



TOLLGATE PRIMARY SCHOOL
PREVENT RISK ASSESSMENT – EXTREMISM AND RADICALISATION

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)

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.

This risk assessment will be used to inform a Prevent action plan that is proportionate and consistent with the values, culture and ethos of Tollgate Primary School and which meets with the requirements outlined in the Prevent Duty statutory guidance

The Prevent Strategy has three main objectives:

- Respond to the ideological challenge of terrorism & the threat we face from those who promote it;
- Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support;
- Work with sectors and institutions where there are risks of radicalisation which we need to address.

Location:	Tollgate Primary School		Deputy DSL:	Nathalie Jacob	Chair of Governors:	Carly Pearce
Assessors:	Emma O’ Connor Headteacher	Liza Christofides DHT/ DSL	Deputy DSL:	Emma O’ Connor	Family Support Officers:	Shannel Duncan/ Julie-Anne Jennings
Activity:	Prevention of Extremism and Radicalisation		Phase Leader KS1:	Whitney Simon	ICT Manager / Computing Lead:	Ladi Kelekun / James Byrne
Date of last Assessment:	Updated: 06 September 2022		Phase Leader KS2:	Kalum Fergus	Office Manager:	Kooshmanda Dhowtall

Risk	Risk Level	Who is at Risk	Existing Precaution	Residual Risk
<p>Children being drawn into terrorism and/or extremist views which could bring themselves or others to harm</p> <p>Adults in the school community (including but not limited to parents and staff) being drawn into terrorism</p>	High	<p>All children; specifically those children who:</p> <ul style="list-style-type: none"> • Find it difficult to make friends • Children with SEND • May be vulnerable due to family circumstances / cultural or religious heritage may be vulnerable due to family circumstances / cultural or religious heritage 	<ul style="list-style-type: none"> • DBS single point of entry • All staff have completed Prevent Awareness training with certificates on file • Preventing radicalisation guidance is part of school's 'Child Protection & Safeguarding Policy • The school's Child Protection & Safeguarding Policy – and its approach to applying the Prevent Duty - will be reviewed annually • The Child Protection & Safeguarding Policy is on the school website • Information on the school's Prevent duty is on the school website • Safer Recruitment procedures are followed • Acceptable ICT use policy for adults and pupils (within the Online Safety Policy) • Members of SLT trained in safeguarding and child protection referrals • All members of staff have up to date CP / Safeguarding training to enable the effective understanding and handling of referrals relating to radicalisation and extremism • School supports awareness for parents through the Tollgate Community Hub • The school curriculum teaches children how to assess risk, including risk of being drawn into gangs (as part of PSHE Curriculum) • British Values highlighted throughout school and through the Tollgate 5Cs (school values) • High profile for RE in the curriculum, including teaching about other religions and challenging prejudices • School's Internet is filtered so as to ensure children are not exposed to inappropriate materials - reporting system in place for staff to report any inappropriate websites which are accidentally accessed / not blocked 	Low

			<ul style="list-style-type: none"> • Newsletters to parents and other parent engagement opportunities are used to highlight the importance of online safety • Visitors to school sign in and out and wear a visitor badge for clear recognition by children. Any concerns around visitors are reported to senior member of staff • Senior members of staff to attend any local seminars/conferences as needed to ensure secure local knowledge • Ensure that within context of school equalities objectives there is support for anyone who might be identified by Prevent (i.e. proactive approach to avoiding stigma) <ul style="list-style-type: none"> • The school has a robust pastoral system underpinned by the SEND and behaviour policies, supported by the HT, DSL, FSOs and SENCO to support children and families in an open, honest and supportive culture. • There is a clear system of pastoral care and referral to ensure no issues of vulnerability are missed. 	
Organisational Culture	High	Staff or contracted providers are not aware of/do not subscribe to the ethos and values of the school. Staff are unable to raise extremist related organisational concerns due to the lack of an appropriate whistleblowing procedure	<ul style="list-style-type: none"> • 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 'Prevent' exist across the school • Staff INSETs include reference to 'British values' and to the promotion of community cohesion • Guidance and literature is available for staff on the 'Prevent duty' and local aspects of extremism and radicalisation • Appropriate Boleyn Trust whistleblowing procedures are in place and adults working with pupils are made aware of them • Records are kept of incidents which are reported to the DSLs for consideration and, where appropriate, are referred on to the appropriate agency 	Low
Computing	High	<p>Pupils access extremist or terrorist material whilst using school networks</p> <p>On-line/social media communications relating to extremist or terrorist materials feature the school's branding</p>	<ul style="list-style-type: none"> • The ICT network has appropriate filters which block sites which are deemed to be inappropriate. • School has robust acceptable use procedures for both pupils and staff which include advice on inappropriate attempts to subvert the network • E-mail accounts of both pupils and staff are monitored for content on a regular basis • Pupils are encouraged to report to an adult any material which leaves them feeling worried or uncomfortable 	Low

		Pupils access extremist or terrorist materials out of the school setting	<ul style="list-style-type: none"> • Parents are provided with advice on where they can access information and support in relation to on-line extremism and radicalisation and how to help keep their children safe on-line • Information sharing sessions are provided to pupils, staff and parents on staying safe on-line via coffee-mornings, parent workshops and newsletters 	
Curriculum and Learning	High	<p>Pupils are exposed by school staff or contracted providers to messages supportive of extremism, terrorism or which contradicts 'British values'</p> <p>Behaviours which harm the ability of different groups and individuals to learn and work together are left unchallenged</p> <p>Behaviours which harm the ability of different groups and individuals to learn and work together are left unchallenged</p>	<ul style="list-style-type: none"> • We have appropriate whistleblowing procedures and a range of 'safeguarding' policies which are known and understood by staff 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 all curriculum areas as well as across our school displays • Areas of the curriculum e.g. PSHE are used for controlled and safe debate and discussion on radical or extreme issues and ideologies • We have appropriate filters in place which reduce the risk of pupils being able to access inappropriate information via the school IT <ul style="list-style-type: none"> • The 9 protected characteristics are understood by staff, children and others who regularly work in the setting • Pupils are taught about respect for other cultures and gain an understanding of community cohesion • Opportunities are created both within the environment and the curriculum to promote Tollgate's ethos and values • 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. Incidents are logged and analysed termly by the DHT. 	Low

