APPLEFORD SCHOOL
PREVENTING EXTREMISM AND RADICALISATION POLICY

This policy, which applies to the whole school, including boarding is publicly available on the school website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office.

Appleford school fully recognises its responsibilities for safeguarding and child protection
We have a whole school approach to safeguarding, which is the golden thread that runs throughout every aspect of the school.
All our school policies support our approach to safeguarding (child protection). Our fundamental priority is our children and their wellbeing; this is first and foremost

Scope: All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours, including activities away from school. All new employees and volunteers are required to state that they have read, understood and will abide by this policy and its procedural documents and confirm this by signing the Policies Register.

Legal Status: Complies with The Education (Independent School Standards) (England) Regulations currently in force.

Monitoring and Review: This policy is subject to continuous monitoring, refinement and audit by Mr David King (Headmaster). Dr Peter Gardner (the Proprietor and Managing Director) will undertake a full annual review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged. This discussion will be formally documented in writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the update/reviewed policy and it is made available to them in either a hard copy or electronically.

Policy Agreed:	September 2024
Policy Published (including on website):	September 2024
Next Review:	September 2025

Signed:

Dr Peter Gardner
Proprietor and Managing Director

Mr David King
Headmaster and Non-Executive Director

Summary of key information
Headmaster and Prevent Lead: Mr David King
Telephone Number: 01980621020
Email: headspa@appleford.wilts.sch.uk
If you have any concerns about someone at Appleford School who may show signs of extremist thinking or being radicalised, then you should contact **Mr David King**.

Designated Safeguarding Lead (DSL): Mrs Julia Hendrickse
Telephone Number: 01980621020
Email: juliah@appleford.wilts.sch.uk
In the absence of the Headmaster please contact Mrs Julia Hendrickse as stated above.

Proprietor with responsibility for Safeguarding and Prevent: Dr Peter Gardner, Telephone: 01980 621020
Email: peterg@appleford.wilts.sch.uk

What if I have a concern?

- Speak to the Headmaster or the Designated Safeguarding Lead.
- Call the local Prevent Team on 01278 647466
- Call 101 and state you would like some advice regarding a Prevent concern.
- If you see or hear something that could be terrorist related call the anti-terrorist hotline on 0800 789 321
- If you require urgent police assistant dial 999.

To make a referral, email: PreventReferrals@wiltshire.police.uk

If you have a concern call the local Prevent team on 01278 647466. Call 101 and state you would like some advice regarding a Prevent concern. If you see or hear something that could be terrorist related call the anti-terrorist hotline on 0800 789 321. The non-emergency police telephone number is 101 and the Department for Education (DfE) dedicated telephone helpline and mailbox for non-emergency advice for staff and the Proprietor is 020 7340 7264 and counter-extremism@education.gsi.gov.uk.

If an adult working in our school has concerns or identifies a pupil as being at risk of radicalisation, the adult should immediately make a referral to our Headmaster, or in his absence the Designated Safeguarding Lead, who will consider the most appropriate referral which could include Channel or Children's Social Care. Although decisions to seek support for a child in need, or about whom there are concerns relating to radicalisation, would normally be taken in consultation with parents and pupils, their consent is not required for a referral when there are reasonable grounds to believe that a child is at risk of significant harm.

Appleford School shares information between organisations to ensure that people at risk of radicalisation receive appropriate support. We demonstrate both a general understanding of the risks affecting children and young people in the area and have a specific understanding of how to identify pupils at risk of radicalisation into terrorism, the factors that may indicate concern and what to do to support them. Our school also communicates and promotes the importance of the Prevent duty to staff and ensure that it is implemented effectively. Our School's Preventing Extremism and Radicalisation Safeguarding Policy also draws upon the guidance and understands those factors that may contribute to vulnerability

Appleford School is committed to safeguarding and promoting the welfare of our pupils and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

CONTEST is the government's strategy that acts as a framework to oppose and counter all forms of terrorism and has 4 specific objectives:

1. **PREVENT**   stop people becoming terrorists or supporting terrorism
2. PURSUE   stop terrorist attacks
3. PROTECT   strengthen against attacks
4. PREPARE   mitigate against attacks

Contest and Prevent – come under the umbrella of safeguarding. The PREVENT duty guidance was last updated 6th March 2024. In terms of CONTEST and Prevent the approach of the UK government still remains to challenge any ideology that supports terrorism and those that support it. In addition, the government wants educational establishments to protect vulnerable individuals from being drawn into the process of radicalisation. There are children aged 15 and under who have been identified as being at risk of radicalisation.

PREVENT has 3 specific strategic objectives:

1. Respond to ideological challenge of terrorism and the threat from those who promote it
2. Prevent people being drawn into terrorism
3. Work with sectors and institutions where there are risks of **radicalisation**

Terminology:

• **Extremism** is defined (HM Government March 2024) as the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims:

1. Negate or destroy the fundamental rights and freedoms of others; or
2. Undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
3. Intentionally create a permissive environment for others to achieve the results in (1) or (2).

• **Radicalisation: "the process of a person legitimising support for, or use of, terrorist violence".** (As defined in the Government's Prevent Duty Guidance for England and Wales.)

• **Terrorism:** "an action which endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system" (as defined in the Terrorism Act 2000). The use or threat must be designed to influence the government or intimidate the public with the purpose of advancing a political, religious or ideological cause.

• **Channel:** forms a key part of Prevent strategy and is a programme that focuses on providing support at an early stage to people who are identified asbeing vulnerable to be drawn into terrorism.

• **Multi-agency** approach that:
   o Identifies those at risk
   o Assesses the nature and extent of the risk
   o Develops the most appropriate support plan for individuals concerned

Channel also assesses *vulnerability* using an assessment framework built around three criteria

1. **Engagement** *with a group, cause or ideology;*
2. **Intent** *to cause harm; and*
3. **Capability** to causing harm

Appleford's Document Rationale: to provide staff with an update and overview of the Prevent Policy and the School's general strategy, as well as key information, and how to report concerns; to outline the School's intent to try help pupils navigate misinformation, disinformation, and fake news online. Evidence suggests that the possibility of becoming radicalised may have increased owing to lockdown and pupils having more time to surf the web and become exposed to different politicalor religious narratives.

