



# **TACKLING EXTREMISM AND RADICALISATION POLICY**

## **Safeguarding Team**

Please see the safeguarding page on our website for the latest information about our Safeguarding Staff Team

### **This policy should be read alongside:**

Working together to safeguard children July 2018  
Keeping children safe in education 2021  
John Port Spencer Academy (SAT) Child Protection and Safeguarding Policy  
John Port Spencer Academy E-Safety Policy  
The DfE Prevent Duty Departmental advice for Schools and childcare providers

### **Included in this policy**

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**Published: September 2020**

**Updated: November 2021**

**To be reviewed: December 2022 (or before)**



## Introduction, aims and principles

John Port Spencer Academy fully recognises its responsibilities for tackling extremism in all forms and its responsibilities in protecting children/young people from exposure to all types of radicalisation. This Policy is intended to provide us with a framework of dealing with issues of vulnerability, exposure to extreme views and ideologies that are seen to be inflammatory and against the ethos of our academy.

See also: Appendix 1 - Safeguarding Roles and Responsibilities and Appendix 2 – Prevent Risk Assessment.

We recognise we are in an important position to identify the early signs, looking to safeguard and protect children/young people who are susceptible and vulnerable. We recognise the need to respond in taking appropriate action to prevent extremist views and ideologies developing alongside providing a broad curriculum. This policy sets out how we will deal with this. Effective engagement with our parents and our community is important as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and point them in the right direction for support.

## Duties, powers and responsibilities

Section 26 of the Counter Terrorism and Security Act 2015 places a duty upon Local Authorities and all specified settings including Schools and academies in the exercise of their functions to have “due regard to the need to prevent people from been drawn into terrorism”. It is applied to bodies in the UK who have significant interaction with people vulnerable to radicalisation.

We are required in our functions under section 26 to:

- Know about and Identify early indicators in students.
- Develop the confidence to challenge and intervene.
- Assess the risk of our students being drawn into terrorism and terrorist ideology.
- Have clear protocols and keep records.
- Be monitored by Ofsted in how we exercise these duties.

We therefore recognise the Prevent strategy is part of the overall Counter Terrorism Strategy, CONTEST in the UK. The aim of Prevent is to reduce the threat to the UK from terrorism by stopping people becoming terrorist or supporting terrorism.

We understand Channel to be an element of the Prevent strategy aimed at stopping vulnerable people from being drawn into terrorism, a programme working to challenge extremist ideas who work with individuals including children and young people.

We will work with the Local Authority and with other agencies in making sure we undertake our duties under Prevent. Furthermore, we will follow the procedures set out by the Derby and Derbyshire Safeguarding Children Partnership with reference to Safeguarding Children and Young People who are deemed vulnerable to Violent Extremism: <http://derbyshirescbs.proceduresonline.com/index.htm>



In tackling extremism and radicalisation, we will take account of the following national guidelines and legislation:

- CONTEST (Counter Terrorist Strategy) 2011
- Prevent Duty Guidance for specified local authorities HMI June 2015
- Channel Duty Guidance 2015
- Counter Terrorism & Security Act 2015
- The Prevent Duty, DfE Departmental advice for schools and child care providers 2015

## Definitions and indicators

We recognise that extremism is defined as the holding of extreme political or religious views. It is a vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, mutual respect and the tolerance of different faiths and beliefs. We also include in our definition any calls for the death of members of our armed forces, whether in this country or abroad.

We recognise radicalisation as the process by which people come to support terrorism, violent extremism and, in some cases, to then participate in terrorist groups, which can mean leaving their country to pursue this.

We recognise that children/young people can be enticed into radicalisation as they are more vulnerable and susceptible to this. They can therefore be drawn into violence or they can be exposed to the messages of extremist groups by many means, but especially online and through social media. The academy recognises that social media is increasingly a child's or young person preferred method of communication that can increase their risk to exposure to radicalisation.

Messages, views, ideologies that are extremist can come from parents/carers, family members or friends, and/or from direct contact with member groups and organisations. It can come from staff within an organisation, or be brought into a school or academy by staff, governors, or volunteers.

Research has identified helpful lists of indicators based on actual UK case studies which would identify how a child or young person is vulnerable to radicalisation. The risk of radicalisation is the product of a number of factors and identifying this risk requires all our staff in John Port Spencer Academy being able to exercise their judgement in raising any concern and reporting to the appropriate leads within the academy.

