



St.Clement's Church of England Academy- Preventing Radicalisation Risk assessment

Everyone who comes into contact with children and their families has a role to play in safeguarding children. Schools have a duty of care to their pupils and staff which includes safeguarding them from the risk of being drawn into terrorism - this includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of the terrorist ideology and learn how to challenge these ideas. School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance Working Together to Safeguard Children (2018) and Keeping Children Safe in Education (2023). Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. Radicalisation is listed as a specific safeguarding issue within this statutory guidance and is addressed within the Government Prevent Strategy. The Counter-Terrorism and Security Act 2015 places a duty on Schools to 'have "due regard to the need to prevent people from being drawn into terrorism"'.

The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people being drawn into terrorism.

We are required to take a risk-based approach to the Prevent duty, under paragraph 14 of the Home Office's statutory guidance.

This document demonstrates our awareness of the specific risks of extremism and radicalisation in our school and our area.

Extremism is defined as 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. Extremism isn't exclusive to any section of society and can take many forms.

Radicalisation is defined as the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Our school vision :

Our vision is to inspire happy, [courageous](#), independent, curious and creative, life-long learners. We aim for all to achieve their full potential, striving both academically and socially with [humility](#) and [dignity](#).

We believe being anchored in Jesus Christ will guide us all with [hope](#), [compassion](#) and wisdom in becoming successful members of a global community.

Assessment / Audit Levels grid		
Rag rating	Self- Audit level	Definition
Red- not met	4- inadequate	There is no policy or practice in place and/or requirements of the Prevent duty and EIF are not being implemented effectively
Amber- in progress	3-basic	There is policy or fundamental aspects of practice in place, but they are not detailed in scope or scale, or embedded in routine practice and are insufficient to address complex or challenging environments or incidents
Green- completed	2-business as usual	Required policy and practice are effectively embedded and staff and students are included in their development; Policies are detailed, applied across the organisation in all relevant areas of business and are supported by robust and transparent management and governance processes
Blue – N/A	1 - advanced	There is sound and effective implementation and understanding of how policy and practice work together to implement all relevant requirements of the Prevent duty and EIF to safeguard students. There is ongoing reflection of best practice, testing of impact and effectiveness and knowledge is shared across the institution and with appropriate networks and partners



RISK AREA	HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	OWNER	RISK LEVEL WITHOUT CONTROLS	RISK LEVEL WITH CONTROLS	SELF-AUDIT LEVEL	ADDITIONAL NOTES / NEXT STEPS
Leadership	The values and ethos of the school are unsuitable for promoting resilience against extremist ideologies and promoting British values	Pupils, staff and governors	<p>The school values clearly set out our commitment to British values.</p> <p>For example:</p> <ul style="list-style-type: none"> • Values are displayed on the home page of our website and all around school • Establishment week focus beginning of every academic year • Values include a commitment to tolerance, diversity and mutual respect – (dignity & humility) • Regular assemblies to promote British Values • Embedded PSHE curriculum linked to 'Jigsaw' programme • Annual focus days through year such as online safety week, wellbeing week, safeguarding week. 	HT/SLT			1	Continue to ensure British Values are promoted in all aspects of school life
	Leaders are unaware of their responsibilities under the Prevent duty, and of the context of the school relating to the risk of extremism	Pupils & staff	<p>School leaders are aware of their duty to prevent pupils being drawn into terrorism, and make sure all staff know the same.</p> <p>School leaders stay up to date with local developments and risks.</p> <p>Include any specific steps taken, for example:</p> <p>The school is in regular communication with local police / PCSO</p> <p>In regular contact with consortium/ local area schools- concerns discussed ½ termly</p> <p>School is signed up with Encompass</p> <p>Pastoral manager attends local councillor meetings- issues and concerns shared & has good links/ relationships with local faith institutions and local youth club/charity- Free@last</p>	HT/SLT			1	<p>Regular briefings to include Prevent duty.</p> <p>All new teaching and support staff to complete online Prevent training as part of induction</p> <p>Refresh the leadership team on the school's responsibilities under the Prevent duty and share updated RA.</p>
	Arrangements and resources in place to provide pastoral care and support as required are not in place.	Pupils & staff	<p>Class teachers & support staff trained to identify any concerns relating to extremist behaviour</p> <p>CPOMs system used to alert and monitor any concerns</p> <p>Support provided by D.Akers as Safeguarding & Attendance Lead, SLT & Phase leaders</p> <p>All relevant policies in place</p>	HT/SLT			1	<p>Continue to update staff training</p> <p>Monitor concerns on CPOMs & ensure all actions are logged</p>



