



**South Gosforth First School**  
**Prevention of Extremism and Radicalisation Risk Assessment – April 2025**

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 2011)*

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. There have been attempts to radicalise vulnerable children and pupils to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

| Risk Area                | Hazard  | Individuals At Risk | Control Measures   |
|--------------------------|---|---------------------|--|
| 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              | <ul style="list-style-type: none"> <li>Designated Safeguarding Lead and Deputy DSLs received ‘Prevent’ awareness training through DfE on Monday 17<sup>th</sup> of March 2025.</li> <li>Contracted staff are made aware of the person to whom concerns relating to radicalisation are to be reported. Visitors in school are given access to a Visitors information sheet with key information around reporting safeguarding concerns (these sheets are displayed in the front entrance of school)</li> <li>Preventing pupils from being exposed to radicalisation or extremism is part of safeguarding policies and procedures i.e. Child Protection and Online Safety. This also forms part of our PSHE curriculum.</li> <li>Staff have received appropriate training and are familiar with our Child Protection Policy and procedures</li> <li>Concerns relating to PREVENT are reported to the DSL. School staff are signed up to the DfE PREVENT newsletter and have the contact details for the North East PREVENT Co-ordinator (Christopher Sybenga). Referrals are made to the PREVENT Team (<a href="mailto:prevent@newcastle.gov.uk">prevent@newcastle.gov.uk</a>) – This is done using the national referral form.</li> <li>Records are held of any referrals with an audit trail being maintained – regular monitoring of this by the DSL takes place</li> </ul> |

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|                         | Pupils are radicalised by factors internal or external to the school.   | Pupils | <ul style="list-style-type: none"> <li>• 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. This is reflected in our ‘No Outsiders’ ethos and through our PSHE, R.E and computing curriculum (which has a focus on internet safety).</li> <li>• Lessons and discussions help pupils develop critical thinking around influence, social media and other on-line safety techniques.</li> <li>• Staff and other adults working with pupils are challenged if opinions or language expressed are contrary to community cohesion or ‘British / Universal values’.</li> <li>• Staff are able to challenge pupils, parents or governors if opinions expressed are contrary to community cohesion or ‘British values’</li> <li>• Staff are aware of local factors i.e. political views and local groups which might have an influence on pupils. This is part of CES safeguarding training and specific Prevent training.</li> <li>• Staff undertaking home visits, for example FSA, are briefed on the signs to look out for in terms of radicalization around the home environment.</li> </ul> |
|                         | School does not work with statutory partners and agencies and/or does not feel comfortable sharing extremism related concerns externally.       | Pupils | <ul style="list-style-type: none"> <li>• We communicate regularly with statutory partners and agencies regarding a range of concerns.</li> <li>• Staff work closely with the North East PREVENT Team and disseminate key messages</li> <li>• All staff are aware that concerns are reported to the DSL. There is also a pastoral school nurse who visits school regularly for staff, children or parents to speak to.</li> <li>• We have an appropriate internal referral process in place for all child protection matters including extremism and the DSL is aware of how to expedite concerns to other agencies.</li> </ul>  |
| Curriculum and Learning | Pupils are exposed by school staff or contracted providers to messages supportive of extremism, terrorism or which contradicts ‘British values’ | Pupils | <ul style="list-style-type: none"> <li>• We have appropriate whistleblowing procedures (see whistleblowing policy) and a range of safeguarding policies which are known and understood by staff, volunteers and regular contracted staff.</li> <li>• Staff and other adults working with pupils are challenged if opinions or language expressed are contrary to community cohesion or ‘British values’.</li> </ul>   |

