Ferndale Primary School

Preventing Extremism and Radicalisation Guidance

Date: Autumn 2016
Ratified by the Governing Body on: December 2016
Reviewed Autumn 2017, Autumn 2019, Autumn 2020, Summer 2023, Summer 2024
Review date: Summer 2027

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.

Ferndale Primary school values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both students 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.

Ferndale Primary school 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.

Our school's Preventing Extremism and Radicalisation Policy 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.

Our school's Preventing Extremism and Radicalisation Policy also draws upon Department for Education (DfE) Guidance 'Keeping Children Safe in Education', the HM government document 'Prevent duty guidance: for England and Wales' (6.4.2024) 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 Early Years providers, academies, free schools, maintained schools, alternative provision and independent 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 'Prevent Duty Guidance' 2023 helps schools deliver the required standards (issued under section 29 of the Act). This was subsequently updated and came into effect on 1.1.2024.

Justin Nixon is the Prevent Education Officer for Sandwell Council and offers support and challenge in relation to the Prevent agenda. To contact Justin Nixon please call 07790396643 or email justin_nixon@sandwell.gov.uk

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.

2. School Ethos and Practice

When operating this policy, the school uses the following accepted Governmental definition of extremism which is (taken from the Counter Extremism strategy, 2015):

'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'.

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

As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this policy. 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, the 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 to ensure that they thrive, feel valued and are not marginalised.

Please see notes on associated terminology on **appendix 3**

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 and Childcare providers. Statutory guidance was updated and published and came into force on 1st January 2024.

Schools leaders (including governors) must:
- establish or use existing mechanisms for understanding the current risk of extremism
- ensure staff understand this risk and build confidence to challenge extremism
- 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 Authority (LA), Local Safeguarding Childrens Board (LSCB), police, health, etc.
- appropriate information sharing

- maintaining appropriate records
- assessing local risk of extremism (all forms of extremism)
- demonstrating they are protecting children
- developing clear protocols for visiting speakers - school buildings must not used to give a platform to extremists
- 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 and influence

The updated guidance:

This sets out the expectations, requirements and recommendations for activity within each statutory sector, grouped into the following themes:

- leadership and partnership
- capabilities
- reducing permissive environments

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

See **appendix 1** for optional schools self assessment and mandatory risk assessment template.

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 / communities. It is vital that school staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:
- Identity Crisis – the student / pupil is distanced from their cultural / religious heritage, has a misinterpretation of this and/or experiences discomfort about their place in society;
- Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation or 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 student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, exploitation in other areas, imprisonment, and/or poor resettlement/reintegration;
- Special Educational Needs – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations/actions of others.

More critical risk factors could include:
• Being in contact with extremist recruiters;
• Accessing 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;
• Engaging in separatist or anti-establishment narratives
• Joining or seeking to join extremist organisations; and
• Radical changes to appearance and / or behaviour with no explanation;
• 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 our Behaviour Policy for pupils and the Code of Conduct/Behaviour policy for staff.

We will ensure that all our staff are equipped to recognise extremism and are skilled and confident enough to challenge it. All staff will receive appropriate and up to date Prevent awareness training. The recommended Prevent awareness training for professionals in Sandwell is the Sandwell Council LA Prevent Awareness training. Radicalisation and extremism will be an integral part of annual staff safeguarding training.

Our 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 Ferndale Primary school is **Mrs Ruth Gillett**.

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 head/principal. 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 our school will seek external support from the LA and/or local partnership structures working to prevent extremism.

Our 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 (Personal, Social, Health and Economic) and RSE (Religious and Sex Education) sessions; but also, by adopting, where appropriate, the methods outlined in the Government's guidance 'Teaching approaches that help build resilience to extremism among young people' DfE 2011. These approaches include opportunities 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 peer support. We will ensure that 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. The 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 – reducing permissive environments

The school encourages the use of external agencies and/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, where possible, the DBS of external providers, potentially viewing material that will be used beforehand and conducting a due diligence check on such agencies or individuals- note this depends upon the subject matter.

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 compete opposition to, the school's values and ethos.

Our 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 using 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 our school. The 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 to unduly influence our schools character and ethos. We are aware that such persons seek to limit the opportunities for our pupils thereby rendering them vulnerable to extremist views and radicalisation as a consequence.

