



Preventing Extremism and Radicalisation Guidance

Date: October 2018
Reviewed by: L. Lloyd
Review date: October 2019

1. Introduction

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted 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 rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Matrix Academy Trust values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

Matrix Academy Trust is committed to providing a secure environment for pupils, where children and young people feel safe and are kept safe. All adults at the school recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not.

This Preventing Extremism and Radicalisation guidance is one element within our overall school arrangements to safeguard and promote the welfare of all children in line with our statutory duties set out at S157/S175 of the Education Act 2002.

Each school's Preventing Extremism and Radicalisation guidance also draws upon the guidance produced by the Local Safeguarding Children Board (LSLB), DfE Guidance "Keeping Children Safe in Education, 2018", HM government document "Prevent strategy: A guide for local partners in England" and the "Counter Terrorism and Security Act 2015".

The Counter-Terrorism and Security Act 2015 contains a duty on specified authorities, which includes all schools including academies, free schools, maintained schools and studio schools to have due regard to the need to prevent people from being drawn into terrorism. The new legislation will be measured through various inspection frameworks, with schools and Children Services measured through OFSTED. The government will be producing guidance to help schools deliver the required standards (issued under section 29 of the Act).

The Department for Education has set up a helpline for teachers who have questions and/or concerns about extremism.

Teachers can call: 0207 340 7264 or email: counter.extremism@education.gsi.gov.uk

2. Trust Ethos and Practice

When operating this guidance, the Trust uses the following accepted Governmental definition of extremism which 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; and/or calls for the death of members of our armed forces, whether in this country or overseas’.

There is no place for extremist views of any kind in our schools, whether from internal sources (pupils, staff or governors) or external sources (school community, external agencies or individuals). Our pupils see school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens.

As Trust schools we recognise that extremism, exposure to extremist materials and influences can lead to poor outcomes for children and should be addressed as a safeguarding concern as set out in this guidance. We also recognise that if we fail to challenge extremist views we are failing to protect our pupils.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

Therefore, each school will provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized.

Please see notes on associated terminology on **appendix 1**

3. The Counter Terrorism and Security Act July 2015

The Counter Terrorism and Security Act 2015 was published on 12th March 2015. Section 26 of the Act places a duty on schools in England (and Wales) to prevent people being drawn into terrorism. This duty applies to all schools, whether publicly-funded or independent, and organisations covered by the Early Years Foundation Stage framework. The duty also applies to children’s homes. Statutory guidance has been published and comes into force on 1st July 2015.

Schools leaders (including Governors) must:

- establish or use existing mechanisms for understanding the risk of extremism
- ensure staff understand the risk and build capabilities to deal with it
- communicate and promote the importance of the duty
- ensure staff implement the duty effectively

Other duties on schools include:

- effective partnership working with other local agencies, e.g. Local Safeguarding Children’s Board, Police, health, etc.
- information sharing
- maintaining appropriate records

- assessing local risk of extremism (including Far Right extremism)
- demonstrating they are protecting children
- developing clear protocols for visiting speakers
- safeguarding policies that take account of LSCB policies and procedures
- training staff to give them knowledge and confidence
- ensuring there is robust ICT protocols that filter out extremist materials
- school buildings must not be used to give a platform to extremists

Ofsted are responsible for monitoring how well schools are implementing this duty.

See **appendix 4** for the schools prevent plan

4. Recognising the indicators of vulnerability to radicalisation

There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- Identity Crisis – the pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement /reintegration;
- Special Educational Need – pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

More critical risk factors could include:

- Being in contact with extremist recruiters;
- Violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;

- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with the Behaviour Policy for pupils and the Code of Conduct for staff and Disciplinary Policy for staff.

We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it. All staff will receive WRAP training (Workshop to Raise Awareness of Prevent) and radicalisation and extremism will be an integral part of annual staff safeguarding training.

Each school is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism. [**The SPOC for Dame Elizabeth Cadbury is Mr C. Walton** (Designated Safeguarding Lead).] A SPOC is identified in each school. Please refer to the schools prevent plan in appendix 4.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC or Headteacher. We will help support pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a pupil is being directly affected by extremist materials or influences we will ensure that that pupil is offered assistance. Additionally in such instances schools will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

Each school will closely follow the locally agreed procedure as set out by the Local Safeguarding Children Board for safeguarding individuals vulnerable to extremism and radicalisation.