Keeping Children Safe in Education (KCSIE 2024) and the DfE's 'Teaching Approaches that help Build Resilience to Extremism among Young People' build resilience to radicalisation by promoting fundamental British values through the curriculum and through social, moral, spiritual and cultural development, equip pupils with knowledge, skills and understanding to prepare them to play a full and active part in society and ensure that the school is a safe place to discuss sensitive issues, while securing balanced presentation of views and avoiding political indoctrination.

Summary of the Appleford School's strategy to educate, engage and monitor: The School's approach to the above includes:

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- Embed British values into the curriculum - core curriculum and support (PSHE, SMSC, etc.)
- Teachers to challenge and call out any extremist views or signs of intolerance to others
- Posters around School on the importance of freedom of speech and need for tolerance and pluralism within the rule of law
- Assemblies that focus on BV and to discuss historic issues (e.g. Holocaust) and more recent examples of extremism and why it is important to not to become indoctrinated or influenced by simplistic, binary thinking in political, religious or social terms
- Train staff on issues around Contest and Prevent and ensure that they are aware of what to do should they have suspicions or evidence of a child who holds extremist views
- Ensure that the School has events, Such as school Council, and that pupils have a voice in the School.
- Encourage outside speakers to explain their experience of intolerance and extremist views or behaviour
- Ensure that School internet system has in place suitable "filters" to prevent pupils from accessing extremist material from School computer terminals, under continuous review
- Vet and check the backgrounds of all outside speakers who come to the School to ensure that they have not harboured or demonstrated extremist views in the past
- Ensure that proper background checks are done on any speakers that pupils arrange to come to the School
- To enforce the understanding that pupils (or staff) cannot give out leaflets on any political, social, or cultural issue/events, unless first approved by the senior management team
- Have different posters around the School about the main religious beliefs and constantly reinforce to pupils the importance of pluralism of ideas and beliefs
- Reinforce to pupils the importance of not being judgmental or discriminatory in their thoughts and that everyone must abide by and respect the spirit of the Equality Act 2010; a summary of the tenets of the Act is placed in the Pupil Guide and referred to in many policies; pupils must sign and abide by the School's behaviour policy
- Encourage members of the Emergency services and Her Majesty's Armed Forces to come to the School and through talks, engage with pupils and explain their role in keep the UK safe
- Cultural capital, as part of the core and extended curriculum, is encouraged so that pupils get exposed to a wide range of British and international cultural experiences
- The School produces an annual **Risk Assessment** in relation to Prevent and highlights what it should continue to monitor and what actions can be taken to mitigate any perceived risk issues
- Inviting in those who may have lived through a historically recognised period of extremism and intolerance (including genocide) and asking them to recount their experiences and the lessons we all can learn.

Recent changes made to prevent extremism and radicalisation: To help combat extremism, our school takes steps to educate and guide pupils about how to research matters on the Internet and try and avoid fake news articles and heavily biased information. The School senior leadership team has produced a guide for pupils that will help them navigate this complex issue and enable them to be better able to discriminate between quality, evidenced-based information, and misinformation and disinformation. As part of the curriculum, the School regularly reinforces the importance of how to conduct effective online research and how to look for and present more balanced viewpoints on complex matters. Such an approach helps insulate pupils against some of the growing conspiracy theories that circulate on the web and allow them to identify false dichotomies and binary thinking, along with highly selective evidence to support half-truths and untruths**.** The DfE's Prevent Duty Guidance states that left-wing, anarchist and single-issue terrorism currently represent a significantly smaller threat to the UK than Islamist or Extreme Right-Wing terrorism and are not currently present in the UK at any significant scale The DSL and ICT team continue to work together to ensure that there is a clear reporting process in place where filtering systems raise safeguarding or prevent concerns.

Our School's Prevent strategy is part of our wider safeguarding obligations and aims to stop people becoming terrorists or supporting terrorism and promotes the importance of this to staff and ensures that they implement the *Prevent* duty effectively. The Prevent duty is not intended to stop pupils debating controversial issues.

The threat to terrorism to the UK is real and serious. There are a few people who seek to attack the United Kingdom without warning. The aim of the Government's counter terrorism strategy, **CONTEST,** is to reduce the risk to the UK so that people can go about their lives freely and with confidence. We all have a role to play in supporting the aim of **CONTEST**. We can do this by remaining vigilant and reporting any suspicious activity. Suspicious activity can include someone:
- behaving differently for no obvious reason;
- with passports or other documents in different names for no obvious reasons;
- who travels for long periods of time but is vague about where they're going;
- buying or storing large amounts of chemicals for no obvious reasons;

- who visits or sends out links to extremist internet sites;
- who is recording and documenting information in a crowded location and
- who undertakes activity at a property that doesn't fit normal day-to-day life.

The welfare and safety of individuals in our care is a major consideration at all times. Arrangements are in place to deal with concerns which may be raised about an individual/s in our care.

The aims of extremists (refer to the definition of extremism defined on page 2 under 'terminology') can include, but is not limited to:
- developing destructive relationships between different communities by promoting division, fear and mistrust of others;
- negating or destroying fundamental rights and freedoms of a group using threatening, inciting, justifying, glorifying or excusing violence towards them;
- undermining or overturning liberal democracy by advocating that the UK's parliamentary democracy is not compatible with their ideology and seeking to overthrow the UK political system through unlawful means; and
- enabling the spread of extremism by the dissemination of propaganda, attempts to radicalise others or facilitating the behaviour described above.

Education is a powerful weapon against extremism; equipping pupils with the knowledge, skills and critical thinking, to challenge and debate in an informed way. Therefore, at Appleford School our Personal, Social, Health, Economic Education (PSHEE) programme along with meeting the requirements set out in section 78 of the Education Act 2002 and promote the spiritual, moral, social and cultural (SMSC) development of our pupils.