We understand the following concerns as some indicators of vulnerability in children/young people to radicalisation and ones that are based upon research and from examples of case studies but that there is no definitive list and all these following concerns, indicators, factors and risk indicators are to be considered:

- Identity Crisis - distance from cultural/religious heritage and uncomfortable with their place in society around them;
- Personal Crisis - family tensions, sense of isolation, adolescence, low self-esteem, disassociation with existing friendship groups, becoming involved in new and different groups of friends, searching for answers to questions about identity, faith and belonging;



- Personal Circumstances - migration, local community tensions, events affecting country or region of origin, having a sense of grievance that is triggered by personal experience racism, discrimination or aspects of government policy;
- Unmet Aspirations - perceptions of injustice, feeling of failure, rejection of civic life;
- Criminality - experiences of imprisonment, poor resettlement/reintegration, previous involvement with criminal groups.

We recognise the following potential diagnostic indicators identified in the CHANNEL guidance, which includes:

- Use of language seen to be inappropriate (for example, but not limited to: causing distress or alarm and perceived to be prejudiced, inflammatory, or hateful).
- Noticeable behavioural changes.
- Expression of extreme views.
- Possession of extremist literature.
- Advocating violent actions and means.
- Seeking to recruit others to an extremist ideology.

We also understand these critical risk factors, which indicate a possible process of potential grooming/entrapment:

- Changes in faith/ideology.
- Sudden name change linked to a different faith/ideology.
- Significant changes in appearance.
- Secrecy on the internet & access to websites with a social networking element.
- Narrow/limited religious or political view.
- Attendance at certain meetings (for example but not limited to: rallies and events articulating support for extreme groups).
- “Them” and “us” language/rhetoric.
- Justifying the use of violence to solve societal issues.
- Isolation from usual friends, family or social groups.
- Sudden unexplained foreign travel.

We will assess and monitor the risk of children being drawn into terrorism; the general risks may vary from area to area, and according to their age, local threat and proportionality. John Port Spencer Academy recognises that we are in an important position to identify risks within our local context.

We will use our Child Protection/Safeguarding Report form used to raise safeguarding concerns in the academy on an individual student and a risk assessment if the concern is a Prevent concern. If the concern is a Prevent concern, we will use the guidance and assessment as prescribed by the local authority.

We will try to help our students to keep safe online and consider the impact of social media networking sites with additional consideration to the threat of exposure to extremism and radicalisation. We are aware of the increased risk of online radicalisation and how terrorist groups seek to radicalise young people online.



We will use appropriate levels of filtering and consult with the relevant IT providers and provide training where necessary. *(See John Port Spencer Academy's E-Safety policy).*

## The role of the curriculum

We will work to ensure that our students will be skilled and equipped to be resilient and resist involvement in extreme or radical activities. Therefore, we recognise the need to build resilience in our students to make them less vulnerable.

We will therefore provide a broad and balanced curriculum within which we aim to support students, Spiritual, Moral, Social and Cultural development (SMSC). SMSC development is promoted through all our subjects, including the ethos of our academy where development of positive attitudes and values is central to everything we do.

Values underpinning public life in the UK have been summarised as democracy, the rule of law, individual liberty, mutual respect, and the tolerance of those with different faiths and beliefs. It is important that our students understand this through different approaches using a balanced and broad curriculum. This supports our students to be responsible citizens and prepares for an adult life living and working in Britain, which is diverse and changing.

Our academy will ensure the promotion of British values and that these efforts are inclusive and promote unity between students, parents/carers and the local community.

## Staff training

As part of our statutory duties and through opportunities, we will ensure that all staff are fully aware of the threats, risks and vulnerabilities that are linked to extremism and radicalisation. This includes being alert to early indicators, responding to and reporting. This will include all staff including volunteers and governors, and will be incorporated into staff induction training.

We will ensure that all staff are trained to be equipped and skilled in this field, making available training resources and support opportunities where required. We will follow the recommendations of the Local Authority and ensure staff attend or complete online Prevent/WRAP, CHANNEL, iHasco or other recommended training and that this is relevant to the job role in the academy.

## Procedures for referrals

We will treat any worry or concern that a child or young person in the academy may be exposed to possible extremism, extremist ideology and or radicalisation as a safeguarding concern.

Recent case studies and from Derbyshire's own experiences have identified the following that schools or academies have been concerned about and sought advice on:

- Parents/carers presenting worrying views to any Teacher, visitor or Governor.