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

9. Role of the Governing Body

The Governing Body of our 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 Governors, including their statutory safeguarding duties. The Governing Body of our school will support the ethos and values of our school and will support the school in tackling extremism and radicalisation.

The governing body will challenge the school's senior leadership team on the delivery of this policy and monitor its effectiveness.

Governors will review this policy every three years but may amend and adopt any amendments outside of this timeframe in accordance with any new legislation or guidance.

10.Standards for Teachers

The 2011 (updated 2021) 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 detriment pupils broad outlook on the world, 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 in the

Counter Terrorism and Security Act 2015. 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. Policy Adoption, Monitoring and Review

This Policy was considered and adopted by the Governing Body 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 2022, 2023' (most recent versions considered) and duties as set out in the Counter Terrorism and Security Act 2015.

Parents/carers will be issued with a hard copy of this Policy on request. This Policy will also be made available to parents/carers via the school's website. Governors will review this policy on a 3 year basis, but may adopt any amendments outside this timeframe in accordance with any new legislation or guidance.

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

If a student/parent/carer seeks permission to travel abroad and this falls within the academic school term, then the family should be provided with advice and guidance generally as from the attendance and prosecution officer/service at the LA. If there is risk of travel to specific locations known for concern around extremism/terrorism, the template letter in **appendix 2** could support. 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 student/pupil is intending to travel to these locations during school holidays.

If the school have concerns post or pre-travel or identify any concerns in relation to extremism as identified above, please refer to your local MASH and/or PEO. If any indicators of concern are noted upon return, then consideration may include a Prevent/Channel referral. If adopted at Channel, the Channel panel will suggest appropriate intervention if required. This will be from a safeguarding perspective around issues that encompass vulnerabilities to extremism.

LINKS AND SUPPORTING DOCUMENTS

HO Foreign Travel Advice -
https://www.gov.uk/foreign-travel-advice

How social media is used to encourage travel to Syria and Iraq (schools briefing note)
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

Home Office in the media: Factsheet: Syrian travellers
https://homeofficemedia.blog.gov.uk/2019/02/15/fact-sheet-returnees-from-the-conflict-zone-in-syria/

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
https://www.gov.uk/government/publications/channel-guidance

Departmental Advice for Schools and Childcare Providers
https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty

Guidance for designated safeguarding leads to help keep young people safe from radicalisation
https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation

Keeping Children Safe in Education – updates in force annually
https://www.gov.uk/government/publications/keeping-children-safe-in-education--2#history

Appendix 1 – Prevent audit for primary and secondary schools

An audit of this nature is a useful form of evidence for inspecting bodies such as Ofsted; it is also a useful self- assessment tool for leadership teams and staff to map what they are already doing well and what could be done to improve 'good practice' further. In the past, schools have used Community Cohesion audits in a similar way, with favourable comments from both leadership teams and Ofsted.

Appropriate members of the Senior Management Team, the Prevent Lead and a Governor who has responsibility for this area should carry out the audit; its findings should be shared with the whole staff. The audit must be reviewed at the very least annually and a record of each audit filed and kept in school.

https://www.educateagainsthate.com/resources/prevent-duty-self-assessment-for-schools/

Further support and guidance to help you meet these requirements can be found in the second tab of this spreadheet 'Further_support_links' found at the bottom of the page		
Prevent Duty Requirement 1 - Leadership & Partnership	Score 1 to 4	Evidence

1A. The school ensures appropriate capabilities at senior level to understand and manage risk of radicalisation. School leaders and those responsible for governance should be aware of their responsibilities and requirements under the Prevent Duty and be able to confidently demonstrate good working relationship with safeguarding partnerships in the area, including the Local Safeguarding Children's and Adult Partnerships and Police. Partnership working should include as a minimum access to Prevent training, risk assessment and awareness and implementation of developing good practice.		
1B. Through partnership arrangements the school's Prevent lead and wider safeguarding team have access to effective Prevent advice and are aware of local procedures for making a Prevent referral. This is reflected in the school's Safeguarding policy.		
1C. The school has a designated strategic Prevent lead in a senior management role who is responsible for delivery of Prevent and who understands the expectations and key responsibilities set on schools by the Prevent Duty. The identified lead works with key stakeholders to understand and manage risk of radicalisation and communicates to relevant staff importance of Prevent.		
1D. Leaders and those responsible for governance have a secure understanding of the potential risk in the local area of pupils being drawn into terrorism, including support for extremist ideas that are part of terrorist ideologies.		