Through ensuring pupils' SMSC development, Schools can also demonstrate they are actively promoting fundamental British values. Actively promoting the values means challenging opinions or behaviours in School that are contrary to them. Attempts to promote systems that undermine fundamental British values would be completely at odds with Schools' duty to provide SMSC. The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside School. This includes not undermining fundamental British values. It is our aim that the pupils gain an enriched understanding and tolerance of difference and diversity to ensure that they thrive, feel valued and not marginalized. 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 Disciplinary Policy for pupils and the Code of Behaviour for staff. As part of wider safeguarding responsibilities, staff are alert to:
- disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of School, such as in their homes or community groups, especially where pupils have not actively sought these out;
- graffiti symbols, writing or art work promoting extremist messages or images;
- pupils accessing extremist material online, including through social networking sites and excessive usage of online content; parental reports of changes in behaviour, friendship or actions and requests for assistance;
- partner Schools, local authority services, and police reports of issues affecting pupils in other Schools or settings;
- pupils voicing opinions drawn from extremist ideologies and narratives;
- use of extremist or hate terms to exclude others or incite violence;
  intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture;
- attempts to impose extremist views or practices on others and Anti-Western or Anti-British views.

How do you notice whether a pupil is becoming radicalised? This is a difficult area as generalisations are often unhelpful and the notion that there is a simple way to identify someone who is becoming or has already been radicalised, just does not exist. That said, the following is a summary of behaviours that typically point towards the possibility that someone is being or has become radicalised:
o Using insulting or derogatory remarks to others on a constant basis: dehumanising the "enemy"
o Speaking about the imminence of harm from the other group and action that is required now
o Condoning or supporting violence or harm towards others
o Blaming a group for all social and political ills
o Significant change in dress, behaviour or religious observance
o Possession of extremist materials
o Argumentative behaviour against authority or aspects of the curriculum
o Arguments/strong emotional responses to other pupils' comments about certain political or social topics
o Isolating themselves from family and friends

o Talking as if from a script

In the event of concerns about a person becoming radicalised advice will be sought from the local authority who has a panel which meets to address issues of individuals who have been identified as being at risk of radicalisation but have not committed any terrorism offence. This Panel meets when a referral has been made and referrals can be made by anyone. During any subsequent external investigation, for the individual to remain in our care, the senior management team will hold a focus meeting to identify risks and control measures that can be put in place to reduce that risk. They will decide if it is safe to keep the individual or whether they need to undertake a period of temporary exclusion.

As previously mentioned, the above signs do not necessarily mean a child is being radicalised – it may be normal teenage behaviour or a sign that something else is wrong. Children who are at risk of radicalisation may also have low self-esteem, or be victims of bullying or discrimination. Extremists might target them and tell them they can be part of something special, later brainwashing them into cutting themselves off from their friends and family. The most likely sources of radicalisation are:
• Internet –cyber radicalisation
• Direct and indirect grooming through adults who the child may meet – indoctrinators
• Extremist written material or DVDs

Prevent Duty: The National Prevent Duty Guidance (revised and updated, March 2024): Our curriculum promotes the spiritual, moral, social, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life. It also promotes community cohesion. Educational establishments have a clear responsibility to exercise their duty of care and to protect the welfare of pupils. The day to day operation of Appleford school ensures that due regard is paid to the need to prevent our pupils from becoming terrorists or supporting terrorism, in line with the Prevent Duty. It is understood that every School is unique. This means that any engagement or activity conducted under Prevent must be considered in light of local circumstances. Prevent support can be adapted to ensure activity is both appropriate and proportionate. As the strategy identifies, Prevent can work within both violent and non-violent extremism arenas and can include topics such as hate crime, racism, bullying, online safety and extreme political views. This means that the strategy can be delivered in a variety of ways depending on the institution, its requirements and the potential risk, with the overall aims of supporting vulnerable people from being drawn into radicalisation and support disengagement if radicalisation has already occurred. Our School promotes young people in making positive choices about their lives and endorses the Channel early intervention scheme for pupils who could be at risk of radicalisation.

Channel is a national programme to safeguard children and adults from being drawn into terrorism. It became statutory in February 2015. It is an early intervention to protect and divert people away from the risk they face before illegal activity occurs.

Radicalisation: this is a process which somebody goes through in order to become involved in extremist activities or terrorism, from a starting point of having no particular strong opinions or being a moderate person through to holding some extremist views, and it can be a process that happens online or in meeting people, and their conversations and their opinions are gradually changed over time." [Police, Non-priority Area]. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology as it occurs as a result of varying consequences and settings. Appleford School responds to pupils who may be targeted or influenced to participate in radicalism or extremism. We also ensure that we can "demonstrate activity", as required by the statutory guidance, in the following key areas: risk assessment, working in partnership, staff training and IT policies.

Online safety and the use of social media: Social media is an increasingly influential part of life particularly for young people. It has been identified as an important tool in the sharing of extreme material and extremist groups are actively using social media to inform, share propaganda, radicalise and recruit for their cause. Social media safeguarding is an important element of protecting young people from extremist narratives and Prevent can play an active part in this process.

Extremists are encouraged to: 'Invade' social network sites such as Facebook (Meta) by setting up groups with radical views and to seek to gather users with the 'right' attitude; 'Invade' file-sharing sites like YouTube by placing various clips with extreme content and infiltrate popular Islamist websites in order to attempt to convert them into militant sites in line with the closed websites by spreading extremist contents on the discussion of forums of these sites.

Through their provision of SMSC Development Appleford School enables pupils to develop their self-knowledge, self-esteem and self-confidence. Our School promotes respect for other people and enables pupils to acquire an appreciation of and respect for their own and other cultures and cultural traditions. Personal development is promoted, so that pupils are well prepared and contribute to wider

society. This includes:

- Enabling pupils to distinguish right from wrong and to respect the civil and criminal law of England; Encouraging pupils to accept responsibility for their behaviour, show initiative, and to understand how theycan contribute positively to the lives of those living and working in the locality of the School and to societymore widely;
- Enabling pupils to acquire a broad general knowledge of and respect for public institutions and services in England and encouraging respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

Child Protection: Staff at Appleford School are alert to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue there may be some instances where a child or children may be at direct risk of harm or neglect. For example; this could be due to a learner displaying risky behaviours in terms of the activities they are involved in or the groups they are associated with or staff may be aware of information about a learner's family that may equally place a child at risk of harm. Therefore all adults working in Appleford School including visiting staff, volunteers, contractors, and pupils on placement) are required to report instances where they believe a child may be at risk of harm or neglect to the Designated Safeguarding Lead. In Appleford School our Safeguarding reporting arrangements are set out fully in our Safeguarding Policy.

