



**HODDLESDEN
ST PAUL'S
CE PRIMARY**

As God's family, together we achieve

RISK ASSESSMENT – EXTREMISM AND RADICALISATION

Location	Hoddlesden St Paul's CE Primary	Assessment Number	V02
Lead Officer	Christopher Dugdale	Distribution	GB AUTUMN 2025
Date of Assessment	27.8.25	Review Date	April 2026

'Radicalisation' is defined as the process by which people come to support/promote extremism or terrorism or and in some cases, to then participate in terrorist activity.

'Extremism' is vocal or active opposition to fundamental British Values including **Democracy, Rule of Law, Individual Liberty and Mutual Respect and Tolerance of those with different faiths or beliefs**. This also includes calling for the death of our Armed Forces.

Since the publication of the '**Prevent Strategy**', there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have attempts to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a narrow and rigid ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Keeping children safe from these risks is a safeguarding matter and is approached in the same way as safeguarding children and young people from any other risks. Children and young people should be protected from messages of all violent extremism including but not restricted to eg those linked to extreme Islamist ideology or to Far Right/White Supremacist Ideology, Irish Nationalist and Loyalist Paramilitary groups and extremist Animal Rights groups.

'Prevent' in the context of counter terrorism is intervention before any criminal offence has been committed and is with the intention of preventing individuals or groups from committing crimes

No	Risk Title	Summary	Existing Controls	Actions Required	Owner	RAG
1	Leadership	i) Leaders within the organisation do not understand the requirements of the Prevent Statutory Duty or the risks faced by the organisation and the Duty is not managed or enabled at a sufficiently senior level ii) The organisation does not attach sufficient priority to Prevent Action plans (or does not have one) and therefore action to mitigate risks and meet the requirements of the Duty are not effective.	SLT annual Prevent/WRAP Training	Re-do annually	CD	X
			Some Governors have attended training on MeLearning	Termly DSL meetings to review Action Plan	CD	X
			All Governors have accessed e-learning re Prevent	Complete updated Assessment and review termly	CD/ST	X
			Associated and local risks are discussed in Governors Meetings	Meet termly with Safeguarding/Prevent Governor and feedback to other governors on Governor Hub	CD	X
2	Staff Training and Awareness	i) Staff are not aware of the factors that make people vulnerable to radicalisation and terrorism and are unable to recognise the signs of vulnerability and therefore are unable or unwilling to refer concerns. ii) Leaders and staff feel unable or unwilling to challenge extremist narratives or exemplify British Values throughout the organisation. iii) Staff are unclear on how to deal with or refer concerns resulting in	All staff have undertaken training on MeLearning	Re-do Prevent training in new academic year	CD	X
			Teaching staff use CPOMS to log all safeguarding concerns including prevent/radicalization.	Ensure Prevent is in Induction Process	CD	X
			Support staff log safeguarding concerns using pink sheet system.	Introduce Radicalisation Category on CPOMS	CD	X
			Use appropriate conduct agreement to challenge extremist views.	Provide opportunities for children to be exposed to adults in positions of authority from cultures different from their own.	CD	X

		individuals not being supported and potentially radicalisation remaining unchecked	Staff have received training in procedures relating to all safeguarding concerns including concerns about radicalization.	Safeguarding policy links to Chanel referral process	CD	X
3	Partnerships	<p>i) The organisation does not establish effective partnerships with organisations such as the Local Authority Prevent Coordinator and Education Officer, Police Prevent Team, DfE Regional Coordinator and others.</p> <p>ii) The result is that the organisation is not fully appraised of national and local risks and does not have access to developing good practice advice or supportive peer networks.</p>	<p>Additional PREVENT support from the LA is readily available and to support with crisis/local issues</p> <p>Cluster/SIG/Headteachers bulletin, Police, Local News.</p>	<p>Continue to access LA lead SLA.</p> <p>Contact Leanne Romney to get regular updates.</p>	<p>CD</p> <p>CD/LR</p>	<p>X</p> <p>X</p>
4	Visiting Speakers	<p>i) Young people are exposed to messages supportive of extremism or terrorism which contradicts British Values because the organisation has ineffective processes in the place for vetting contractors or external speakers.</p> <p>ii) Inappropriate or extremist materials are shared with young people (face to face or via weblinks) because insufficient checks are made of external speakers and materials that they promote or share.</p> <p>iii) The organisations premises are used to host events supportive of extremism or which popularise hatred and intolerance of those with particular protected characteristics</p>	<p>All speakers are required to link their material to curriculum.</p> <p>All content sent electronically before visit.</p> <p>Never left alone and would be challenged if veered from agreed content.</p> <p>All materials to be checked and verified by Headteacher.</p> <p>Lettings agreement in use.</p>	<p>Updated lettings agreement to include British values.</p>	<p>CD</p> <p>CD</p> <p>CD</p> <p>CD</p> <p>CD</p>	<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>