- A staff member, governor, volunteer or visitor presenting concerning views.
- Access to radical teachings by anyone in the academy.
- Online exposure and the viewing of on-line materials seen to be concerning, disturbing, inflammatory, or anti-British in tone.
- Any child or young people/parents/visitors on academy property who you may feel are discussing/providing information to children that may be seen as inciting or inflammatory.
- Acting to remove children from curriculum-based activities or visits on the basis of a view seen to be perceived as linked to an extreme view, ideology or irrational fear.

All concerns and incidents will be fully investigated and, in all cases, the Designated Safeguarding Lead can contact the Child Protection Manager for Schools/ Education settings or in their absence the Safeguarding Team/"Starting Point" for advice and around next steps.

The Department of Education has also a dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns related to extremism. It is not intended for use in emergency situations.

Where a concern or incident is judged to be immediate and serious an appropriate lead in the academy will contact the police directly.

All concerns will be referred by the Designated Lead Safeguarding Lead into "Starting Point". This is a single point of contact for advice, support and referrals for Early Help Team and Children's Social Care referrals (replaces Call Derbyshire for children and young people).

There is a case referral pathway process and depending upon significance concerns will include a referral into the local prevent team, and decisions will be made around a referral into Channel.

## Visitors and the use of academy premises

### Visitors

- Upon arriving at the academy all visitors, including contractors, will read the Safeguarding and Child Protection Guidance and any relevant Codes of Behaviour, which they will be required to adhere to.
- Visitors and contractors will be subject to Identification checks, which will include clarification of the purpose of their visit.
- John Port Spencer Academy may undertake further precautions in allowing visitors and contractors on their premises.

### Academy Premises

We will ensure the academy building will not be used to give a platform to extremists. This will be monitored as follows:

- If a member of staff wishes to invite a speaker into John Port Spencer Academy prior approval and agreement will be made with the Principal, which will be subject to the appropriate academy safeguarding checks.



- That the academy will refer to the 'External Contributors Policy' updated and issued by DCC in November 2014 ensuring that this document is shared with the provider/speaker before the event. Once completed and checked with all parties in agreement the event can then be permitted to take place.
- Usage of academy premises will be monitored and in the event of any behaviour not in keeping with this policy or the Safeguarding and Child Protection Policy, the academy will terminate the contact and may in some circumstances contact the police.

## Additional help, support and signposting

- Child Protection Manager Schools/Educational Settings Derbyshire- Ann Holmwood  
01629 531079 [Ann.holmwood@derbyshire.gov.uk](mailto:Ann.holmwood@derbyshire.gov.uk)
- DCC Child Protection/ Safeguarding Team – 01629 532178
- Derbyshire Police 101- can route non-urgent referrals through to the PREVENT Team
- Children's Social Care (single point of Contact- Starting Point) - 01629 533190
- Alison Chandler is the lead officer for Prevent at Derbyshire County Council  
[ali.chandler@derbyshire.gov.uk](mailto:ali.chandler@derbyshire.gov.uk) Telephone 01629 538494 or 07771 980107

## Contacts for training and learning (Prevent, WRAP, Channel, CONTEST)

- <https://www.saferderbyshire.gov.uk/training-and-resources/courses-and-bookings/counter-terrorism-training/prevent-elearning/prevent-elearning.aspx>
- <https://www.gov.uk/government/publications/counter-terrorism-strategy-contest>
- <https://www.gov.uk/government/publications/prevent-duty-guidance>
- <https://www.gov.uk/government/publications/channel-guidance>
- <https://www.gov.uk/government/publications/prevent-strategy-2011>

## Useful Websites:

- **UK Safer Internet Centre:** Guidance for teachers, and other professionals supporting children about how to stay safe online and from radicalisation. **Includes:** checklists for Facebook, Twitter, Snapchat and Instagram. This can be downloaded and used in Schools:  
[www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- London Grid for Learning has a range of short videos that explain some of the issues very well, and which also provides the extremist narrative and guidance about developing a counter narrative. <http://counterextremism.lgfl.org.uk/>
- **PREVENT:** [www.gov.uk/government/policies/protecting-the-uk-against-terrorism/supporting-pages/prevent](http://www.gov.uk/government/policies/protecting-the-uk-against-terrorism/supporting-pages/prevent); PREVENT Tragedies: [www.preventtragedies.co.uk](http://www.preventtragedies.co.uk); Families Matter: [www.familiesmatter.org.uk](http://www.familiesmatter.org.uk)

A Prevent risk assessment has been produced to risk assess all of the above points within this policy. Please refer to Appendix 2 for a copy of the Prevent risk assessment.