Role of the Prevent Officer and the Designated Safeguarding Lead: The Designated Safeguarding Lead (DSL)/*Prevent* Officer along with the Deputy DSLs/*Prevent* Officers work in line with the responsibilities as set out in the DfE Guidance '[Keeping Children Safe in Education (KCSIE 2024)](#)'. They are our internal lead staff regarding the *Prevent* strand of the Government's counter-terrorism, anti-radicalisation strategy.

Training: Appleford follows the Wiltshire Prevent training programme which the DSL attends. The DSL disseminates information and updates to school staff accordingly. Online training is also considered a useful back-up. The key areas to be included in the training can be found inthe Preventing Extremism FAQ and include:

- what *Prevent* is, what extremism and radicalisation are;
- confidence to identify children at risk of being drawn into terrorism and understand how people may bedrawn into terrorism;
- confidence to challenge extremist ideas which can be used to legitimise terrorism and are shared by terroristgroups;
- how messages are spread; the role of the internet and social media – online safety;
- what Schools and childcare providers must do to comply with the *Prevent* duty;
- Support for individuals at risk and how and where to refer children and young people for further help

Reporting Concerns: Our Prevent Officer and DSL can provide advice and support to other members of staff on protecting children from the risk of radicalisation. Our School ensures staff understand what radicalization and extremism mean and why people may be vulnerable to being drawn terrorism. We ensure staff have the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimize terrorism. **Staff safeguard and promote the welfare of children and know where and how to refer children and young people identified as being at risk of radicalization for further help to our *Prevent* Officer who will consider the most appropriate referral which could include Channel or Children's Social Care.** Details of our Local Authority *Prevent* Lead who can give support and advice for the prevention of radicalization are available at the top of this policy.

Working in partnership with other agencies and information- sharing: In line with the safeguarding arrangements sent out by the local authority children's social care, Appleford School co-operates productively with our local *Prevent* coordinators, the police and existing multi-agency forums, for example Community Safety Partnerships on all matters regarding safeguarding and preventing extremism. We ensure information is shared appropriately. Furthermore, in the scenario where a child changes school, the DSL will consider if it would be appropriate to share any information with the new school or college in advance of the child leaving. This is in order that the new school can continue providing support to victims of abuse or those receiving support through the 'Channel' programme.

Teaching Approaches: We will all strive to eradicate the myths and assumptions that can lead to some pupils becoming alienated and disempowered, especially where the narrow approaches pupils may experience elsewhere may make it harder for them to challenge or question these radical influences, this guidance and support is delivered in tutorials. We ensure that all of our support and approaches will help our pupils build resilience to extremism and give them a positive sense of identity through the development of critical thinking skills. We are flexible enough to adapt our teaching approaches, as appropriate and address specific issues so asto become even more relevant to the current issues of extremism and radicalisation. In doing so we follow the three broad categories

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of:
- making a connection with children through positive engagement and a learner centred approach;
- facilitating a "safe space" in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments; and
- equipping our children with the appropriate skills, knowledge, understanding and awareness for resilience.

Therefore, this approach will be embedded within the ethos of our School so that pupils know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our School's approach to the spiritual, moral, social and cultural development of children. Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution. We will achieve this by using an approach that includes: PSHEE programmes; open discussion and debate; work on anti-violence and a restorative approach to conflict resolution; and targeted programmes. SMSC development is embedded into the life of our School.

We also work with local partners, families and communities in our efforts to ensure our School understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our pupil's experiences and horizons. We help support children who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a learner is being directly affected by extremist materials or influences we will ensure that that learner is offered mentoring. Additionally, in such instances our School will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

At Appleford School we 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 children 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 children safe and prepare them for life in modern multi-cultural Britain and globally.

Specific Duties of Staff: All members of staff have a specific duty and responsibility with regard to combating extremism. The Teachers' Standards (currently in force) clearly shows this professional responsibility in Part 2:
- 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, tolerance of those of 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
- Provide a safe environment and space where pupils can discuss ideas and controversial issues openly and freely
- Providing skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments
- As part of the PSHEE curriculum and SMSC development, staff educate child about the dangers of stereotyping, generalizing about group of people and what hate and discrimination/marginalization can lead to. Talks are given to pupils on specific periods of history that led to massacres and genocide. Examples of dehumanizing people such as the Holocaust and more recent examples of ethnic cleansing and hate crimes as well as terrorist actions, including the growth of Islamic and non- Islamic terrorist group are explored.
- Pupils are also taught the importance of rationality in their thinking and the dangers of misinformation, disinformation, propaganda and deliberate attempts to spread rumours and conspiracy theories.
  An important resource for staff is the website **Educate Against Hate.**

What is expected from teachers? As with all other policies, the Prevent Duty should not be burdensome and pupils should not overly notice elements of its implementation outside the promotion of British Values and tolerance of others. The main purpose of the Prevent Strategy is to build children's resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making. To this end, the Prevent Strategy and the Prevent Duty are fundamentally integrated into safeguarding, SMSC and by association, the curriculum and acceptable and safe of use of IT and the Web**.** The Prevent duty does not require teachers to carry unnecessary intrusion into family life and this policy does not aim to restrict or prevent lawful, constructive debate or discussion, as our school protects the right to freedom of expression. However, as with any other safeguarding risk they must take action when they observe behaviour that causes concern and to this end be aware of the risk factors of extremism and radicalisation that would be cause for concern. The School has a strict leaflet policy, which states that leaflets can only be distributed if they have been first approved by the Headmaster. Any teacher that notices pupils attempting to distribute material that undermines British Values must report this to the Headmaster or one of the Leadership Team.

It is also important to remember that Prevent is not just aimed at pupils - staff can also be reported if they are trying to influence pupils or other staff in a manner that is contrary to Prevent values.

