Educating For 'Life In All Its Fullness'

Risk Assessment – Extremism and Radicalisation

Location:	Harewood CE Primary	**Date of Assessment:**	Autumn 2025	**Assessor:**	A. Ratcliffe
Signed:	A. Ratcliffe	**Review Date:**	Autumn 2026	**Distribution:**	Staff and Governors

This risk assessment is a core part of the Prevent Duty and has been completed to work alongside the school's other policies. All staff and Governors should read Protecting children from radicalisation: the prevent duty. It is a statutory requirement how school's assesses the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. The purpose of this risk assessment is to have an awareness and understanding of the risk of radicalisation in our school.

Key Definitions

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 Description	Action Requirements
High Risk	Risk will be actively managed with control measures
Medium Risk	Monitor and take appropriate action to reduce the risk if possible
Low Risk	Risk to have low priority in the risk register

Risk Area	Specific Concern	Who is at risk	Risk Description	Existing Controls in Place	Additional Notes / Comments	Residual Risk after Control Measures
Welfare and Safeguarding	Staff or visitors are not aware of the school procedures for reporting PREVENT related concerns about pupils. Staff or visitors do not feel comfortable sharing PREVENT related concerns about pupils internally with Safeguarding leaders.	Pupils	**Med**	• Designated Safeguarding Lead has received up to date PREVENT training as well has enhanced training offered by the LA • All staff and governors receive PREVENT training on a 3 year refresher cycle • Contracted staff are made aware of the person to whom concerns are to be reported • Preventing pupils from being exposed to radicalisation or extremism is part of safeguarding policies and procedures i.e. Child Protection & Online Safety • Staff have received appropriate Child protection training and are familiar with our Child Protection Policy and procedures including KCSIE updates • Concerns are reported to the DSL • Records are held of any referrals with an audit trail being maintained - CPOMS	All new staff to receive information on PREVENT along with policies and procedures during the induction process.	**Low**
	Pupils are radicalised by factors internal or external to the school.	Pupils	**Med**	• 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 e.g. Theme weeks, planned PSHE curriculum, work on Safer Internet Day. • The PSHE Policy and curriculum directly addresses this risk to educate students. • Staff and other adults working with pupils are challenged if opinions or language expressed are contrary to community cohesion or 'British values' and shared with Safeguarding leaders.	Make sure DSLs have access to local police updates which share local risks.	**Low**

				• Staff are able to challenge pupils, parents or governors if opinions expressed are contrary to community cohesion or 'British values'. • The SLT and DSLs attend additional training and are aware of local factors i.e. political views etc. which might have an influence on pupils.		
	School does not work with statutory partners and agencies.	Pupils	**Med**	• We communicate regularly with statutory partners and agencies regarding a range of concerns. • All staff are aware that concerns are reported to the Prevent Leader (Headteacher) or DSLs. • We have an appropriate internal referral process in place for all child protection matters including extremism and Safeguarding leaders aware of how to expedite concerns to other agencies.		**Low**
	Pupils are exposed by school staff or visitors to messages supportive of extremism, terrorism or which contradicts 'British values'.	Pupils	**Med**	• We have appropriate whistleblowing procedures and a range of safeguarding policies which are known and understood by staff, volunteers, visitors 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 the curriculum areas and are outlined in our British Values statement. • Areas of the curriculum e.g. PSHE and RE curriculum are used for controlled and safe debate and discussion on radical or extreme issues and ideologies. • We have filters in place which reduce the risk of pupils being able to access		**Low**

				inappropriate information via the schools ICT systems.		
	Behaviours which harm the ability of different groups and individuals to learn and work together are left unchallenged	Pupils and staff	**Med**	• Our Equality Scheme and Accessibility Plan is in place and understood by staff and others who regularly work in school. • Pupils are explicitly taught about respect for other cultures and gain an understanding of community cohesion. • Assemblies across all key stages address inclusion, cohesion and diversity. • 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.		**Low**
School Culture	Staff, volunteers or visitors are not aware or do not subscribe to the ethos and values of the school.	Pupils and Staff.	**Med**	• 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. • Clear awareness of roles and responsibilities regarding Safeguarding and PREVENT exist across the school. • Recruitment, selection and induction programmes exist which include a commitment to the ethos and values of the school.		**Low**

