RISK ASSESSMENT – EXTREMISM AND RADICALISATION

Our Prevent Lead in school is Mrs S Knowles

Location:	Beeston Primary School	**Date of Assessment:**	November 2026	**Assessor:**	S Knowles
Signed:		**Review Date:**	November 2027	**Distribution:**	All School Community

Radicalisation is the process through which an individual comes to support terrorism and extremist ideologies and, in some cases, may become involved in terrorist-related activity.**Extremism** is defined by HM Government 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. This definition also includes calls for the death of members of the armed forces, whether in the UK or overseas.

Since the introduction of the **Prevent Duty Guidance**, schools have a statutory responsibility to safeguard children and young people from the risks of radicalisation and extremism. Educational settings play a vital role in promoting British values, building resilience, and ensuring that pupils are protected from exposure to extremist views and influences. Children may be vulnerable to radicalisation through a range of factors, including social isolation, online activity, personal circumstances, and exposure to individuals or groups seeking to promote extremist ideologies. These influences may encourage intolerance, hatred, discrimination, or support for violence and can place children at risk of harm.

This Prevent Risk Assessment has been developed with reference to the **North East Counter Terrorism Local Profile 2025**, national safeguarding guidance, and the specific context of our school community. It identifies potential risks, evaluates current control measures, and outlines actions to ensure that pupils, staff, and families remain safe from the threat of radicalisation and extremism.

Risk Area	Hazard	Individuals at risk	Risk Low Medium High	Control Measures	Notes/Additional Controls	Residual Risk Low Medium High

Welfare and Safeguarding	Staff or other contracted providers (e.g. regular supply or agency staff) are not aware of the school procedure for handling concerns and or do not feel comfortable sharing issues internally.	Pupils	Med	• Designated Safeguarding Lead has received up to date PREVENT training as well has enhanced training offered by the LA • Designated Safeguarding Lead attended the Counter Terrorism Local Profile briefing on 3rd November 2026. • All staff and governors receive PREVENT training on a 3-year refresher cycle • Any Safeguarding Concerns are reported promptly to the DSL. All incidents and actions are logged on Child Protection Online Monitoring System (CPOMS). • Visitors to the school are made aware of the school's Safeguarding Team to whom any safeguarding concern must be reported to • 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 • Records are held of any referrals with an audit trail being maintained CPOMS • School does not employ regular supply or temporary agency staff. All staff absences are covered by existing school staff.	Part of induction procedures	Low

Risk Area	Hazard	Individuals at risk	Risk Low Medium High	Control Measures	Notes/Additional Controls	Residual Risk Low Medium High
	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 • The curriculum and targeted assembly themes directly address this risk to educate pupils. • Staff and other adults working with pupils are challenged if opinions or language expressed are contrary to community cohesion or 'British values' • Staff feel confident to challenge pupils, parents or governors if opinions expressed are contrary to community cohesion or 'British values' • The school promotes pupils' spiritual, moral, social, cultural and emotional development through a broad and balanced curriculum, helping to build resilience to extremist and radical influences. • Fundamental British Values, including democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs, are embedded throughout the curriculum and wider school life. • The school has a comprehensive, strategically planned PSHE curriculum as part of the whole school personal development offer. Assemblies, PSHE, RSHE, RE and other curriculum opportunities are used to promote inclusion, respect, critical thinking and awareness of diversity. The school provides bespoke PSHE lessons to enhance the core curriculum, responding to safeguarding needs, the context of the pupils and the wider community. • Pupils are encouraged to express their views respectfully, challenge stereotypes and develop an understanding of different cultures, faiths and backgrounds. • Staff actively challenge language, behaviour, attitudes or opinions that are contrary to Fundamental British Values, equalities legislation or the school's values and ethos. • Staff are confident in responding to and reporting concerns relating to extremism, radicalisation, discrimination, prejudice or hate incidents. • The school fosters a culture of openness and respect, enabling pupils, staff, parents and governors to discuss sensitive issues		Low

				appropriately and safely. • Through ongoing training, staff are equipped to challenge viewpoints that may undermine community cohesion, while promoting respectful dialogue and inclusion. • Opportunities are provided for pupils to develop online safety awareness and understand the risks associated with extremist content and radicalising influences online.		
	Failure to effectively engage with statutory partners and external agencies to identify, assess and respond to concerns relating to radicalisation, extremism and safeguarding.	Pupils	Med	• The school maintains effective working relationships with statutory partners and external agencies to support the safeguarding and welfare of pupils. • Regular communication takes place with relevant agencies, including Children's Social Care, the Local Authority, Police, Health Services and Prevent partners, where appropriate. • All staff understand their responsibility to report safeguarding concerns, including those relating to radicalisation and extremism, to the Designated Safeguarding Lead (DSL) without delay. • Clear internal reporting and referral procedures are in place for all safeguarding and child protection concerns, including those linked to the Prevent Duty. • The DSL is appropriately trained and understands local referral pathways, including how to seek advice from and make referrals to Prevent and other safeguarding agencies where necessary. • Information is shared appropriately and in a timely manner to support multi-agency safeguarding arrangements and ensure pupils receive the support they need. • The school engages with local safeguarding networks, training opportunities and relevant updates to ensure awareness of emerging risks relating to extremism and radicalisation.		Low
Physical Building Security	Unauthorised access to the school site.	School Community	Med	• School entrances and exits are secured, with robust visitor management procedures in place, including identification and sign-in requirements. • Appropriate physical security measures are maintained, including perimeter fencing, locked external doors, and monitored access gates. • CCTV systems are in operation across the site and regular security checks are undertaken to maintain a safe environment. • A comprehensive lockdown procedure is in place and reviewed regularly. Staff receive appropriate training, and pupils are aware of age-appropriate lockdown arrangements to ensure a swift and effective response to potential threats. • Site security arrangements are regularly evaluated to ensure they remain effective in mitigating risks associated with extremism, radicalisation, and other safeguarding concerns.		