1E. The school has clear and robust policies and procedures in place for protecting children at risk of radicalisation. There should be a clear information sharing pathway taking into consideration size and type of school, with a clear point of contact for operational delivery of Prevent. These policies should also be inclusive of guidance for cooperation with Channel Panels where a Prevent referral is adopted.		
1F. Leaders, those responsible for governance and all staff exemplify British Values in their attitudes and behaviours.		
1G. Leaders, staff and pupils reflect a positive and respectful environment; pupils are safe, they feel safe and understand how to share any concerns. Clear internal processes are in place for sharing concerns regarding radicalisation, strongly embedded into an effective wider safeguarding approach in the setting.		
<u>Prevent Duty Requirement 2 - Capabilities</u>	<u>Score 1 to 4</u>	<u>Evidence</u>
2A. A Prevent risk asssessment has been undertaken which assesses how learners or staff may be at risk of being radicalised into terrorism, including online. Where specific risks are identified an action plan has been developed that sets out the steps taken to mitigate the risks.		
2B. The school has sufficient awareness and is well informed to be alert to understand the risk and threat posed by international, national and local incidents & how this may affect local community including learners & staff. Where appropriate these are discussed with puplis.		
2C. Staff are given access to regularly updated Prevent awareness training that gives them the knowledge and confidence to understand the factors that lead people to support terrorist ideologies or engage in terrorist related activity identify those who may be susceptible to radicalisation, and know what action to take in response.		

2D. The Designated Safeguarding Lead (& Deputy) or Prevent lead has received more in-depth Prevent training, including on extremist and terrorist ideologies, how to make referrals and how to work with Channel panels. This higher level training has been refreshed at least every two years.		
2E. The impact and effectiveness of the organisation's Prevent training has been tested and the findings have informed the CPD offer for staff and been recorded in any School Improvement Plan. The training specifically informs staff of how to respond to concerns & the material is suitable & appropriate, i.e. it promotes a positive message regarding Prevent & does not undermine or frustrate its purpose.		
2F. The school's new staff induction programme includes Prevent awareness training which highlights school specific requirements and procedures for handling & sharing concerns.		
2G. Safer recruitment training has been carried out by leaders, managers and those responsible for governance.		
2H.The Designated Safeguarding Lead (DSL) has access to up-to-date risk information about extremism and terrorism risks that may affect pupils in the local area, the phase of education, and the size and type of setting, to enable completion/update of an effective Prevent risk assessment.		
Prevent Duty Requirement 3 - Reducing Permissive Enviroments	Score 1 to 4	Evidence
3A. The setting has adopted robust recruitment procedures that deter and prevent people who are unsuitable to work with children from applying or securing employment or volunteering opportunities.	-	

3B. The setting has clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised, including any materials or weblinks that they share with learners. Invited speakers do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.		
3C. The setting has appropriate safeguards in place to limit exposure to radicalising narratives and extremist and terrorist content online, creating an environment where radicalising ideologies are challenged and are not permitted to flourish.		
3D. The setting provides a safe environment for dialogue about challenging and sensitive topics, including where appropriate terrorism and the extremist ideas that are part of terrorist ideology, supporting pupils to understand how they can challenge these ideas.		
3E. The setting encourages learners (staff and visitors) to respect one another, with particular regard to the protected characteristics.		
<u>Wider Requirements and Responsibilities - Online safety</u>	<u>Score 1 to 4</u>	<u>Evidence</u>

4A. Leadership - Governors, trustees and DSLs understand and take responsibility for online safety as outlined in Keeping Children Safe In Education (KCSIE) and the Prevent Duty.		-
4B. Staff - All staff receive appropriate online safety training (including cyber awareness) at induction as well as regular updates to equip them with relevant skills and knowledge of online trends and developments related to extremism.		-
4C. Filtering and monitoring - The school has appropriate filtering and monitoring systems in place to limit exposure to terrorist and extremist content, and networking with like minded people. The provider's submission to the UK Safer Internet Centre is properly understood and these systems comply with the DfE standards on filtering and monitoring.		-
4D. Policy and procedure - The school's approach to online safety is reflected in the child protection and Safeguarding policy and other relevant policies including mobile, social media, smart technology and remote learning. Acceptable use agreements make specific mention of the Prevent duty		-
4E. Parental engagement - The school proactively engages with parents and carers to help promote online safety principles and reporting at home, including messaging, guidance and safety settings on home systems and these messages are regularly updated.		-

