

St Chad's CofE Nursery and Infant School – Extremism and Radicalisation Risk Assessment

Assessment Completed by: K.Leach, K. Morley and N.Kay

Date: 06.05.26

Workplace: St Chad's CofE Nursery and Infant School

Employer: DDAT



What are the potential hazards?	Who might be harmed and how?	Estimated Risk Level			What are we doing already?	What further action is necessary?	Completed
		High	Medium	Low			
Curriculum – not enough focus on extremism and radicalisation	Staff Children Parents			X	British values, SMSC, PSHE Matters and RE curriculum are integrated into our school values and curriculum intent. Behaviour policy effective in detecting and recording incidents of extreme views.	Incidents logged on My Concern are reviewed in formal weekly welfare meetings with SLT and the Family Support Worker. British Values and safeguarding messages are embedded through age-appropriate PSHE Matters lessons, RE, and Collective Worship. Our PCSO maintains a visible and positive presence, supporting community awareness work.	Completed
Children are unable to recognise or articulate feelings, including fear, or do not know who to talk to if they feel unsafe				X	Through our PSHE Matters curriculum, emotion coaching, and Zones of Regulation work, children are explicitly taught to name and understand a wide range of feelings, including fear and worry. Trusted adults are clearly identified across the school, and children know who they can speak to if they feel unsafe or unsure. Safeguarding displays in the central foyer have been revamped to ensure key	Plan and sequence the NSPCC safeguarding programmes— PANTS, Techosaurus, and Speak Out, Stay Safe—across the academic year, delivering one age-appropriate campaign each term to progressively build pupils' understanding, confidence, and ability to seek help when needed. Continue to embed our relational behaviour policy to ensure children feel safe, listened to, and respected, supporting early disclosure and safeguarding.	Completed

					<p>information is available for children in a clear and age-appropriate format.</p> <p>Our relational approach ensures children feel safe, listened to, and respected, supporting early disclosure and safeguarding. All children complete a formal emotion check-in, which is audited daily by the welfare lead to ensure timely identification of need and appropriate support.</p>		
School values and ethos do not sufficiently promote resilience against extremist ideologies				X	<p>Our school values of love, respect, and community are deeply embedded and consistently modelled by staff, forming the foundation of our relational approach to behaviour and culture. British Values are promoted across all aspects of school life and explicitly linked to our curriculum through PSHE Matters, RE, and Collective Worship.</p> <p>Children are taught to recognise and respect differences, value diversity, and understand democracy, individual liberty, and the rule of law in ways appropriate to their age and stage.</p> <p>The ethos of the school fosters openness, curiosity, and critical thinking, which are protective factors against extremist narratives.</p> <p>Pupil voice is encouraged through School Council and class discussions, creating a</p>		Completed

					culture where children feel heard and valued.		
Community cohesion – current UK risk is severe. Our school is in a diverse city where awareness of inclusion and respect is especially important	Staff Children Parents Visitors		X		Monitoring of racist and bullying incidents SMSC built into curriculum Annual staff training Staff have complete National College Prevent Training – Sept 2025.	Prevent Duty information on website. Staff to continue completing National College Prevent Training annually.	Completed
Staff/Governor training – Some staff/governors may not have received training due to start date after September	Staff Children Parents Visitors			X	Bi-annual training provided for every member of staff Key staff to undertake more intensive training Included in induction programme Part-time staff/governors included All visitors undertake the necessary identification and DBS checks. School hold central documentation for DBS clearance. Visitor policy effectively mitigates the risk of extremists attending or hosting events on the school premises	Make sure that Prevent training (through National College/ Safeguarding Team) is available to all new starters for completion and they receive training as part of the Safeguarding induction process. Ensure that visitor policy, induction process and records are compliant and in line with DDAT policies and procedures	
Children unable to identify and understand risks.				X	PSHE MattersE /RE curriculum delivers consistent key messages delivered to children. Children are supported to understand safety, kindness and fairness in an age-appropriate way Staff undertake regular PREVENT training Updated safeguarding section of website and all key links/documentation available.	Ongoing monitoring of inclusion of key message within curriculum RHE Policy updated in line with DfE statutory guidance changes, increased focus on online safety Begin annually delivering: Help keep children safe online with Techosaurus! NSPCC	Completed

Communication with parents – key messages not fully communicated with parents.	Staff Children Parents Visitors			X	Website contains key links and policies Conversations with parents following reports of any behaviors that may related to extremist views Regular parent workshops allow for strong home-school communication	Liaise with PSCO to deliver key messages. Continue to develop the delivery of 'Community Roadshows' for parents to receive timely support, and be made aware of support that is available	
Referral systems – Some staff are unable to identify children who are vulnerable	Staff Children Parents Visitors			X	Annual Prevent training delivered to staff. 39 Weeks Safeguarding updates disseminated to staff	Ensure key messages are understood through ongoing monitoring and evaluations with staff.	
Partnership working – Ineffective process and lack of co-ordination around sharing of concerns regarding extremism and radicalisation. Safeguarding team unaware of how to access statutory assistance for vulnerable individuals.	Staff Children Parents Visitors			X	All staff receive regular Prevent training. At induction all staff and visitors made aware of Prevent Duty process. Safeguarding Team aware of reporting procedures and support staff who have concerns.	Ensure all staff are aware of internal process for reporting concerns. Ensure all staff are aware of partnership links and referral pathways. Designated Safeguarding Leads (Co-Headteachers) are the named Prevent Leads Safeguarding Team attend regular training and are aware of support available through external agencies including the Police, LA Prevent Teams and DSCP	
Interventions – opportunities may be missed to identify interventions.	Staff Children Parents Visitors			X	Strong links with local police (PSCO) Key details and contacts available to relevant staff	Derbyshire Police Prevent Team at 101	Completed
IT systems – children could access extremist and radicalisation websites. Parents cannot identify risk factors or provide safeguarding	Staff Children parents Visitors			X	School network has a firewall. Filtering and monitoring protection in place Staff online safety training Computing and PSHE lessons introduce e-safety in a developmentally appropriate way Safer internet theme week Parent workshops delivered by the IT Lead to promote		

					online safety awareness at home		
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Signed: K Leach and K Morley 	Date: 06.05.2026	Next Review / Assessment: June 2027
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