All teachers are required to meet the Teachers' Standards, and specifically in relation to the Prevent Duty, to meet Part Two of the standards, which deals with personal and professional conduct. Teachers are expected to "uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside of School". Where appropriate, teachers will be expected to promote British values of:
- **Democracy**
- **The rule of law**
- **Individual liberty**
- **Mutual respect**
- **Tolerance of different faiths and beliefs**

Challenging any opinions or behaviour that would undermine British values and reporting any concerns about comments, and behaviour that would suggest a pupil is being radicalised to a designated child safeguarding officer or the person specifically responsible for Prevent implementation. Teachers are expected to assimilate British values into the curriculum. If the curriculum is defined as everything a pupil learns about in School, it is clear that Prevent is not just limited to the formal curriculum and includes SMSC and extra-curricular activities, for example: assemblies, clubs, societies, events and the Pupil Council.

There is no single way to identify an individual who is likely to be susceptible to terrorist ideology. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which may indicate they need help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. It is up to staff to use their professional judgment and act **_proportionately._** The latter is critical in implementing the Prevent Duty as it is very easy to over-react and restrict a pupil's ability to engage in banter, make jokes, or discuss topics that have a ubiquitous presence in the media.

Examples of possible concerning behaviour:
- The vocalisation of extreme opinions - especially of a religious or political bent
- Pupils who seek to _strongly_ persuade others of their views (especially if these views undermine British values) in or outside of the classroom
- Pupils attempting to distribute leaflets whose content is against British Values or that which seeks to promote directly or indirectly extremist views
- Pupils whose behaviour significantly changes for no obvious reason
- Pupils who demonstrate a strong opposition to British values in their communications
- Sudden conversion to a new religion
- Embracing major conspiracy theories
- Becoming abusive to other pupils who are different

Teachers must not promote partisan political views in the teaching of any subject and should provide a balanced presentation of ideas. If a teacher believes that one of their pupils is vulnerable to or is being subject to external or internal influences that may lead to radicalisation, then they must inform the Prevent lead or the designated Safeguarding officers.

Training: It is responsibility of the School to ensure that staff are trained so that everyone has the capability to deal with the risk of radicalisation, and more specifically to help staff:
- Develop an understanding of what radicalisation means and why pupils might be vulnerable to it
- Understand what is meant by extremism?
- Understand the relationship between extremism and terrorism
- Understand the measures that are able to prevent people from becoming drawn into terrorism
- Understand what is 'Prevent' and what is Channel – how are they effective and what is their purpose
- Understand how to challenge extremist ideology
- Understand how to obtain support and report or make a referral
- Understand the signals and contextual understanding
- Keep staff updated of new and emerging threats
- Training for all staff to the appropriate level.

Use of External Agencies and Speakers: Our School 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. We comply with KCSIE (currently in force) and prevent people who pose a risk of harm from working with children. We adhere to statutory responsibilities and check staff who work with pupils, taking proportionate decisions on whether to ask for any checks beyond what is required. We ensure that volunteers are appropriately supervised. Such vetting is to ensure that we do not unwittingly use agencies that contradict each other with their messages orthat are inconsistent with, or are in compete opposition to, our School's values and ethos. We must be aware that in some instances the work of external agencies may not directly be connected with the rest of the School curriculum so we need to ensure that this work is of benefit to pupils. Our School will assess the suitability andeffectiveness 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 marginaliseany communities, groups or individuals;
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise pupilsthrough extreme or narrow views of faith, religion or culture or other ideologies;
- Activities are matched to the needs of pupils and
- Activities are carefully evaluated by Schools to ensure that they are effective.

Appleford School records formal checks in the SCR by reference to the statutory regulations currently in force. By delivering a broad and balanced tutorial programme, augmented by the use of external sources where appropriate, we 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.

Whistle Blowing: 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. They must inform the Headmaster straight away (or if it relates to the Headmaster, inform Local Authority Designated Officer whose contact details are stated early in the child protection policy).

Recruitment: The arrangements for recruiting all staff, permanent and volunteers, to our School will follow guidance for 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 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 are alert to the possibility that persons may seek to gain positions within our School so as to unduly influence our School's 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, we adhere to safer recruitment practice.

Role of the Proprietor: The Proprietor undertakes appropriate training to ensure that they are clear about the role and the parameters of their responsibilities as Proprietor, including the statutory safeguarding duties. The Proprietor also supports the ethos and values of our School and supports tackling extremism and radicalisation. . In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education (KCSIE 2024)' the Proprietor challenges the School's senior management team on the delivery of this policy and monitors its effectiveness.The Proprietor reviews this policy annually and may amend and adopt it outside of this timeframe in accordance with any new legislation or guidance or in response to any quality assurance recommendations pertaining to the delivery of this policy and the overall safeguarding arrangements made.

APPENDIX 1 - The *Prevent* Strategy and the Channel Programme Frequently asked questions (FAQs)

What is the *Prevent* strategy? *Prevent* is the Government's strategy to stop people becoming terrorists or supporting terrorism, in all its forms. Prevent works at all the pre-criminal stages by using early intervention to encourage individuals and communities to challenge extremist and terrorist ideology and behaviour.

What is Channel? Channel is a key element of the Prevent strategy. It is a multi-agency approach to protect people at risk from radicalisation. Channel uses existing collaboration between local authorities, statutory
partners (such as the education and health sectors, social services, children's and youth services and offender management services), the police and the local community to:

- identify individuals at risk of being drawn into terrorism and assess the nature and extent of that risk
- develop the most appropriate support plan for the individuals concerned.

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.

Channel is one tactical option employed by Prevent and has recently been placed on a statutory footing. To understand more about the Channel Programme further information can be found here – www.gov.uk/government/publications/channel-guidance

Who can make a referral? Anyone can make a referral. Referrals have come from a wide range of partners: Social services, children and adult services, health, police, education and youth offending teams.

What happens with the referral? Each referral is screened for suitability via a preliminary assessment undertaken by the Police Channel coordinator and the local authority. If suitable, the case is discussed with all relevant partners to decide if an intervention is necessary.

Will the Individual be Informed about the Channel referral? If an individual is deemed to require a Channel intervention, they must be told prior to receiving an investigation. The process will be carefully managed with the referring agency.

Who sits on the Channel Panel? The Channel Panel is chaired by the local authority and includes Police, statutory partners and non-statutory partners, where appropriate. Lead Safeguarding professionals will be invited on a case by case basis.

