



Risk Assessment For Radicalisation and Extremism

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| Policy Code: | SG4 |
| RA Start Date: | January 2024 |
| RA Review Date: | January 2025 |

Community Inclusive Trust -Risk Assessment for Radicalisation and Extremism. PREVENT

| 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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| <p>Being located in an area of rural deprecation at a time of political instability, causing tension within communities. Furthermore, this is developing strong opinions within people and far right views such as opinions on the farming land, jobs and housing.</p> | <p>Anyone can be radicalised and potentially be at harm, but factors such as being easily influenced and impressionable make children and young people particularly vulnerable. In this particular risk some families are more vulnerable due rising costs of living, leading to them struggling financially and/or being unsuccessful in seeking employment.</p> | <p>2 - Green</p> | <p>Staff trained on PREVENT and how report concerns.</p> <p>Children are being taught through PSHE sessions, assemblies about British Values and protected characteristics.</p> <p>Picture news taught weekly keeps children up to date on current issues worldwide.</p> <p>DSL attending regular forum to be kept up to date of current issues and trends, and how to support any identified risks – ‘hope not hate charity’ being useful resource and support.</p> | <p>The need to further develop the knowledge of the children on more specific contextual issues and the sensitivity needed around this.</p> |
| <p>The use of unfiltered, un monitored online activity and usage through electronic devices, especially mobile phones and the use of social media and how age appropriate searches can direct/expose children innocently to information (Andrew Tate and other socialists views/messages being a current cause for</p> | <p>Anyone can be radicalised and potentially be at harm, but factors such as being easily influenced and impressionable make children and young people particularly vulnerable. Adverse childhood experiences, combined with specific influences from family and peers or online connections, anyone</p> | <p>2 - Green</p> | <p>Staff trained on PREVENT AND ONLINE SAFTEY and how to report a concern.</p> <p>Staff kept up to date on latest trends through training and briefing.</p> <p>Children are being taught through PSHE lessons and external workshops about internet and online safety.</p> | <p>To ensure all pupils are reminded of internet safety rules before the use of any electronic device in school and how to respond to concerns.</p> <p>HELP – Hide your screen, Explain what you’ve seen, Leave the device, Plan</p> <p>School to have</p> |

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| <p>concerns Masogony being one of many.</p> | <p>exposure to online extremist material via social media or the internet – for example, propaganda including pictures, videos, blogs and fake news exposure to extremist, terrorist or other violent activity in overseas settings, access or exposure to extremist leaflets, magazines or stickering exposure to extremist groups hosting marches, protests or stalls.</p> | | <p>Newsletters to parents providing advice and information on internet/online safety and appropriate watershed and filtration restrictions. Signposting for parents to websites for support and further information on internet/online safety.</p> <p>Posters around school and website.</p> <p>Internet safety policy in place.</p> <p>Regular monitoring of SENSO (school filtration system) provided by external IT professionals (ARK) ensuring this is recorded and responded to, logging on Cpoms and actioning, as well as looking for trends.</p> | <p>contacts/support from external source to offer advice/resources for hate crime, radicalisation, extremism.</p> |
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