Curriculum and Learning	Pupils are exposed by school staff or contracted providers 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 and volunteers. • Our curriculum offer is representative of the broad diversity of our community ensuring children see themselves and others represented and this enhances their sense of belonging and the school's ethos and the British Values • 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 • We have appropriate filters, reporting and monitoring procedures in place which reduce the risk of pupils being able to access inappropriate information via the school ICT system. • Regular training for staff around 'British Values' and teachers code of conduct requires them to be politically neutral • Assemblies regularly discuss British Values and are planned to enhance the schools Personal Development offer.		Low

Curriculum and Learning	Behaviours which harm the ability of different groups and individuals to learn and work together are left unchallenged	Pupils and staff	Med	• Our Equal Opportunities policy and Equity, Diversity, Inclusion and Belonging policy are in place and understood by staff and others who regularly work in the setting • Through our PSHE and RSE Curriculum, pupils are explicitly taught about respect for other cultures and gain an understanding of community cohesion. • Assemblies address inclusion, cohesion and diversity. • Displays and other literature available in school reflects and encourages diversity and community cohesion • Whole school 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 • Where inappropriate behavior, language or attitudes are noticed some form of restorative work or education is done with the pupils (restorative conversation, restorative circle etc.)	Assemblies	Low
Organisational Culture	Staff or contracted providers are not aware of/do not subscribe to the ethos and values of the school	Pupils and staff	High	• Senior Leadership Team is aware of the PREVENT Strategy and its objectives as it relates to both the national and local context and takes 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 • Robust Recruitment, selection, and induction programmes exist which include a commitment to the ethos and values of the school Further training is available for staff on PREVENT and local aspects of extremism and radicalisation	The Designated Safeguarding Lead in school attends annual Prevent Training and update briefings.	Low
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	• All visiting speakers are approved by school leaders prior to their visit. • The content and purpose of visits are reviewed to ensure they are appropriate and aligned with the school's values and safeguarding responsibilities. • Visiting speakers are supervised by a member of staff at all times. • Fundamental British Values are actively promoted throughout the curriculum and wider school life. • Staff are confident in challenging and reporting any messages that promote extremism, discrimination or views contrary to British Values. • Any concerns arising from a visit are reported immediately to the Designated Safeguarding Lead (DSL) and managed in line with Prevent and safeguarding procedures	Visiting speakers are always escorted on the school site and are not left alone with pupils	Low

	Extremist or terrorist related material is displayed within the setting	Pupils/staff /others	Med	• Displays, resources and learning materials are regularly monitored by staff to ensure they are appropriate and promote the school's values. • Staff are trained to identify and report extremist, radicalising or inappropriate materials. • Any extremist or terrorist-related material is removed immediately and reported to the Designated Safeguarding Lead (DSL). • The school promotes Fundamental British Values, equality, diversity and mutual respect throughout the curriculum and learning environment.		Low

Risk Area	Hazard	Individuals at risk	Risk Low Medium High	Control Measures	Notes/Additional Controls	Residual Risk Low Medium High
	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	• 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		Low
ICT and On-line Study	access extremist, radicalising or terrorist-related material whilst using school networks, devices or online platforms.	Pupils	Med	• The school network is protected by age-appropriate filtering and monitoring systems, including the Home Office Terrorism Block List and Internet Watch Foundation (IWF) URL Block List, which restrict access to inappropriate, extremist and harmful content. • Robust filtering and monitoring arrangements are regularly reviewed to ensure they remain effective and compliant with safeguarding requirements. • The school has clear Acceptable Use Agreements for both pupils and staff, which outline expectations for safe and appropriate use of technology and the internet. • Pupils are taught to recognise inappropriate or concerning online content and are encouraged to report anything that makes them feel worried, unsafe or uncomfortable to a trusted adult. • The Designated Safeguarding Lead (DSL) and ICT Lead receive and review filtering and monitoring alerts to identify and respond promptly to safeguarding concerns. • Any concerns relating to radicalisation, extremist content or online safety are investigated and managed in line with the school's safeguarding and Prevent procedures. • Online safety education is embedded within the Computing, PSHE and RSHE curriculums, enabling pupils to develop the skills needed to stay safe online, critically evaluate information and understand how to seek help. • Staff receive appropriate training on online safety, filtering and monitoring processes, and the identification of potential indicators of radicalisation or exposure to extremist material online. • Incidents involving inappropriate use of technology, data		Low

				protection concerns or breaches of school policies are recorded and addressed in accordance with school procedures and GDPR requirements		
	On-line/social media communications relating to extremist or terrorist materials feature the school's branding	All	High	• We have administration rights for, all social media accounts set up by us. • Staff sign a further acceptable use agreement before being granted editing rights to the page		Low
	Pupils access extremist or terrorist materials out of the school setting	Pupils	High	• Parents are regularly provided with advice through newsletter and online Safety bulletins on where they can access information and support in relation to on-line safety including extremism and radicalisation • Information sharing sessions are provided to pupils, staff and parents on staying safe on-line		Low