5	British Values in the Curriculum	<p>i) The organisation does not have a culture and ethos where British Values are celebrated, which leads to a culture of disrespect and intolerance and where tensions are allowed to flourish.</p> <p>ii) Staff and young people do not understand British Values (or feel confident about) and extremist views and narratives are allowed to flourish unchallenged</p>	<p>British Values are embedded throughout the curriculum – taught discretely on weekly basis.</p> <p>Representations from cultures that are different to pupils.</p> <p>Opportunities for children to embed Christian Values in their behaviour and lifestyles, particularly tolerance and respect.</p> <p>School council and pupil leadership team exemplify democracy. Children are aware of school Governance.</p> <p>Class charters are developed and agreed by children which demonstrates rule of law.</p>	Continuation of current actions.	CD	X
6	Welfare and Pastoral Support	<p>i) The organisation does not provide effective welfare and pastoral support which results in young people (and staff) being unsupported and the risk of vulnerabilities being exploited.</p> <p>ii) Staff or other contracted providers (regular supply or agency staff) are not aware of the organisation's procedure for handling concerns and do not feel comfortable sharing information internally</p> <p>iii) Young people are radicalised by factors internal or external to the school</p>	<p>School has access to counsellor for vulnerable children or children who require additional pastoral support.</p> <p>School has a strong nurturing ethos whereby all children's welfare is paramount, and any vulnerabilities are acknowledged and addressed by all staff members.</p> <p>Robust induction procedure in place.</p> <p>Posters explaining expectations and DSLs are on display around school.</p> <p>There is an awareness of local issues and the potential impact of these in school. These are addressed through communication with parents and the local community, risk assessments of the site, curriculum,</p>	Add Prevent Lead to Posters around school.	CD	X

7	Online Safeguarding	<p>i) Extremist organisations are able to radicalise young people online via the organisation's network and encourage them to commit acts of violence or incite others to commit acts of violence as 'lone actors'.</p> <p>ii) Young people (and staff) are able to access unlawful radicalising material in the organisation's setting which promotes proscribed terrorist groups.</p> <p>iii) Online social media communications feature the organisation's branding</p>	<p>Appropriate filters and blocks are in place which include filtering extremist material.</p> <p>Acceptable Use Agreements.</p>	<p>Code of Conduct to be updated to include British Values.</p> <p>To be signed annually by staff and pupils.</p>	CD	X
					CD	X
8	Campus Security	<p>i) The organisation does not have sufficient security of its premises and young people are targeted by individuals or groups seeking to share their extremist views or endanger their personal safety.</p> <p>ii) Charities are allowed on campus without effective checks or charitable collections are inadvertently diverted to inappropriate or unlawful causes.</p> <p>iii) On site dangerous or hazardous substances are not kept secure and are allowed into the possession of individuals or groups seeking to use them unlawfully.</p>	<p>Lockdown procedure</p> <p>Staff ratios and vigilance at play times etc. Staff on each gate and external doors are monitored.</p> <p>COSH sheets – health and safety breakdown. Staff are trained by Site Supervisor.</p> <p>Kept locked away during school hours.</p>	Practice with staff	CD	X
9	Prayer and Faith Facilities	<p>i) Requirements of young people (or staff) requiring faith support or the use of facilities are not met by the organisation resulting in individuals</p>	<p>New prayer/reflection space being created in classes and a communal area for diversifying school community.</p>	<p>Staff to be made aware of potential risks associated with prayer space.</p>	CD	X

		<p>seeking external support of unknown suitability.</p> <p>ii) Facilities (either prayer rooms or quiet space type facilities) provided are not effectively managed or supervised and become ungoverned spaces where radicalising, inappropriate or dangerous activities can take place.</p>	<p>Times for staff and children to use separately.</p> <p>Dialogue with children about what room is used for.</p>	<p>Review etiquette for all stakeholders with regards to positive behaviour around these spaces.</p>		
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