4F. Curriculum and learning (1/2) - Online safety is reflected in curriculum planning in line with Teaching Online Safety in Schools, the Prevent duty and other current guidance including how to share concerns.		-
4G. Curriculum and learning (2/2) - Online safety principles are aligned with British Values and implemented in an age appropriate way to encourage and support pupils to interact online in a respectful and tolerant way and limit the potential harm and influence of radicalisers, extremist narratives and content.		-
Wider Requirements and Responsibilities - School Security	Score 1 to 4	Evidence
4H. The school has effective emergency response strategies in place such as evacuation/lockdown/invacuation. Staff and pupils are familiar with these, they are tested for effectiveness and lessons learned are incorporated into improved policy and practice.		

A risk assessment is a core part of implementing the Prevent duty. All providers should read guidance from the department on how to complete a risk assessment and on safeguarding students vulnerable to radicalisation. Schools should assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.

Providers may choose to have a specific separate risk assessment to better communicate to staff and document actions taken to mitigate any risks.

The purpose of the risk assessment is to have an awareness and understanding of the risk of radicalisation in your area and your institution. The type and scale of activity that will address the risk will vary but should be proportionate to the level of risk, type of provision, size and phase of education.

This is an internal document and should be reviewed annually, in line with Keeping Children Safe in Education requirements, or following a serious incident.

https://www.gov.uk/government/publications/prevent-duty-risk-assessment-templates

嫩 Department for Education	

Prevent risk assessm ent for schools								
Person completi ng:			Date Implemented:	Date for review:				
National Risks – risk of radicalis ation generally								

Write your answer here [Press Alt + Return key to create a paragrap h in an excel cell] - Risk 1 - Risk 2 etc.	Risk 2	Risk 3	Risk 4					
Local Risks – risk of radicalis ation in your area and institutio n								

Write your answer here [Press Alt + Return key to create a paragraph in an excel cell] - Risk 1 - Risk 2 etc.	Risk 2	Risk 3	Risk 4					
Leadership and Partnership								
Category	Risk	Hazard	Risk management	R ag	Further action needed	Lead officer	Date for completion	Support availale
Leadership	*What is the risk here?*	*What are the hazards?*	*What has your institution put in place to ensure sufficient understanding and buy-in from Leadership?*		*What does your institution need to further action to address the identified risk(s)?*			Prevent e-learning Home Office offer a free e-learning package on Prevent covering: - Prevent awareness - Prevent referrals - understanding Channel Users that complete this training will receive a certificate. https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/
	The setting does not place sufficient priority to Prevent and risk assessment /action plans (or does not have one) and therefore actions to mitigate	Leaders (including governors and trustees) within the organisation do not understand the requirements of the	[Examples] Prevent training/briefing for staff (including SLT) and governors.					

	risks and meet the requirements of the Duty are not effective.	Prevent Statutory Duty or the risks faced by the organisation. The Duty is not managed or enabled at a sufficiently senior level.					
		Leaders do not have understanding and ultimate ownership of their internal safeguarding processes, nor ensuring that all staff have sufficient understanding and that staff implement the duty effectively.	[Examples] Lead governor for safeguarding/ Prevent lead is at appropriate seniority.				
		Leaders do not communicate and promote the importance of the duty.	[Examples] Sufficient leadership ownership – risk assessments, safeguarding policies, etc. being signed off by SLT.				
		Leaders do not drive an effective safeguarding culture across the	[Examples] Leadership have clear understanding of reporting and referral mechanisms.				