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	Monitoring arrangements to ensure that this support is effective and supports the school's welfare and equality policies are not in place.							
Training & capability	School staff are unaware of their responsibilities under the Prevent duty, and the need to promote British values	Pupils & staff	<p>All staff have read our child protection policy and at least part 1 of Keeping Children Safe in Education.</p> <ul style="list-style-type: none"> • All staff have completed Prevent training through gov.uk • Staff members are aware that they can go to JN/DA or for advice, support, and to escalate concerns. • The school community actively embraces British values. • Assemblies, whole school events and medium-term plans, where appropriate (eg, Mental Health & Wellbeing week, World Book day, World War 2, Nativities, choir, value points, PSHE, RE curriculum, peer mentors, digital ambassadors). <p>Staff INSET every Sept – Ethos and values. All staff included. School ethos & climate part of performance management for all staff.</p> <p>All staff have read and signed the BDMAT preventing radicalisation policy.</p>	HT/SLT			1	<p>Update our child protection policy annually.</p> <p>Induction process to include Prevent training & KCSIE CPD course through SSS</p> <p>All school staff, including support staff and admin staff to have regular safeguarding briefings, including the Prevent duty.</p> <p>All support staff and admin to complete online 'safeguarding' training which includes extremism and radicalisation.</p> <p>Continue exploration of opportunities to promote British values</p> <p>All staff to be able to report safeguarding concerns, including those of extremism and radicalisation through CPOMS.</p>
	Governors cannot carry out their role to monitor the school's Prevent strategy effectively	Pupils, staff & governors	<p>Each full governing body meeting includes an update regarding Safeguarding. This includes all and any training undergone by all staff</p> <p>All governors have access to SSS Training and Parago.</p> <p>All governors have read our child protection policy and Keeping Children Safe in Education.</p> <p>All governors have been provided with the link in order to complete online Prevent training.</p>	HT/ Govs			1	<p>LAB- Provided with Prevent guidance from Gov.uk, including KCSIE CPD using Risk assessment and Prevent statement shared in Governor's meeting & on website</p>



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	Staff do not support the school's values and ethos, or they support and promote extremist ideas	Pupils & staff	All members of SLT and 1 governor completed safer recruitment' training The staff recruitment process reflects the school's values and promotes good safeguarding practice. • School values and commitment to safeguarding are included in job advertisements • Safer recruitment procedures are followed				1	Updated training to be offered to governors and SLT to update including CO Follow guidance for recruitment as per BDMAT policy
Working in partnership	Staff do not feel comfortable or capable working with external agencies and sharing concerns about extremism externally	Pupils & staff	We work and communicate with local safeguarding partners and other relevant agencies regarding concerns about extremism. The DSL/Prevent lead is aware of the process to contact other agencies and expedite concerns about extremism. Records of referrals are kept on CPOMS, and referrals are followed up appropriately. DSLs attend half termly updates with BCC and BDMAT	All staff				Use of CPOMS to share concerns to continue
Speakers and events	Pupils are exposed to extremist ideologies by visiting speakers	pupils	All visitors are asked to present a photo ID and any period of engagement with the school beyond 3 visits in 30 days requires a DBS number with place of issue to be presented by relevant body. When visiting speaker sessions take place, school staff are present. Conversations are held prior to visit to discuss and agree content of any delivery to pupils.	HT/Office staff				Robust policies and checks in place to ensure visitors do not hold extremist views Ensure staff aware of expectations for all visitors in school, including check of content & evaluations from other schools where content has been delivered
	The school site is used to host events which support extremist ideologies or promote hatred	Pupils & staff	All hiring and lettings agreements state that the school site will not be hired to groups who support extremist ideologies or promote hatred. Currently do not let or hire out the school grounds/ buildings	N/A			N/A	No hiring / letting agreements in place at present
School curriculum and culture	curriculum teaches damaging material or fails to challenge extremist ideologies and promote British values	pupils	Opportunities to promote British values are clearly identified within all curriculum areas. Use of PSHE or RSE lessons for sensitive and supportive discussions on radical issues and extreme ideologies. Collective worship rota ensures British values is kept as a priority	Subject lead/ SLT			1	Continue to review our current practices for promoting British values