## APPENDIX 1 - Safeguarding Roles and Responsibilities

### All Staff and Volunteers of our Academy have responsibility for the following:

- Being aware of the Derby City and Derbyshire Safeguarding Procedures, and with reference to Safeguarding Children and Young People Vulnerable to Violent Extremism, ensuring these procedures are followed;
- That staff including Volunteers are aware of the Derby and Derbyshire Safeguarding Children Partnership Escalation Policy and Process, which may be followed if a staff member fears their concerns have not been addressed, and of the Confidential Reporting Code (Whistle Blowing);
- Ensuring we attend PREVENT/WRAP training and any other training prescribed by the Local Authority relevant to the role in the academy;
- Being alert to the definitions and indicators around extremism and radicalisation, acting upon any of these concerns by reporting these to the Designated Safeguarding Lead(s) within the academy;
- Bringing any concerns relating to extremism, or worrying ideologies, where a child or young person may have access to materials either online media contact or viewing to the Designated Lead/Teacher(s) for Safeguarding who is the single point of contact for Prevent concerns;
- Bringing any concerns to the Designated Safeguarding Lead relating to parents/carers or visitors on the academy premises relating to views seen to be inflammatory, or contrary to the academy principles in this policy and to a curriculum promoting diversity;
- Being proactive in the academy in protecting vulnerable children/young people from exposure to radical views and been radicalised by them;
- Promoting an ethos within the academy with regard to principles of equality, diversity, and the positive values of different cultures;
- Understanding the implications of prejudice-based bullying in an aim to protect children and young people from being radicalised;
- Understanding British values, being proactive in this contributing to children's learning and the broader values of living & working in Modern Britain;
- Listening to, and seeking out, the views, wishes & feelings of our students, ensuring that the vulnerable child's voice is heard and acknowledged;
- Obtaining advice and seeking support for our students using the referral routes when a child or young person has been identified as vulnerable to extremism and radicalisation.

### The Designated Safeguarding Lead has responsibility for the following:

- That they are the single point of contact in relation to protecting students from radicalisation and involvement in terrorism (SPOC);
- Being aware of the Derby City and Derbyshire Safeguarding Procedures about 'Safeguarding Children and Young People Vulnerable to Violent Extremism' and ensuring these procedures are followed;
- That all concerns are seen as safeguarding concerns and reported under the procedures which are set out;
- That when concerns are brought to their attention they are aware of the advice and referral process PREVENT/Channel which is available in the local authority;
- That they may be asked to attend a Channel panel to present, discuss and agree a course of action on a child or young person raised through that process;
- That they ensure the child or young person receives the support available through PREVENT and Channel;



- That they are aware of signposting to other support services, web based organisations and agencies that can assist a school or academy;
- They will monitor the effect in practice of the RE curriculum and assembly policy, or in teachings where relevant that they are used to promote community cohesion and are reflective of multi-faith and beliefs;
- They inform and keep up to date as part of their training responsibilities all staff and volunteers;
- That they keep records of any concerns labelled clearly as Prevent, use and record risk assessments, interventions, and any advice and support that is sought.

### **Governors and the Leadership of our Academy are responsible for ensuring:**

- That the Designated Lead in the academy will act as the single point of contact for concerns;
- That the Safeguarding Designated lead(s) has access to the training as prescribed by the Local Authority;
- That all staff, including volunteers is given access to the training as prescribed by the Local Authority and relevant to their job role;
- That the Designated Safeguarding Lead is sufficiently trained and equipped to deal with extremism and radicalisation in the academy and will remain up to date with any guidance/legislation changes;
- That processes of keeping records are in place for the reporting and recording of any concerns. That there is evidence of Risk Assessments being undertaken, and records are maintained of any interventions, advice and support that have been sought;
- That they consider how children may be taught about extremism and radicalisation as part of the broader Safeguarding in the academy which is promoted through teaching and learning opportunities as part of providing a broad and balanced curriculum;
- That they actively promoting values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs;
- That they have in place an e-Safety Policy which can also address the concerns of radicalisation online;
- That they ensure this policy, including any teachings or statements relating to the work of protecting children/young people from radicalisation, is available to parents, and carers as appropriate, including displaying on the academy website.