Who delivers Channel? Channel interventions are delivered through local partners and specialist agencies. Support could include mainstream health, education, employment or housing services through to specialist mentoring or faith guidance and wider diversionary activists such as sporting activities.
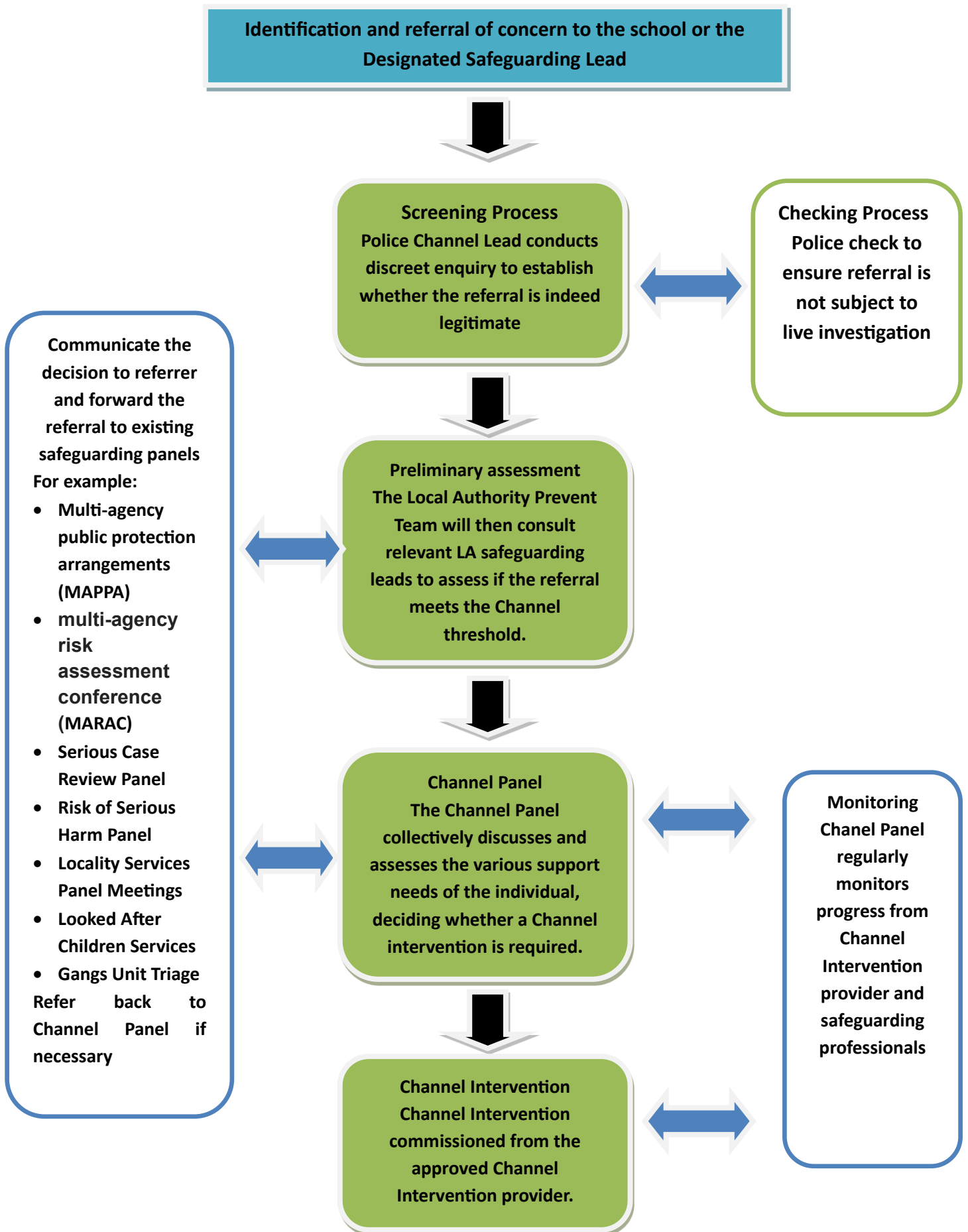
What do you do if you have escalating concerns? If you believe that someone is vulnerable to being exploited or radicalised, please follow the establishing safeguarding procedures in your organisation to escalate concerns to the appropriate people who can refer concerns to Channel as appropriate.

'Key Ingredients' for successful teaching in the context of 'push' and 'pull' factors.

PUSH FACTORS-factors that push and individual/make an individual vulnerable to extremist messages	KEY INGREDIENTS	PULL FACTORS-factors that draw children into extremist messages
Lack of excitement; frustration	Teacher confidence In many cases it will be the use of existing teaching skills and methods which may well be the most effective approach	Charismatic/confident individuals (recruiters)
Lack of sense of achievement-seen as significant. 'Lack of purpose'/confidence in the future, life goals.	Teacher attitudes and behaviours Willingness to admit you don't know; acknowledging controversial issues exist; awareness that I have a role to play; willingness to turn to others for help when you don't know about something.	Networks/sense of belonging
Lack of an outlet for views	Specific knowledge Understanding other cultures and religions as well as alternative values and beliefs (whilst being careful to avoid 'othering') Knowledge of an alternative values framework	Broader community views which enable or do not oppose extremism
Gaps in knowledge or understanding for both children and their parents	Teaching practice/pedagogy: Boosting critical thinking (seeing through propaganda, singular messages etc) Helping to see multiple perspectives Using multiple resources/methods Embedding or sustaining dialogue following specialist interventions Enabling pupils to tackle difficult issues Linking school work to the wider community Drawing evidence from across the curriculum Developing in children a sense of multiple identities, help children become aware of and comfortable with, multiple personal identity	Persuasive, clear messages. Exploiting knowledge gaps
Actual or perceived humiliating experiences (including bullying, racial discrimination as well as perceived humiliating experiences. Linked closely to sense of injustice).		
Exclusion - lack of belonging to peer or community networks, associations, etc.		
		Sense of dignity and importance and loyalty
Disruptive home life	Support from Senior Leaders	Exciting (non-teaching) activities
Disaffection with wider societal issues	Pupil support processes	Sense of purpose in life

APPENDIX 2 Referral Flowchart

Identification and referral of concern to the school or the Designated Safeguarding Lead

Screening Process
Police Channel Lead conducts discreet enquiry to establish whether the referral is indeed legitimate

Checking Process
Police check to ensure referral is not subject to live investigation

Communicate the decision to referrer and forward the referral to existing safeguarding panels
For example:

- **Multi-agency public protection arrangements (MAPPA)**
- **multi-agency risk assessment conference (MARAC)**
- **Serious Case Review Panel**
- **Risk of Serious Harm Panel**
- **Locality Services Panel Meetings**
- **Looked After Children Services**
- **Gangs Unit Triage**

Refer back to Channel Panel if necessary

Preliminary assessment
The Local Authority Prevent Team will then consult relevant LA safeguarding leads to assess if the referral meets the Channel threshold.