5. Teaching Approaches

We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches children may experience elsewhere may make it harder for them to challenge or question these radical influences. In our school this will be achieved by good teaching, primarily via PSHE sessions; but also by adopting the methods outlined in the Government's guidance 'Teaching approaches that help build resilience to extremism among young people' DfE 2011. These approaches include setting targets for young people to build a sense of ownership; creating a safe space for dialogue between staff and pupils; building resilience in pupils; improving pupil skills for collaborative work; improving pupils' ability to interact with each other and a peer mentoring scheme. We will ensure that all of our teaching approaches help our pupils build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills.

Each school will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage pupils to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our pupils safe and prepare them for life in modern multi-cultural Britain and globally.

We will also work with local partners, families and communities in our efforts to challenge extremist views and to assist in the broadening of our pupils' experiences and horizons.

6. Use of External Agencies and Speakers

The Trust encourages the use of external agencies or speakers to enrich the experiences of our pupils; however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils. This includes checking the DBS of all external providers, viewing material that will be used beforehand and conducting a social media check on such agencies or individuals.

Such vetting is to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in complete opposition to, the school's values and ethos.

Each school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to pupils are consistent with the ethos of the school and do not marginalise any communities, groups or individuals
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication.
- Activities are matched to the needs of pupils
- Activities are carefully evaluated by the school to ensure that they are effective

Therefore by delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we will strive to ensure our pupils **recognise risk** and **build resilience** to manage any such risk themselves where appropriate to their age and ability but also to help pupils develop the critical thinking skills needed to engage in informed debate.

7. Whistleblowing

Where there are concerns of extremism or radicalisation pupils and staff will be encouraged to make use of our internal systems to whistle blow or raise any issue in confidence.

Please refer to the separate Whistleblowing Policy.

8. Recruitment

The arrangements for recruiting all staff, permanent and volunteers, to each school will follow government guidance on safer recruitment best practice in education settings, including, but not limited to, ensuring that DBS checks are always made at the appropriate level, that references are always received and checked and that we complete and maintain a Single Central Record of such vetting checks.

We will apply safer recruitment best practice principles and sound employment practice in general and in doing so will deny opportunities for inappropriate recruitment or advancement. We will be alert to the possibility that persons may seek to gain positions within our school so as to unduly influence our schools character and ethos. We are aware that such persons seek to limit the

opportunities for pupils thereby rendering them vulnerable to extremist views and radicalisation as a consequence.

By adhering to safer recruitment best practice techniques and by ensuring that there is an ongoing culture of vigilance within our schools and staff teams, we will minimise the opportunities for extremist views to prevail.

9. Role of Governing Body

The Governance Advisory Board of each school will undertake annual training led by the Designated Safeguarding Lead to ensure that they are clear about their role and the parameters of their responsibilities as members of the Governance Advisory Board.

The Governance Advisory Board of each school will support the ethos and values of each school and will support the school in tackling extremism and radicalisation.

In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education, September 2018' the Governance Advisory Board will challenge the school's Leadership Team on the delivery of this guidance and monitor its effectiveness.

The Directors will review this guidance prior to the start of a new academic year (on an annual basis) but may amend and adopt any amendments outside of this timeframe in accordance with any new legislation or guidance. A Director is the Trust's DSL in Governance.

The Governance Advisory Board will consider and monitor the Prevent Plan of their school.

10. Standards for Teachers

The 2012 (updated June 2013) Standards for Teachers (part two) states:

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements, define the behaviour and attitudes that set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school by:

- **Treating pupils with dignity, building relationships rooted in mutual respect**, and at all times observing proper boundaries appropriate to a teacher's professional position
- **Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions showing tolerance of and respect for the rights of others**
- **Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs**
- Ensuring that personal beliefs are not expressed in ways that exploit pupils' vulnerability, or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality. They must have an understanding of, and always act within, the statutory frameworks that set out their professional duties and responsibilities.

NB the phrase ‘**fundamental British values**’ refers to the definition of extremism as articulated in the Prevent Strategy, which was launched in June 2011 and updated recently. It includes the need for schools to explore with pupils and students ‘**democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs**’.

11. Guidance Adoption, Monitoring and Review

This guidance was considered and adopted by the Trust in line with their overall duty to safeguard and promote the welfare of children as set out in the DfE guidance ‘Keeping Children Safe in Education’ September 2018 and duties as set out in the Counter Terrorism and Security Act 2015.

Parents/carers will be issued with a hard copy of this guidance on request.

The Trust will review this policy annually but may adopt any amendments outside this time frame in accordance with any new legislation or guidance.