### **Management of the Policy**

- The Principal will implement the policy and will ensure that all staff including volunteers have read and understood their responsibilities. This is part of the yearly safeguarding training cycle for all staff.
- The governing body will oversee the policy; ensure its implementation and compliance to statutory duties reviewing its content on an annual basis.
- There will be a regular audit and review of this policy and in light of any changes in guidance /legislation how these changes will be implemented within the academy.
- The Principal will report on and discuss progress within the academy to the governing body on an annual basis.
- A record of the minutes is recorded in the academy governing body records about the discussion on Tackling Extremism and Radicalisation Policy and promotion of British values, detailing how proactive the academy is in ensuring this policy is reflected in the academy ethos and curriculum.



## APPENDIX 1 – Prevent Risk Assessment

### RISK ASSESSMENT – EXTREMISM AND RADICALISATION

<b>School:</b>	John Port Spencer Academy	<b>Date of Assessment:</b>	01.09.21
<b>Carried out by:</b>	L Shepherd	<b>Date of Next Review:</b>	December 2022

**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, young people and families from violent extremism. There have been 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 rigid and narrow 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 from other risks. Children should be protected from messages of all violent extremism including, but not restricted to, those linked to extreme Islamist ideology, or to Far Right/Neo Nazi/White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

Prevent, in the context of counter-terrorism is intervention before any criminal offence has been committed with the aim of preventing individuals or groups from committing crimes.

#### Context (Sept 2021)

# TACKLING EXTREMISM AND RADICALISATION POLICY



Risk Area	Hazard	Individuals at Risk	Risk: Low Medium High	Control Measures	Notes/ Additional Controls	Residual Risk Low Medium High
<b>Welfare and Safeguarding</b>	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	Students	High	<ul style="list-style-type: none"> <li>Designated Safeguarding Lead (DSL) has received 'Prevent' awareness training and has disseminated the training and salient points to all staff, Governors and other regular contracted staff in the setting.</li> <li>A prevent Lead has been appointed on the Safeguarding team who has received enhanced Prevent training</li> <li>Contracted staff are made aware of the person to whom concerns are to be reported</li> <li>Preventing young people from being exposed to radicalisation or extremism is part of safeguarding policies and procedures i.e. Child Protection &amp; E-safety</li> <li>DSL has been allocated the role of Single Point of Contact (SPOC)</li> <li>Staff have received appropriate training and are familiar with our Child Protection Policy and procedures</li> <li>Concerns are reported to the DSL</li> <li>Records are held of any referrals with an audit trail being maintained – regular monitoring by the DSL takes place</li> </ul>	All staff undertake online prevent training before starting at school.	Low
	Young people are radicalised by factors internal or external to the school	Students	High	<ul style="list-style-type: none"> <li>We have a range of activities to promote the spiritual, moral, social and emotional needs of young people aimed at protecting them from radical and extremist influences</li> <li>Staff deliver training to help young people develop critical thinking around influence, social media and other on-line safety including countering conspiracy theories exacerbated by Covid -19.</li> <li>Staff and other adults working with young people are challenged if opinions or language expressed are contrary to community cohesion or</li> <li>'British values'</li> <li>Staff are able to challenge students, parents or governors if opinions expressed are contrary to community cohesion or 'British values'</li> </ul>		Low
	Specific factors that make the school community potentially vulnerable to being radicalised remain unknown (e.g. extreme religious views promoted locally, tensions between local communities, promotion of radical websites by some students/parents)	Students/ Staff	Medium	<ul style="list-style-type: none"> <li>Engage with wider services to establish local perspective of extremist or radicalization crime types or any other activity that threatens student safeguards</li> <li>Where increase of this type of crime is reported, school increases key messages to staff and students via assemblies, newsletters etc.</li> <li>Knowledge/awareness of the County Terrorism local profile.</li> </ul>	Keep up to date with this through Sally Siner, Prevent Education Officer.	Low
	School does not work with statutory partners and agencies and/or does not feel comfortable sharing extremism related concerns externally	Students	High	<ul style="list-style-type: none"> <li>We communicate regularly with statutory partners and agencies regarding a range of concerns</li> <li>All staff are aware that concerns are reported to the DSL</li> <li>We have an appropriate internal referral process in place for all child protection matters including extremism and DSL is aware of how to expedite concerns to other agencies e.g. call Police Prevent Officer</li> <li>CPOMs in place as a safeguarding database.</li> </ul>		Low



