

Kessingland Church of England Primary Academy
Radicalisation and Extremism Risk Assessment
September 2015

Rationale:

In today's modern world, children may be exposed to many radical and extremist views, both through the people they may meet and through a wide range of media.

Policy and Procedure:

Children at Kessingland Church of England Primary Academy are privy to a host of avenues where radicalisation and extremism is discussed:

- Children have assemblies where they are taught about having their own voice and not always heeding the views of other people, especially if they have doubts about them.
- The PSHEE & RE curriculum covers aspects of radicalisation and extremism, as well as the close links to bullying and rights.
- Our Values are taught across all Key Stages and children learn about the right and wrongs in society.

The school has an internal referral process whereby staff can flag up any concerns they have around radicalisation and extremism. Any colleague with concerns should complete the R and E Concern Form and forward immediately to Mr. Adrian Crossland – Headteacher and DSL or in his absence: Miss Kellie Egleton – Deputy Headteacher and ADSL.

The concern is logged and a timeline started. The Police and Social Services will be contacted. The school has a risk assessment in place and also identifies pupils who may be at risk of R and E.

Please see Radicalisation and Extremism Concern Form and Risk Assessment attached at Appendix I and Appendix II.

Radicalisation and Extremism Concern Form

Pupil Name:	Staff logging concern:	Date:
Nature of concern:		Tick:
Inappropriate content on phone		
Inappropriate material held by pupil		
Propaganda material		
Overheard conversation		
Gang mentality		
Other concern		

Describe in as much detail as possible your concern and note any behaviours observed:

Please continue over if necessary

**Once complete please hand this form IMMEDIATELY to
Mr. Adrian Crossland (Headteacher and DSL)
or in his absence:
Miss Kellie Egleton (Deputy Headteacher and ADSL).**

Radicalisation and Extremism Risk Assessment

The School

<u>Question</u>	<u>Answer</u>	<u>Evidence/comment</u>
Does the school have a policy	Yes	Part of Safeguarding policy
Does the school work with outside agencies on R and E	Yes	Police and Social Care
Has the school got a nominated R and E Lead	Yes	Mr. Adrian Crossland (Headteacher)
Do staff have a process to voice their concerns	Yes	Internal Referral Form and have received the appropriate in house training. All staff have achieved the appropriate certification.
Do children have a process to voice their concerns	Yes	Class Teacher, Teaching Assistant, Pastoral Lead, Head of House, School Council, PSHE lessons
Are there opportunities for pupils to learn about R and E	Yes	PSHE lessons and assemblies
Are there documented cases of R and E at the school	No	
Is the school particularly prone to R and E	No	
The school conducts an annual Remembrance Service held in school. All pupils participate in the service and pay their respects as an entire cohort.		
Evaluation:	LOW RISK	Policy needs to be reviewed by Governing Body every new academic year. Assemblies and curriculum are sufficient to provide pupils knowledge of R and E and what to look for.

The Pupils

<u>Question</u>	<u>Answer</u>	<u>Evidence/comment</u>
Are pupils aware of what R and E is	No	Age appropriate content for children in Key stage 2. Assemblies, RE lessons and through PSHE
Are individual pupils risk assessed	Yes	If a R & E concern form is filled in. Pupils who are perceived to be vulnerable are identified early and flagged up to all staff.
Pupils at risk	None	Always monitoring situation

Evaluation:	LOW RISK	Staff will continue to monitor all pupils.
-------------	-----------------	--

The Community

The local community which the school serves consists predominantly of white British families.

Evaluation:	LOW RISK	As and when a concern is raised or an issue appears likely the school will work with families and the wider community on R & E.
-------------	-----------------	---

PREVENT SELF ASSESSMENT

PREVENT OBJECTIVE 1: Clear leadership and accountable structures are in place and visible throughout the organisation	
<u>Evidence:</u>	<u>Tick:</u>
There is an identified strategic PREVENT lead within the school	✓ Adrian Crossland
The strategic lead understands the expectations and key priorities to deliver PREVENT and that this is embedded within Safeguarding Procedures	✓
The Senior Leadership Team are aware of the PREVENT Strategy and its objectives	✓
There is a clear awareness of roles and responsibilities throughout organisation regarding PREVENT	✓ Staff understand the need to flag up concerns and there is a clear process to follow
PREVENT safeguarding responsibilities are explicit within the Schools Safeguarding Team	✓ R and E is connected to Safeguarding and Child Protection Policies and systems in school
The Prevent agenda and its objectives has been embedded within the appropriate Safeguarding processes	✓

PREVENT OBJECTIVE 2: Staff and the Governing Body have been appropriately trained according to their role	
<u>Evidence:</u>	<u>Tick:</u>
A plan is in place to include Workshop 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	AC, SH, and LH attended. ✓
Details of WRAP courses including frequency and availability are cascaded to all relevant staff	✓ LH will lead staff training session 10.11.15
Further training on the Prevent agenda is made available to the Strategic Prevent lead and Safeguarding leads where appropriate	✓ Subscription to Advanced Safeguarding online weekly publication.

There is appropriate staff guidance and literature available to staff on the Prevent agenda	✓ Staff given headline facts as part of staff training and directed to appropriate website
---	--

PREVENT OBJECTIVE 3: An appropriate reporting and referral process is in place and referrals are being managed effectively	
<u>Evidence:</u>	<u>Tick:</u>
Ensure that preventing young people from being exposed to radicalisation or extremism is part of the school's safeguarding policies and procedures.	✓ Also in safeguarding policy and part of staff induction
A single point of contact [SPoC] for any PREVENT concerns raised by staff within the school has been identified	✓ Adrian Crossland
An appropriate internal PREVENT referral process has been developed	✓ Referral form and clear process
Partner agency communication channels have been developed	✓ PREVENT Lead at Suffolk Police (Andy Hill, Sgt 3482) first port of call when outside agencies need to be consulted or for making a Channel referral.
An audit trail for notification reports/referrals exists	✓ Time line of event created once referral is made
PREVENT referrals/notifications are being managed or overseen by relevant staff	✓ Adrian Crossland
A process is in place to identify and develop 'lessons learnt'	✓ School would consult with county safeguarding lead and Sgt Andy Hill

PREVENT OBJECTIVE 4: A broad and balanced curriculum that helps protect students against extremism and promotes community cohesion

<u>Evidence:</u>	<u>Tick:</u>
School 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 extremist influences	✓ PSHE, assemblies and School Values. Edison Core Values curriculum.
The school delivers training that helps develop critical thinking skills around the power of influence, particularly on-line and through social media.	
Students are aware of the benefits of community cohesion and the damaging effects of extremism on community relations.	✓ Through PSHE, RE and assemblies
Staff are able to provide appropriate challenge to students, parents or governors if opinions are expressed that are contrary to fundamental British values and promotion of community cohesion.	✓ Referral system in place that follows safeguarding processes