Channel Panel
The Channel Panel collectively discusses and assesses the various support needs of the individual, deciding whether a Channel intervention is required.

Monitoring
Chanel Panel regularly monitors progress from Channel Intervention provider and safeguarding professionals

Channel Intervention
Channel Intervention commissioned from the approved Channel Intervention provider.

APPENDIX 3 - Indicators of Radicalisation

Vulnerability

- Identity Crisis - Distance from cultural/ religious heritage and uncomfortable with their place in the society around them
- Personal Crisis – Family tensions; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group 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; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or 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

Access to extremism / extremist influences

- Is there reason to believe that the child/young person associates with those known to be involved in extremism - either because they associate directly with known individuals or because they frequent key locations where these individuals are known to operate? (e.g. the child/young person is the partner, spouse, friend or family member of someone believed to be linked with extremist activity)
- Does the child/young person frequent, or is there evidence to suggest that they are accessing the internet for the purpose of extremist activity? (e.g. Use of closed network groups, access to or distribution of extremist material, contact associates covertly via Skype/email etc)
- Is there reason to believe that the child/young person has been or is likely to be involved with extremist/ military training camps/ locations?
- Is the child/young person known to have possessed or is actively seeking to possess and/ or distribute extremist literature/ other media material likely to incite racial/ religious hatred or acts of violence?
- Does the child/young person sympathise with, or support illegal/illicit groups e.g. propaganda distribution, fundraising and attendance at meetings?
- Does the child/young person support groups with links to extremist activity but not illegal/illicit e.g. propaganda distribution, fundraising and attendance at meetings?

Experiences, Behaviours and Influences

- Has the child/ young person encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the child/ young person from within or outside UK?
- Have international events in areas of conflict and civil unrest had a personal impact on the child/ young person resulting in a noticeable change in behaviour? It is important to recognise that many people may be emotionally affected by the plight of what is happening in areas of conflict (i.e. images of children dying) it is important to differentiate them from those that sympathise with or support extremist activity
- Has there been a significant shift in the child/ young person's behaviour or outward appearance that suggests a new social/political or religious influence?
- Has the child/ young person come into conflict with family over religious beliefs/lifestyle/ dress choices?
- Does the child/ young person vocally support terrorist attacks; either verbally or in their written work?
- Has the child/ young person witnessed or been the perpetrator/ victim of racial or religious hate crime or sectarianism?

Travel

- Is there a pattern of regular or extended travel within the UK, with other evidence to suggest this is for purposes of extremist training or activity?
- Has the child/ young person travelled for extended periods of time to international locations known to be associated with extremism?
- Has the child/ young person employed any methods to disguise their true identity? Has the child/ young person used documents or cover to support this?

Social Factors

- Does the child/ young person have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the child/ young person experience a lack of meaningful employment appropriate to their skills?
- Does the child/ young person display a lack of affinity or understanding for others, or social isolation from peer groups?
- Does the child/ young person demonstrate identity conflict and confusion normally associated with youth development?
- Does the child/ young person have any learning difficulties/ mental health support needs?
- Does the child/ young person demonstrate a simplistic or flawed understanding of religion or politics?
- Does the child/ young person have a history of crime, including episodes in prison?
- Is the child/young person a foreign national, refugee or awaiting a decision on their immigration/ national status?
- Does the child/ young person have insecure, conflicted or absent family relationships?
- Has the child/ young person experienced any trauma in their lives, particularly any trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other in the child/young person's life has extremist view or sympathies?

More critical risk factors could include:

- Being in contact with extremist recruiters
- Articulating support for extremist causes or leaders
- Accessing extremist websites, especially those with a social networking element
- Possessing extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining extremist organisations
- Significant changes to appearance and/or behaviour

Vulnerability Factors

Engagement factors

1. Grievance/Injustice: Engagement with an extremist group, cause or ideology meets needs to express or act on feelings of anger, grievance or injustice.

2. Threat: The individual feels that their family, identity, culture or values are under threat and an extremist group or cause offers a vehicle to articulate these threats and defend against them.

3. Identity, meaning and belonging: The individual uses the group, cause or ideology to provide a clear sense of identity, meaning and belonging.

4. Status: Some individuals use extremist groups, causes or ideologies to provide a sense of status and superiority.

5. Excitement, comradeship or adventure: Some individuals use extremist groups, causes or ideologies to fulfil a desire for excitement, comradeship or adventure.

6. Dominance and control: Some individuals use extremist groups, causes or ideologies to dominate and control others.

7. Susceptibility to indoctrination: Some individuals accept the ideology, beliefs and doctrine of an extremist group or cause uncritically and without question.

8. Political/moral motivation: Engagement with an extremist group, cause or ideology is motivated by a desire to bring about political or moral change.

9. Opportunistic involvement: Engagement with an extremist group, cause or ideology can be motivated by self-interest rather than a political or moral cause.

10. Family and/or friends support extremist offending: Some individuals' engagement with an extremist group, cause or ideology can be supported or condoned by family or friends.

11. Transitional periods: Some individuals engage with an extremist group, cause or ideology at a transitional time in their lives.

12. Group influence and control: Some individuals are members of extremist groups that impose a significant level of influence and control over their behaviour and conduct.

13. Mental health: Mental health problems can contribute to individuals' engagement with groups, causes or ideologies.

Intent factors

14. Over-identification with a group, cause or ideology: Some individuals over-identify with a group, cause or ideology to the extent that they lose their own identity and sense of agency.

15. Them and Us thinking: Some individuals divide the world into an out-group of persecutors and an in-group of persecuted individuals with whom they identify and whose cause they have adopted.

16. Dehumanization of the enemy: Individuals can dehumanize members of the out-group and believes they should be purged or punished.