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			BDMAT Annual safeguarding audit and half termly review monitors and evaluates curriculum coverage of British values and safeguarding Jigsaw Curriculum resources used to teach and promote SMSC needs.					
	A culture of inequality or abuse is allowed to grow, enabling extremist ideology and hate to develop	Pupils, staff, governors and parents	Our behaviour policy clearly sets out that hateful behaviour is not tolerated. Staff know how to respond to witnessing harassment and abusive behaviour. Pupils are encouraged to challenge harassment or abusive behaviour among their peers.	All staff			1	Review and update behaviour policy annually Anti-bullying day annually Regular discussions with children re: expectations, how to report & strategies to resolve conflict
	British values are not promoted outside of the classroom	Pupils & staff	Steps taken to promote British values around the school include: • Pupils participate in democracy through school council and student leadership elections • Assemblies promoting diversity, human rights, and respect • Celebrations from multiple religions and cultures are celebrated around the school & visits to faith institutions Safeguarding is highlighted in weekly newsletter to parents including local area issues such as loan sharks/ honour based abuse/ FGM/ hate crime/ guns & knives/gangs and internet safety	All staff			1	Through PSHE/RE and other curriculum activities, pupils are able to explore political, religious and social issues. • Pupils are taught about the diverse national, regional and ethnic identities in the UK and the need for mutual respect. • Relevant staff are aware of the government guidance
IT safety	Pupils use the school network or school hardware to access extremist material	Pupils	Our online safety/IT/child protection policy makes reference to the risks of online extremist material. Pupils are encouraged to report any material they come across online which makes them worried or uncomfortable. IT safety and monitoring systems, for example: • The school IT network has appropriate filters to block sites deemed inappropriate or unsafe - Smoothwall • School email accounts are monitored by Central Team IT staff Internet safety day annually New computing scheme with e-safety prioritized. New computing lead to monitor and evaluate It competency	BDMAT Subject lead/ HT			1	Review our IT policy annually. Ensure adherence to BDMAT systems in place to monitor and prevent access any inappropriate sites - Smoothwall



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	Pupils access extremist material on their own devices or on social media, or are specifically targeted for online radicalisation	pupils	The IT curriculum includes teaching pupils how to stay safe online. Parents are provided with support on how to help their children access the internet safely and spot the signs of online radicalisation. All parents/ children sign an Acceptable Use Policy at the beginning of each year or when they join the school.	BDMAT Subject lead/ HT			1	Share online safety factsheets with parents to help them support their children Ensure all IT policies are updated regularly • Online safety policy • Acceptable use policy • Preventing bullying policy
School security	Non-approved visitors access the school site to spread extremist ideology	Pupils & staff	Visitor procedure includes: • All visitors to the school must be signed in at reception and wear ID badges • Visitors are accompanied around the school site by a member of staff at all times	Office staff			1	Review policies & procedures regularly

Head Teacher	D. Shryane- DSL
SPOC	J.Nizamis DHT/DSL
Pastoral manager	D.Akers- Pastoral manager/ DSL
SENDSCO	C.Opong-DSL
Date for next review	September 2024