12. Supporting children who are travelling/have travelled abroad to specific locations

If a pupil/parent/carer seeks permission to travel abroad and this falls within the academic school term then the family should be provided with the letter as set out in **appendix 2**. The Dangers of travelling for terrorism (or Forced Marriage or Female Genital Mutilation) are becoming increasingly apparent and concerning. While this guidance refers to children and young people returning; there is an absolute desire to stop them travelling wherever possible. **School staff must also be alert and refer cases of potential concern if they become aware that a pupil is intending to travel during school holidays.**

If you have concerns either post travel or pre travel and/or identify any concerns in relation to extremism as identified above please refer to the flow diagram on **appendix 3** which relies on your professional judgment with full support and guidance from your **SPOC**. If any of the indicators of concern are noted upon return/extremism risk identified then consideration needs to be given to making a referral to Channel, the Channel panel will suggest appropriate intervention. This will be from a safeguarding perspective around a number of issues that will encompass extremism vulnerabilities. If any responses/discussions give further indicators for concern around extremism then the Local Security and Partnership Officer will be contacted.

13. LINKS AND SUPPORTING DOCUMENTS

HO Foreign Travel Advice-

<https://www.gov.uk/foreign-travel-advice>

Prevent Tragedies

www.preventtragedies.co.uk

How social media is used to encourage travel to Syria and Iraq

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/440450/How_social_media_is_used_to_encourage_travel_to_Syria_and_Iraq.pdf

Promoting British Values through SMSC

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

Tackling extremism in the UK - Task Force report (see pages 5 – 7)

<https://www.gov.uk/government/publications/tackling-extremism-in-the-uk-report-by-the-extremism-taskforce>

Channel Guidance

<http://www.acpo.police.uk/documents/TAM/2012/201210TAMChannelGuidance.pdf>

Prevent Duty (new guidance and consultations doc)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/388934/45584_Prevent_duty_guidance-a_consultation_Web_Accessible.pdf

Keeping Children Safe in Education September 2018

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/737289/Keeping_Children_Safe_in_Education_Sept_2018.pdf

Appendix 1 – Associated terminology

| | |
|-------------------------------------|--|
| Al-Qaeda | An international organization of loosely affiliated groups/cells that carry out attacks and bombings in the attempt to disrupt the economies and influence of Western nations and advance Islamic extremism |
| British | People who are the inhabitants of Britain (e.g. citizens of England, Scotland, Wales, Northern Ireland, the Isle of Man or one of the Channel Islands, collectively known as the United Kingdom) or an inhabitant of a British overseas territory |
| Channel | A key element of the Prevent Strategy; Channel is about safeguarding children and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from the risk they face before illegality occurs |
| English Defence League (EDL) | The English Defence League is a far right, street protest movement, which opposes what it considers to be a 'spread of Islamism', and Islamic extremism in the United Kingdom |
| Ethnicity | This is linked to distinctive shared social, linguistics, physical (e.g. skin colour) cultural and geographical heritage and norms. Religious belonging may be part of these norms. Every person has an ethnicity. To belong to an ethnic group, an individual must see themselves as a member and be seen as others as being a member of the group |
| Extremism | One who advocates or resorts to ideologies and measures beyond the norm, in politics and religion often using violence and terror tactics to make their views known, or to gain power |
| Ideology | A set of ideas and beliefs of a group, religious or political party |
| Identity | An umbrella term used to describe an individual's understanding of him or herself; identity is influenced by many factors, gender, ethnicity, religion, nationality, culture, family etc. |
| Media | The means of communication that reaches large numbers of people e.g. the television, newspapers, and the internet |
| Propaganda | Ideas or statements that are often false or exaggerated and that are spread in order to help a cause |
| Islamophobia | A hatred or fear of Muslims, their religion and sometimes-related politics or culture |
| Islamist | A western term used to describe an extreme Muslim usually politicised |
| Jihad | Personal struggle in everyday life; striving to achieve a goal; also used to mean taking up arms if necessary |
| Nationalism | A feeling that people have of being loyal to and proud of their country often with the belief that it is better and more important than other countries |
| Nationality | The status of belonging to a particular nation by origin, birth, or naturalization |
| Racism | This term refers to the deeply rooted but groundless belief that certain groups are inherently inferior to others. Racism is expressed through attitudes, behaviours and institutional policies and procedures. It disadvantages certain groups in terms of housing, job opportunities and education. Some White people experience racism (for example people from Irish, Jewish or Traveller backgrounds) |
| Radical | A word that describes a person who favours extreme or fundamental change in existing institutions or in political, social, or economic conditions |
| Resilience | The ability to recover quickly from change, or misfortune |
| Right wing | A conservative or reactionary element in a political party or other organisation, often associated with fascism, nationalism and racism |
| Social media | Forms of electronic communication (web sites, social networking and blogging) through which users create online communities to share information, ideas, personal messages, and other content e.g. videos |
| Stereotypes | This involves making generalised assumptions about a person or group; applying these assumptions; expecting people to conform to them |
| Terrorism | The unlawful use or threatened use of force or violence by a person or an organised group against people or property with the intention of intimidating individuals, coercing societies or governments, often for ideological or political reasons. |
| Terrorist | One that engages in acts or an act of terrorism |
| Xenophobia | An unreasonable fear or hatred of foreigners or strangers, or of that, which is different, foreign or strange. |