				• Further training is available for staff on PREVENT and local aspects of extremism and radicalisation.		
Visiting Speakers / Environment	Pupils/staff are exposed by visiting speakers to messages supportive of extreme ideologies or which contradict 'British values'.	Pupils and Staff	**Med**	• Materials to be delivered by external speakers are discussed with the speaker prior to delivery. • Visiting speakers are not left alone with pupils.		**Low**
	Extremist or terrorist related material is displayed within the setting.	Pupils / Staff / Visitors	**Med**	• The appropriateness and relevance of all materials or literature are considered prior to display. • Staff feel confident to raise concerns with the SLT if they feel materials used or to be used are inappropriate. • Requests for externally provided materials to be displayed are considered and, where appropriate, authorised by the Head teacher.		**Low**
	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**	• (School does not currently hire out its building to other organisations) • 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. • Leeds LA guidance will be followed when arranging any potential letting agreement.		**Low**
Computing and Online Safety Curriculum	Pupils access extremist or terrorist	Pupils		• The ICT network has appropriate filters which block sites which are deemed to be inappropriate		**Low**

	material whilst using school networks.			• The Headteacher receives daily filtering reports where the system has blocked sites or searches. • School has robust acceptable use procedures for both pupils and staff which include advice on inappropriate attempts to subvert the network. • Pupils are encouraged to report to an adult any material which leaves them feeling worried or uncomfortable. • Breaches in GDPR are referred to the data controller for review and recommendations. • PSHE, computing curriculum and online safety curricula specifically teach students about online safety and how to report concerns.		
	Pupils access extremist or terrorist materials out of the school setting	Pupils	**Med**	• Parents are provided with advice on where they can access information and support in relation to on-line safety including extremism and radicalisation via newsletters and the school website. • Information sharing sessions are provided to pupils, staff and parents on staying safe on-line. • School provides information for parents/guardians on how to add parental / safety controls onto electronic devices to prevent pupils from accessing inappropriate materials.	School to share dates for potential LA training and locations of information on LforL.	**Low**
Community Tensions	High profile court case of a local resident. Current events, affairs and anniversaries or	Pupils	**Med**	• Safeguarding leaders proactively engage with the local community and parents to understand events that may be taking place by specific groups. • Safeguarding leaders to liaise with Local Police to enhance		**Low**

	notable days that have the potential to be exploited by extremists to further ideology and agenda – e.g. George Floyd and BLM protests, anniversary of Lee Rigby. Risk of harm due to a pupil attending a march/event. Risk of harm due to inappropriate relationship /communications between child and adults at event.			knowledge about events or people causing concern within the Local Community. • Staff are confident to share concerns about events taking place in the community. • Parents are confident in speaking to school leaders about concerns around events or meetings that may be taking place in the community. • HT to receive regular police updates from the local policing team via EPOS Cluster meetings where local tensions and issues will be discussed.		
Vulnerable places (hotspots for crime/exploitation/gang activity)	If staff are not aware of these locations they may miss out on opportunities for early intervention to stop grooming.	Pupils	**Med**	• Safeguarding leaders to liaise with Local Police to enhance knowledge about areas of the community that of concern for exploitation and gang related activity. • Staff are confident to share concerns with Safeguarding leaders when they feel pupils are at risk of being exploited due to going to places deemed vulnerable.		**Low**

Appendix 1 – Letting Guidance

Leeds Prevent

Prevent — Lettings Guidance

Follow the steps below to mitigate the risk of undesirable bookings. This document is not a definitive list and should be used in conjunction with other checking mechanisms.

ASK — What's planned and who's planning it?

1. Who is the individual or organisation booking the event?
   - ask for their name and any associated names they operate under.
   - ask if the person making the booking is doing so for themselves/their organisation or are they doing this on behalf of someone else and/or in partnership with another organisation.
   - ask for their address and a phone number.
   - get details of the individual or organisation's website and associated websites.
2. Do they implement a policy that promotes equality and diversity and challenges all forms of discrimination? Or will they agree to their event subscribing to your equality and diversity policy?
3. Ask for details of the event including: theme; title; agenda; content; speakers; expected audience numbers and demographics; details of how the event will be promoted (ask for copies of flyers/posters).
   - is the event open to the public or ticket only?

CHECK — Undertake due diligence to confirm what you've been told and find out more.

1. Run a check on the individual/organisation/speakers by:
   - viewing their websites, articles or speeches.
   - considering what other people are saying about them (articles/blogs etc.).
2. Ask for a reference from a venue provider previously used by the individual/organisation.
3. If the booking is for a charity, check the charity number of the organisation with the Charity Commission.

DECIDE — Use the information collected to inform your decision.

- Do you let the event go ahead?
- Or take action to reduce the risks?
- In complying with the Prevent Duty, it is your responsibility to ensure venues do not provide a platform for extremists.

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Prevent in Leeds

Top tips when taking bookings

- if the booking is being arranged by an event management or another company, make sure you know who their client is.
- be wary of individuals only giving mobile numbers.
- if enquiries are made about internet use and bandwidth, investigate whether any speakers are participating in the event remotely.
- be wary of individuals/organisations making large cash payments.
- ensure that in the event of reputational risk to your organisation you have the ability to withdraw from the contract.