		institution.						
		Leaders do not provide a safe environment in which children can learn.	[Examples] Ensuring the sharing of safeguarding policies – staff sign to confirm the reading of such policies.					
		[Insert additional hazards here]	[Examples] Promotion of a safeguarding culture through regular training, discussions, etc with senior staff visibly involved. Clear induction for new members of staff and trainee teachers					
		[Insert additional hazards here]	[Examples] Leaders use self-evaluation to identify key priorities for continuous improvement					
Working in Partnership	The setting is not fully appraised of national and local risks, does not work with partners to safeguard children vulnerable to radicalisation, and does not have access to good practice	The organisation does not establish effective partnerships with organisations such as the Local Authority and Police Prevent Team.	[Example] The providers has strong partnerships with: • Local Safeguarding Children's Partnership • DSL / headteacher forums • LADO • Community Safety Partnerships • Police Prevent Team • Channel					Prevent duty guidance Outlines the requirements of the duty, including working in partnership with others. https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales#c-a-risk-based-approach-to-the-prevent-duty Understanding channel An overview of channel support and the Prevent Multi-Agency Panels (PMAP). https://www.gov.uk/government/publications/channel-and-prevent-multi-

	advice, guidance or supportive peer networks.		panel • Child and family					agency-panel-pmap-guidance Sign-up for Educate Against Hate newsletter Latest news, blogs and resources to help teachers, school leaders and designated safeguarding leads protect students from radicalisation https://signup.es-mail.co.uk/Signup/da659377ec9fa9e8d40363308d4a84ac
		[Insert additional hazards here]	[Example] Effective partnerships might include: • Regular attendance at meetings, boards or forums • In receipt of newsletters e.g. Educate Against Hate • Being able to demonstrate effective partnerships by use of the referral process or involvement in Channel					
Capabilities								
Staff training	Staff do not recognise signs of abuse or vulnerabilities and the risk of harm is not reported properly and promptly by staff.	Frontline staff including governors, do not understand what radicalisation means and why people may be vulnerable to being drawn into terrorism	[Example] Training is broader than face to face or e-learning. You should consider how to communicate information to staff e.g. via staff updates, notices, emails					Prevent e-learning Home Office offer a free e-learning package on Prevent covering: - Prevent awareness - Prevent referrals - understanding Channel Users that complete this training will receive a certificate. https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/ Prevent resources, guidance and support The department's Educate Against Hate website provides a range of training and guidance materials.

									www.educateagainsthate.com
		Frontline staff including governors, do not know what measures are available to prevent people from being drawn into terrorism and do not know how to obtain support for people who may be exploited by radicalising influences. Staff do not access Prevent training or refresher training.	[Example] Ensure all staff attend safeguarding training and are familiar with key school safeguarding and statutory policies						
		Staff do not access Prevent training or refresher training.	[Example] Ensure all staff attend Prevent training with a focus on Notice, Check, Share						
		[Insert additional hazards here]	[Example] Ensure governors attend Prevent training						

		[Insert additional hazards here]	[Example] Ensure SLT and DSL receive additional support from local partnerships and training on local processes for Prevent					
		[Insert additional hazards here]	[Example] Maintain records of all staff and governor training					
		[Insert additional hazards here]	[Example] Refresher training to take place regularly					
		[Insert additional hazards here]	[Example] Training is quality assured and evaluated for effectiveness on a regular basis					
Information Sharing	Staff do not share information with relevant partners in a timely manner.	Staff do not feel confident sharing information with partners regarding radicalisation concerns.	[Example] The provider has a culture of safeguarding that supports effective arrangements to: • identify children who may need early help or who are at risk of neglect, abuse, grooming or exploitation • help children reduce their risk of harm by securing the support they need, or referring in a timely way to those who have the					Resources to support information sharing The deparment has published guidance on making a Prevent referral. https://www.gov.uk/guidance/making-a-referral-to-prevent

			expertise to help					
		Staff are not aware of the Prevent referral process.	[Example] The provider has clear processes for raising radicalisation concerns and making a Prevent referral.					
		[Insert additional hazards here]						
Reducing Permissive Environments								
Building children's resilience to radicalisation	Children and young people are exposed to intolerant or hateful narratives and lack understanding of the risks posed by terrorist organisations and extremist ideologies that underpin them.	The setting does not provide a safe space in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of	[Example] The institution has codes of conduct for all staff (teaching and non-teaching staff)					Resources for having difficult classroom conversations Educate Against Hate has a range of resources to help teachers conduct difficult conversations with students. The 'Let's Discuss' teaching packs have been developed to help facilitate conversations about topics such as fundamental British values, extreme right-wing terrorism and Isalmist extremism. www.educateagainsthate.com www.educateagainsthate.com/category/teachers/classroom-resources www.educateagainsthate.com/category/teachers/classroom-resources/?filter=lets-discuss