Appendix 2 - Supporting children who are travelling/have travelled abroad to specific locations

Dear Parent/Carer

Travel Abroad

(Name of Pupil) has advised us that he/she will be travelling to {destination} on {Date} to {Date}.

Travel abroad can be a fantastic learning experience and we encourage pupils to broaden their life experiences to give them a deeper understanding of how other people live around the world. Any trip during term time is discouraged so that it does not negatively impact children's education, but we do consider any requests on a case by case basis.

We are aware that in some countries travel for British Nationals can mean increased risk of terrorist attack. Please see the link below of the latest advice and risks associated to a number of destinations. <https://www.gov.uk/foreign-travel-advice>

There have been numerous incidents of young UK nationals travelling abroad which breached current UK legislation, and also legislation of the country of destination if arriving illegally through unsupervised border crossings.

In a handful of cases parents were unaware of their child's plans to travel so this is one of the reasons that we have contacted you to confirm you are fully aware and are happy with the proposed travel arrangements.

Your child's safety is paramount to the school and travel abroad is covered within safeguarding protocols and current legal duties placed upon educational institutions. Please do not hesitate to contact (insert name) on any issues relating to the content of this letter

Yours sincerely

Appendix 3

ALL STAFF

If you are concerned that a child is at risk from:

If a child discloses to you that they are at risk from:

| | | | | |
|------------------------|----------------|-----------------------|---------------------|--|
| Emotional Abuse | Neglect | Physical Abuse | Sexual Abuse | Any Other Safeguarding Concern(s) |
|------------------------|----------------|-----------------------|---------------------|--|

• DO NOT discuss with the child in person
• Report immediately to the Designated Safeguarding Lead

- Listen
- Reassure
- DO NOT promise confidentiality
- Establish basic facts - what, when, where, who
- Tell the child what you are going to do next
- Report immediately, in person, to the Designated Safeguarding Lead
- Write down everything the child said immediately and give to the Designated Safeguarding Lead

Child Safeguarding Designated Staff
Designated Safeguarding Lead
or in their absence:
Deputy Designated Safeguarding Lead
Headteacher

Members of staff with Advanced Level Child Safeguarding and Multi Agency Working training are identified for each school.

Appendix 4

Prevent Risk Assessment

School name: Dame Elizabeth Cadbury School

SLT Prevent lead: Mr C Walton (DSL)

Prevent Curriculum lead: Mr C Walton (DSL)

Review date: October 2019

| | Complete? | | Action required/comments |
|---|-----------|----|--|
| | Yes | No | |
| LEADERSHIP AND GOVERNANCE | | | |
| Does your safeguarding policy make reference to seek protection from radicalisation and extremist narratives as a safeguarding concern? | YES | | We also have a MATRIX MAT Radicalisation and extremism policy. |
| Are the lead responsibilities for Prevent clearly identified in the policy? | YES | | Yes. S.P.O.C for PREVENT Mr C Walton is named. |
| Do you have a Prevent Safeguarding Lead? | YES | | Mr C Walton (DSL). |
| Do you have a Prevent Governor Lead? | YES | | Mr Keith Hoey (MATRIX Safeguarding Governor). |
| Is there someone who has responsibility for checking visitors to the school? | YES | | Reception staff follow the schools Safeguarding procedures for all visitors. Any outside visitor presenting sessions in the school is vetted beforehand via background and DBS checks. Material is checked beforehand and guests are accompanied by staff in school. |
| Is there someone that has the responsibility for checking premises use by outsiders? | YES | | Spencer Smith – TOCA agreements are in place for all external users. Their activities when on site are monitored by site staff and users are never left on site unattended. |
| Is there someone that has the responsibility for ensuring commissioned services are complying with the Prevent Duty? | YES | | Spencer Smith and Mike Dunn – process as above and copies of all organisation's own policies are kept by the school. Prior to lettings being authorised, these policies |