Risk Area	Hazard	Individuals at Risk	Risk: Low Medium High	Control Measures	Notes/ Additional Controls	Residual Risk Low Medium High
<b>Curriculum and Learning</b>	Young people are exposed by school staff or contracted providers to messages supportive of extremism, terrorism or that which contradicts 'British values'	Students	High	<ul style="list-style-type: none"> <li>We have appropriate whistleblowing procedures 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 young people are challenged if opinions or language expressed are contrary to community cohesion or 'British values'</li> <li>Opportunities to promote 'British values' are clearly identified within all curriculum areas</li> <li>Areas of the curriculum e.g. PSHE through Enrichment Days and Citizenship are used for controlled and safe debate and discussion</li> <li>We have appropriate filters in place which reduce the risk of students being able to access inappropriate information via the school IT system.</li> </ul>	Curriculum maps	Low
	Behaviours which harm the ability of different groups and individuals to learn and work together are left unchallenged	Students/ Staff	High	<ul style="list-style-type: none"> <li>Students 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 reflects and encourages diversity and community cohesion</li> <li>Whole School Behaviour Policy includes information on anti-bullying strategies and preventative measures for dealing with bullying</li> <li>Inappropriate behaviour, language and attitudes are challenged by staff and, where staff or other adults are involved, by senior leaders</li> </ul>	Assemblies Anti-Bullying Week Enrichment Drop Down days Behaviour systems	Low
<b>Organisational Culture</b>	Staff or contracted providers are not aware of/do not subscribe to the ethos and values of the school	Students/ Staff	High	<ul style="list-style-type: none"> <li>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> <li>Clear awareness of roles and responsibilities regarding 'Prevent' exist across the setting</li> <li>Recruitment, selection and induction programmes exist which include reference to the ethos and values of the setting</li> <li>Staff development programmes include reference to 'British values' and to the promotion of community cohesion</li> <li>Guidance and literature are available for staff on the 'Prevent duty'</li> <li>A process is in place to identify and develop 'lessons learned' identified either by us or by other organisations/advisers</li> </ul>		Low
	Staff are unable to raise extremism related organisational concerns due to the lack of an appropriate whistleblowing procedure	Students/ Staff	High	<ul style="list-style-type: none"> <li>Appropriate whistleblowing procedures are in place and adults working with young people are made aware of them</li> <li>Records are kept of incidents which are reported to the DSL for consideration and, where appropriate, are referred on to the appropriate agency</li> </ul>	Prevent concerns logged as a separate category on CPOMS	Low

# TACKLING EXTREMISM AND RADICALISATION POLICY



Risk Area	Hazard	Individuals at Risk	Risk: Low Medium High	Control Measures	Notes/ Additional Controls	Residual Risk Low Medium High
<b>Visiting speakers/ environment</b>	Young people/staff are exposed by visiting speakers to messages supportive of extreme ideologies or which contradict 'British values'	Students/ Staff	High	<ul style="list-style-type: none"> <li>Materials to be delivered by external speakers/virtual speaker are discussed with the speaker prior to delivery.</li> <li>Visiting speakers/virtual speakers are not left alone with young people</li> </ul>	<p>Assemblies and class speakers/virtual speakers.</p> <p>Ask about any other virtual speakers who may take part in the delivery.</p>	Low
	Extremist or terrorist related material is displayed within the setting	Students/ Staff/Others	High	<ul style="list-style-type: none"> <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>	The school rarely promotes material for other groups.	Low
<b>ICT and on-line study</b>	Young people access extremist or terrorist material whilst using school networks	Students	High	<ul style="list-style-type: none"> <li>The ICT network has appropriate filters which block sites which are deemed to be inappropriate</li> <li>School has robust acceptable use procedures for both students and staff which include advice on inappropriate attempts to subvert the network</li> <li>Students are encouraged to report to an adult any material which leaves them feeling worried or uncomfortable</li> <li>Senso online monitoring of school IT systems. This is followed up every time there is a breach of regulations.</li> </ul>	Need to review IT monitoring procedures	Low
	On-line/social media communications relating to extremist or terrorist materials feature the school's branding	All	High	<ul style="list-style-type: none"> <li>We have oversight of all IT accounts set up by us.</li> </ul>		Low
	Young people access extremist or terrorist materials out of the school setting	Students	High	<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 on-line</li> <li>Safeguarding newsletters provide students, staff and parents with information on staying safe on-line</li> </ul>	The website and in safeguarding newsletters are where our material is posted.	Low