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|                        |  |                  | <ul style="list-style-type: none"> <li>• Opportunities to promote ‘British values’ are clearly identified within all curriculum areas (primarily PSHE, R.E, Computing and as part of our ‘No Outsiders’ approach / ethos). We also focus on British Values as part of our half-termly assembly schedule.</li> <li>• Areas of the curriculum e.g. PSHE and ‘Entry and Exit Circles’ (weekly) are used for controlled and safe debate and discussion on radical or extreme issues and ideologies.</li> <li>• We have appropriate online filters in place (SENSO Cloud) which reduce the risk of pupils being able to access inappropriate information on the school’s computers / via the server. We check these systems every week and run reports to ensure that no inappropriate material is able to come up on our school computer systems / via our school server</li> </ul>  |
|                        | Behaviours which harm the ability of different groups and individuals to learn and work together are left unchallenged | Pupils and Staff | <ul style="list-style-type: none"> <li>• We have an Equalities statement in place which is understood by staff and others who regularly work in the setting.</li> <li>• Pupils are taught about respect for other cultures and gain an understanding of community cohesion.</li> <li>• Opportunities are created both within the environment and the curriculum to promote the setting’s ethos and values.</li> <li>• Displays and other literature available in school (‘No Outsiders’ texts) reflects and encourages diversity and community cohesion. School work closely with outside agencies (Arts and Cultural organisations) to promote inclusion throughout school.</li> <li>• School’s Restorative Approach to Positive Behaviour Policy and Anti-Bullying Policy includes information on anti-bullying strategies and preventative measures for dealing with bullying of any kind (including around race, religion or culture).</li> <li>• Inappropriate behaviour, language and attitudes are challenged by staff and, where staff or other adults are involved, by senior leaders.</li> </ul> |
| Organisational Culture | Staff or contracted providers are not aware of/do not subscribe to the ethos and values of the school                  | Pupils and Staff | <ul style="list-style-type: none"> <li>• The 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</li> </ul>  |

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|                                 |   |                  | <ul style="list-style-type: none"> <li>• Clear awareness of roles and responsibilities regarding ‘Prevent’ exist across the school</li> <li>• Recruitment, selection and induction programmes exist which include reference to the ethos and values of the school</li> <li>• Staff development programmes include reference to ‘British values’ and to the promotion of community cohesion</li> <li>• Guidance and literature is available for staff on the ‘Prevent duty’ and local aspects of extremism and radicalisation</li> <li>• A process is in place to identify and develop ‘lessons learned’ after radicalization concerns have been raised, either by school or by other agencies</li> </ul> |
|                                 | Staff are unable to raise extremism related organisational concerns due to the lack of an appropriate whistleblowing procedure  | Pupils and Staff | <ul style="list-style-type: none"> <li>• Appropriate whistleblowing procedures are in place and adults working with pupils are made aware of them (See ‘Whistleblowing’ and ‘Managing Low Level Concerns’ Policies)</li> <li>• Records are kept of incidents which are reported to the DSL for consideration and, where appropriate, are referred on to the appropriate safeguarding agencies</li> </ul>   |
| Visiting speakers / environment | <p>Pupils/staff are exposed by visiting speakers to messages supportive of extreme ideologies or which contradict ‘British values’</p> <p>Extremist or terrorist related material is displayed within the setting</p> | Pupils and Staff | <ul style="list-style-type: none"> <li>• Materials to be delivered by external speakers are shared with school and discussed with the school staff prior to delivery</li> <li>• Visiting speakers are not ever left alone with pupils</li> <li>• The appropriateness and relevance of all materials or literature are considered prior to display</li> <li>• Staff concerns are discussed with the DSL before materials are used</li> <li>• Requests for externally provided materials to be displayed are considered and, where appropriate, authorised by the Head Teacher</li> </ul>  |
| Visiting speakers / environment | School premises are used to host events supportive of extremism or which popularise hatred or intolerance of those with particular protected  | All users        | <ul style="list-style-type: none"> <li>• 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</li> <li>• Hire or lettings agreements include a notice period for hire i.e. short notice hires will not be authorised.</li> </ul>  |

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|                      | characteristics  |        |  |
| ICT and online study | Pupils access extremist or terrorist material whilst using school networks                                     | Pupils | <ul style="list-style-type: none"> <li>• The ICT network has appropriate filters (SENSO Cloud) which block sites which are deemed to be inappropriate and managed by Omnicom</li> <li>• School has robust acceptable use procedures for both pupils and staff (See Online Safety and Acceptable Use Policy)</li> <li>• E-mail accounts for staff are monitored for content as required</li> <li>• Pupils are encouraged to report to an adult any material which leaves them feeling worried or uncomfortable</li> </ul> |
|                      | On-line/social media communications relating to extremist or terrorist materials feature the school's branding | All    | <ul style="list-style-type: none"> <li>• We have oversight of, or administration rights for, all social media accounts set up by our school. No other people have access to our social media platform other than specific school staff.</li> <li>• Any user who comments with unusual comments or usernames is banned from viewing materials</li> </ul>  |
|                      | Pupils access extremist or terrorist materials out of the school setting                                       | Pupils | <ul style="list-style-type: none"> <li>• 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 online (Training for parents and carers on Online Safety provided by Julian Hughes – GEM Education)</li> </ul>   |