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| **School** | | **Safeguarding Manager:** | | **Date of Assessment:** | | **Date for review:** | | |
| **Risk Area** | **Hazard** | **Severity (A) 1 - 5** | **Likelihood (B) 1 - 5** | **Risk Rating A x B** | **Existing Measures** | **Proposed Actions** | **Risk Owner** | **Planned Completion Date** |
| Welfare and Safeguarding | Staff or contracted providers are not aware of the school procedure for handling concerns and/or do not feel comfortable sharing issues internally |  |  |  | *E.g. Staff have received appropriate training and are familiar with the safeguarding policy.*  *Identity of safeguarding lead is well known.*  *WRAP training ?* |  |  |  |
| Learners are radicalised by factors internal or external to the school |  |  |  | *E.g. Learners have received training in critical thinking as part of the curriculum*  *Parents have the opportunity to agree behaviour or equality ‘contracts’.* |  |  |  |
| The school is not linked in with statutory partners and/or does not feel comfortable sharing extremism related concerns externally |  |  |  | *E.g. The school is a member of its local community safety/safeguarding forum and communicates regularly with named statutory partners regarding a range of concerns* |  |  |  |
| Curriculum and learning | Learners are exposed by school staff or contracted providers to messaging supportive of extremism or which contradicts ‘British Values’ |  |  |  | *E.g. Appropriate whistleblowing and safeguarding policies for assessing concerns raised by staff or learners*  *Opportunities to promote school values are clearly identified within all curriculum areas* |  |  |  |
| Extreme or divisive behaviours, and cultural adaptions which harm the ability of different groups and individuals to learn and work together are left unchallenged |  |  |  | *E.g. The school values, and communication of these within the premises and through the curriculum* |  |  |  |
| Organisational culture | Governors, Staff or contracted providers are not aware of /do not subscribe to the values of the school |  |  |  | *E.g. Recruitment and induction programmes and ongoing staff development* |  |  |  |
| Staff are unable to raise extremism related organisational concerns due to the lack of an appropriate mechanism |  |  |  | *E.g. Appropriate policy and awareness raising training provided to all staff and governors* |  |  |  |
| Management of space | Learners/staff are exposed by visiting speakers to messaging supportive of terrorism- or which contradicts ‘British Values’ of individual liberty and mutual respect and tolerance for those of different faiths and beliefs |  |  |  | *E.g. Speakers are signed in and collected by a member of staff and are not left alone with learners*  *Format and content of material is checked*  *Booking policy specifically excludes behaviour of extremist or divisive nature* |  |  |  |
| Extremist or terrorist related material is displayed within school premises |  |  |  | *E.g. Policies for the display of materials within school premises* |  |  |  |
| Prayer and contemplation space is not equally accessible for all learners and/or |  |  |  | *E.g. Room booking policy setting out equal rights of access for all bookable rooms* |  |  |  |
| School premises are used to host events supportive of terrorism, or which popularise hatred or intolerance of those with particular protected characteristics |  |  |  | *E.g. Room booking policy which sets out the notice periods for hire and open source checking arrangements for external organisations* |  |  |  |
| ICT and online study | Learners access extremist or terrorist material whilst using school networks |  |  |  | *E.g. School filtering policies and a code of conduct covering users attempts to subvert network* |  |  |  |
|  | Online/social media communications relating to extremist material feature the school branding |  |  |  | *E.g. The school has oversight of social media accounts set up by official learner groups, charities or societies* |  |  |  |