Top tips when researching organisations/individuals online

- complete a thorough check on the individual/organisation by:
  - viewing their website(s).
  - looking at what other people are saying about them (articles/blogs etc.).
- complete a thorough check on any speakers by looking at what other people are saying about them (articles/blogs etc.).
- when you are looking at a website check if it's being kept up-to-date.
- if you are unsure about an organisation check if it has a landline number and business address.
- where possible use primary evidence - an organisation's manifesto or a person speaking on YouTube.

More information

- List of terrorist groups or organisations banned under UK law.

If you still have a concern about a booking please contact the Leeds Prevent Team:

Email: prevent@leeds.gov.uk **Phone:** 0113 535 0810

For more information visit: www.leeds.gov.uk/prevent

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Appendix 2 – Training

Prevent Duty Guidance training

[Please review content on the listed websites and resources below before using to ensure it is appropriate for the young people intended.]

www.gov.uk

- Prevent duty guidance: England and Wales (2023) - GOV.UK (www.gov.uk)
- Managing risk of radicalisation in your education setting - GOV.UK (www.gov.uk)
- Keeping children safe in education 2023 (publishing.service.gov.uk)
- Glossary of terms - GOV.UK (www.gov.uk)
- The Prevent duty: safeguarding learners vulnerable to radicalisation - GOV.UK (www.gov.uk) - Support for those working in education settings with safeguarding responsibilities.
- Prevent duty training - GOV.UK (www.gov.uk) - Home Office online training.
- Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK (www.gov.uk)

London Grid For Learning

- https://safefiltering.lgfl.net - Filtering support, training, and guidance.
- Going Too Far? (lgfl.org.uk) - Classroom activities and assembly ideas for primary and secondary schools – PSHE, RSHE, online safety curriculum
- Going Too Far? (lgfl.org.uk) - Dedicated portal to support SEND and Inclusion
- The Prevent Duty | LGFL - Training and resources to support your whole school approach to Prevent.
- https://safetraining.lgfl.net - LGfL Prevent and safeguarding training.
- https://counterterrorism.lgfl.net – CPD materials to build staff confidence.

Educate against hate

- Prevent Duty Guidance - Further education and skills final (educateagainsthate.com)
- DfE - Prevent Duty Guidance - Briefing Note Higher Education final (educateagainsthate.com)
- Educate Against Hate - Prevent Radicalisation & Extremism
- Safeguarding Young People on the Autism Spectrum - Educate Against Hate - This resource aims to provide guidance for teachers on safeguarding and child protection, with specific reference to autistic young people. It outlines what professionals should consider when they have concerns about a young person's welfare or safety.
- Talking to your teenager about radicalisation - Educate Against Hate - An interactive website to support young people with autism and their parents with understanding extremism, radicalisation and the particular vulnerabilities of children with SEN.

- Think. Protect. Connect. - Educate Against Hate – This toolkit is a resource to support schools, FE colleges and youth settings safeguard children and young people, including those with Autism Spectrum Conditions, from online radicalisation and extremism.

Leeds for learning and our Prevent training offers:

Leeds Prevent | Leeds for Learning – Leeds Prevent page – Make sure you are signed up to our newsletter.

How to make a prevent referral | Leeds for Learning – Article on how to make a Prevent referral with a downloadable Prevent form.

- **Face-2-Face Whole school Prevent awareness training** – Book by phone or email Prevent team.
- **Face-2-face Early years Prevent awareness** training - Book by phone or email Prevent team.
- **Radicalisation workshops** - suitable for secondary, sixth form and FE college students – Book by phone or email Prevent team.

- Virtual Prevent Duty Guidance Briefing | Leeds for Learning
- Virtual Prevent awareness training for teachers/designated safeguarding leads | Leeds for Learning
- Virtual Prevent awareness training for Early Years including schools, PVIs, and childminders | Leeds for Learning
- Virtual Prevent awareness training for school governors | Leeds for Learning
- Virtual Prevent briefing: current risks and concerns | Leeds for Learning
- Virtual The Manosphere and Incel Movement Training | Leeds for Learning
- Online Radicalisation and Extremism | Leeds for Learning
- Virtual Antisemitism Training | Leeds for Learning
- Gaming Culture Training | Leeds for Learning – One time offer.
- Prevent awareness week 2024 | Leeds for Learning – Week of free Prevent learning for 2024 during the week of 5th - 9th February

www.actearly.uk – For parents or easy understanding of Prevent.

Contacts

Email: prevent@leeds.gov.uk
Telephone: 0113 5350810
CTP NE Prevent Team telephone: 0113 2413386

Please don’t hesitate to contact the Prevent Team via the email address above on any issue or concern on Prevent or for training.