE, FILTERING AND ONLINE SAFETY

The Department for Education have issued comprehensive guidance on how schools and colleges should be using filtering and monitoring standards, including specific measures to comply with the Prevent duty.

<https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges>

Further guidance is available at <https://saferinternet.org.uk/guide-and-resource/teachers-and-school-staff/appropriate-filtering-and-monitoring/appropriate-monitoring>

You can test whether your internet service provider removes terrorist content at <http://testfiltering.com/>

The Joint Information Systems Committee (JISC) can provide specialist advice and support to the further and higher education sectors to help providers ensure students are safe online and appropriate safeguards are in place.

Teach about online extremism

The 'Going Too Far?' resource from Educate Against Hate and the London Grid for Learning to help teach students about staying safe online

<https://www.educateagainsthate.com/resources/going-too-far/>

VISITORS

Political Impartiality Guidance

When using external agencies, schools in England must be mindful of their existing duties regarding political impartiality and to ensure the balanced presentation of political issues. Guidance on this is available on GOV.UK.

<https://www.gov.uk/government/publications/political-impartiality-in-schools/political-impartiality-in-schools#the-law>