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| | | | are checked to ensure statutory obligations are upheld by third party organisations. |
| Is there someone that has the responsibility for record keeping demonstrating compliance with the Prevent Duty? | | | Mr C Walton as DSL will track and respond to any concern regarding PREVENT. He also oversees the delivery and content of PREVENT training to staff and PREVENT workshops to pupils within form time PSHE, assemblies and Topic days. |
| POLICIES AND PRACTICE | | | |
| Do you have a 'No platform' Policy? | YES | | |
| Is there a clear understanding of information sharing and when cases should be referred to CASS for Channel or other support? | YES | | Staff have annual safeguarding training and an annual PREVENT training session covering concerns. DSL Mr C Walton follows a CPD programme which covers PREVENT CASS referrals and Channel awareness. |
| Has the school ensured its internet security systems prevent access to unauthorised or extremist websites? | YES | | We use IMPERO monitoring software and update our filtering terms from latest partner updates. |
| Is there a 'No platform' policy on the use of school premises and facilities by outside agencies and groups? | YES | | Refer to TOCAs |
| Is there a clear Visitors Policy that ensures visitors are vetted and adhere to the school's values and promote community cohesion? | YES | | No visitor is allowed onto school site without a prior arranged meeting. Any outside visitor presenting sessions or pupil workshops in the school is vetted beforehand via background and DBS checks. Material is checked beforehand and guests are accompanied by staff in school. |
| TRAINING | | | |
| Has all school staff received training on Prevent? E.g. WRAP training | YES | | PREVENT training for all staff is delivered annually. Mr C Walton (DSL) is a home office accredited WRAP trainer. |
| Has the Designated Safeguarding Officer been trained? | YES | | Mr C Walton is a "Home Office" accredited WRAP trainer and attends PREVENT surgeries with Colvin White and Ayisha Ali. |

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| Have Governors received training on Prevent? | YES | Designated safeguarding governor Mr K Hoey has received WRAP training in September 2017. |
| Does your induction programme cover Prevent i.e. new staff, supply, visiting and PGCE students and any other ITT programme? | YES | All new staff receive a safeguarding induction package which includes PREVENT. |
| Does your safeguarding policy make explicit how Prevent concerns should be reported within the school by staff? | YES | |
| Have you checked that all staff know what they should do if they have a Prevent concern and to whom it should be reported? | YES | Understanding of the safeguarding procedures including PREVENT are checked within the staff safeguarding CPD programme. |
| Is your staff aware of the 'lock down 'guidance? | YES | Covered by SLT in briefings and has been practiced in school. |
| Has your DSL been trained in using the screening tool kit? | YES | |
| Is there a member of staff who is WRAP trained in your setting? | YES | DSL Mr C Walton is a "Home Office" accredited WRAP |
| CURRICULUM | | |
| Do you deliver Prevent through the curriculum? | YES | Delivered within form time PSHE sessions, assemblies, Topic days and cross curricular in specified faculties. |
| Is Prevent delivered through discreet lessons? | YES | PREVENT PSHE and workshop sessions are covered offering the pupils a "safe space" to discuss, learn about and debate the topic. This is delivered in form time, assemblies and topic days. |
| Have curriculum interventions been mapped across the age range and subject areas? | YES | An SMSC including PREVENT and British values audit has mapped cross curriculum delivery of this subject area. |
| Are pupils aware of the dangers of radicalisation and extremism? | YES | Half termly pupil voice is carried out by our Heads of House staff to check pupils understanding and thoughts regarding all safeguarding topics delivered. |

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| Do you have specific resources to deliver lessons on Prevent? | YES | | We use resources from Since 9/11 and Educate against hate. |
| Do you work with outside providers to support you with delivering Prevent through the curriculum? | YES | | We have used Connect futures, Andrew Hall and Dave Allport (Home Office) |
| Are your staff confident in delivering lessons on controversial issues such as dangers of extremism? | YES | | These sessions are delivered within form time, assemblies and Topic days. Either by form tutors or DSL& SPOC Mr C Walton. |

How to use the risk assessment?

This risk assessment is designed to support schools to monitor and review policy and practice around the Prevent Duty. It is imperative that colleagues in schools understand that Prevent sits firmly within safeguarding, just like any other safeguarding issue. However, the school has full responsibility to comply with the statutory guidance as stated within the Prevent Duty. The risk assessment can be used as a supportive tool to monitor the schools compliance. It would be highly recommended that the risk assessment is reviewed annually.

If you require any support with the completion of your risk assessment, please contact:

Education Resilience Team
Ayisha Ali (Curriculum Lead)

Equalities, Community Safety & Cohesion Service

Place Directorate
 Congreve House
 3 Congreve Passage
 Birmingham B3 3DA

0121 3030 2627

ayisha.ali@birmingham.gov.uk

(All Prevent referrals must go through CASS)