		terrorist ideology, and learn how to challenge these ideas.						
		The setting does not teach a broad and balanced curriculum which promotes spiritual, moral, cultural mental and physical development of students and fundamental British values and community cohesion.	[Example] The institution carries out safer recruitment checks on all staff					
		[Insert additional hazards here]	[Example] Teaching is monitored by senior leaders through observations, book checks and is quality assured					
		[Insert additional hazards here]	[Example] The institution provides opportunities within the curriculum to discuss controversial issues and for					

			students to develop critical thinking and digital literacy skills					
		[Insert additional hazards here]	[Example] Settings should ensure that discussions of controversial issues are carried out in a safe space.					
		[Insert additional hazards here]	[Example] The institution embeds fundamental British values into the curriculum, while also ensuring specific discussions can take place in a safe environment.					
IT policies	Ineffective IT policies increases the likelihood of students and staff being drawn into extremist material and narratives online. Inappropriate internet use by students is not identified or followed up.	Students can access terrorist and extremist material when accessing the internet at the institution.	[Example] Settings should ensure appropriate internet filtering is in place.					Web filtering and online safety The Department for Education have issued comprehensive guidance on how schools and colleges should be using filtering and monitoring standards, including specific measures to comply with the Prevent duty. https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges Further guidance is available at https://saferinternet.org.uk/guide-and-resource/teachers-and-school-staff/appropriate-filtering-and-monitoring/appropriate-monitoring You can test whether your internet service provider removes terrorist content at http://testfiltering.com/ The Joint Information Systems Committee (JISC) can provide specialist advice and support to the further and higher education sectors to help providers ensure students are safe online and appropriate safeguards are in place.
		Students may distribute extremist material using the institution IT system.	[Example] Settings should ensure that there is a clear reporting process in place should filtering systems flag any					

			safeguarding or Prevent-related concerns.					Teach about online extremism The 'Going Too Far?' resource from Educate Against Hate and the London Grid for Learning to help teach students about staying safe online https://www.educateagainsthate.com/resources/going-too-far/
		Unclear linkages between IT policy and the Prevent duty. No consideration of filtering as a means of restricting access to harmful content.	[Example] The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety).					
		[Insert additional hazards here]	[Example] Settings should equip children and young people with the skills to stay safe online, both in school and outside.					
Visitors	External speakers or visitors being given a platform to radicalise children and young people or spread hateful or divisive narratives.	Leaders do not provide a safe space for children to learn.	[Example] A process is in place to manage site visitors, including sub-contractors.					Political Impartiality Guidance When using external agencies, schools in England must be mindful of their existing duties regarding political impartiality and to ensure the balanced presentation of political issues. Guidance on this is available on GOV.UK. https://www.gov.uk/government/publications/political-impartiality-in-schools/political-impartiality-in-schools#the-law
		Settings do not have clear protocols for ensuring that any visiting speakers are suitable and appropriately	[Example] The setting has a robust risk assessment and carries out due diligence checks on visitors, speakers, the organisations they represent and the materials					

		supervise d.	they promote or share.					
		The setting does not conduct any due diligence checks on visitors or the materials they may use.	[Example] The private/com mercial use of the institution's spaces is effectively managed & due diligence checks are carried out on those using/bookin g and organisations that they represent.					
		[Insert additiona l hazards here]	[Example] The setting seeks advice and support from partners where necessary to make an assessment of suitability.					

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

Dear Parent,

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 considerations of any requests can be taken 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 though 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

Insert name

Appendix 3 – Associated terminology (not limited to but as a helpful guide)

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 Chanel 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

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.

MUU (Mixed, Unclear or Unstable ideology) - relates to instances where people exhibit a combination of elements from multiple ideologies (mixed), shift between different ideologies (unstable), or where the individual does not present a coherent ideology, yet may still pose a terrorism risk (unclear).

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.

Radicalisation - refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. *There is no one process as each individual can be radicalised in a different way.*

Resilience - The ability to recover quickly from change, or misfortune.

Right wing - A conservative or reactionary element in a political party or other organization, 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.