17. Attitudes that justify offending: This factor applies where individuals hold attitudes or beliefs that support and justify offending on behalf of their group, cause or ideology.

18. Harmful means to an end: Individuals may be prepared to commit serious or significant harm to realize extremist goals.

19. Harmful objectives: Some individuals hold objectives that are inherently harmful.

Capability factors

20. Individual knowledge, skills and competencies: Some individuals have specific knowledge, skills and competencies to contribute to or commit offences that could cause serious and significant harm.

21. Access to networks, funding or equipment for terrorism: Some individuals have access to networks, funding or equipment that can help them support or commit a terrorist offence that could cause serious or significant harm.

22. Criminal capability: Where individuals have a criminal history, which can provide a level of capability for extremist offending.

If you have any concerns discuss them with your Safeguarding Lead and local Prevent Officer

APPENDIX 4 - School Prevent Duty Action Plan Template

Area of responsibility	Actions to be taken	Outcome	Deadline	Update
Leadership and values	- Creation of a 'Statement of Values' that respects learner and staff diversity, encourages freedom and openness and promotes learner voice - Development of rigorous recruitment policies which include core School values - Key individuals are appointed amongst the Proprietor, managers and staff with responsibility for safeguarding and understand the risk of extremism/radicalisation - Inclusion of radicalisation or extremism within the corporate risk register and the maintenance of an up to date risk assessment	- A safe learning environment is created across the School, behaviours which harm the ability of different individuals and groups to work together are challenged - All new staff are aware of the School's expectations and subscribe to its values - The School leadership takes ownership of extremism and radicalisation concerns and appropriate oversight is provided - Extremism/radicalisation is considered as a risk at a leadership level within the organisation with concerns relating to hate crime/harassment, extremism and radicalisation being reported promptly to headmaster leadership team		
Partnership	- Creation of a single point of contact for radicalisation and extremism enquiries internally and arrangements to coordinate information sharing between different departments and curriculum areas - Development of links with other Schools on the agenda - Development of links between key School staff/Proprietor and external partners, including the Local Authority and Police	- School communications and the sharing of concerns relating to extremism or radicalisation are coordinated effectively - The School is able to benefit from existing best practice and resources - The School shares information and is able to access statutory assistance where necessary to support vulnerable individuals		

Area of responsibility	Actions to be taken	Outcome	Deadline	Update
Safeguarding and pastoral care	- Inclusion of radicalisation and extremism within safeguarding policy and procedure including a reference to the Channel process - Development and implementation of rolling cross-organisation training plan to increase organisational awareness - Consideration of a School safeguarding panel to assess and manage concerns relating to extremism and radicalisation - Inclusion of a whistle blowing mechanism within the safeguarding procedures - Inclusion of sub-contracted education providers within the safeguarding procedures	- All are aware of the safeguarding procedure and that radicalisation is included within it - All understand what is meant by the terms radicalisation and extremism and are comfortable sharing concerns about radicalisation and extremism - A whole School approach is taken to the support of learners who may be vulnerable to violent extremist radicalisation - Staff feel confident and protected in raising any concerns which may place the safety of learners at risk - Learners are protected whilst they are studying or working externally to the School		
Pupil and learner resilience	- Include activities within existing lesson structure to enhance pupil and learner resilience for example, internet safety sessions and activities to improve critical thinking skills - Raise awareness and confidence amongst tutors and enrichment colleagues about the importance of critical thinking skills - Raise awareness of all colleagues and pupils or learners about their personal responsibility in the online space, particularly around freedom of speech - All staff receive appropriate training to educate and challenge on the principals of mutual respect and tolerance and encourage democratic participation - Opportunities to promote values are identified and utilised within the curriculum and within enrichment activities	- Pupils and learners have good critical engagement skills and understand how to verify information online and the reasons why they should - Pupils and learners feel comfortable sharing any concerns they have about behaviour or information in the online space with colleagues at the School - All are aware of their individual responsibilities in the online space, especially regarding freedom of speech - All learners are encouraged to respect others with particular regard to protected characteristics and are educated in the options for civic engagement - Learners understand what the School values mean in practice		

Area of responsibility	Actions to be taken	Outcome	Deadline	Update
Internet safety	- Inclusion of reference to terrorist and/or extremist material within ICT code of conduct, together with protections for legitimate study of this material - Deliver awareness raising training ICT colleagues about what terrorist and extremist material looks like - Raise awareness of colleagues and pupils or learners about code of conduct, reasons why and an explanation of how the policy was developed - Appropriate filtering is in place to ensure that learners are unable to access terrorist and extremist material online through School servers	- Colleagues understand what terrorist/extremist material looks like and are confident to share concerns through the appropriate processes if they do encounter access to this material - Learner study of extremist and terrorist material for legitimate purposes is protected - Pupils and learners understand the risks attached to accessing terrorist and extremist material online and understand the Appleford duty and process in these areas - Learners are safe from accessing extremist or terrorist materials whilst using School servers		
Reputation and brand	- Development of policies which outline when the School's branding can be used and the responsibilities which come with its use - Development of a protocol for monitoring the School's online presence which includes reference to terrorism and extremism - Delivery of awareness raising training to communications colleagues - Delivery of awareness raising to all administration, teachers and pupils or learners advising of responsibility in the online space	- Any references to the School online are picked up quickly and referred for action if they have links to terrorist/extremist material - School administration, tutors and learners are aware of their responsibility in the online space regarding the School's brand and reputation		

Appleford School is committed to safeguarding and promoting the welfare of our pupils and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

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Area of responsibility	Actions to be taken	Outcome	Deadline	Update
School Environment	• Development of policies governing events organised by staff, learners or visitors on School premises • Creation of a code of conduct policy and communication plan for setting expectations on learner behaviour • Development of a policy governing the display of materials internally at the School • Development of a protocol to manage the layout, access and use of any space provided for the purposes of prayer and contemplation including an oversight committee or similar	• The School does not host events or speakers supportive of, or conducive to, terrorism • Learners are aware of the conduct expected by the School in creating a safe space for all groups on site • A safe learning space is created, avoiding the display of inappropriate materials • Prayer and contemplation space is accessible to all learners on an equal basis and the School is aware of and able to manage any risks associated with the space		

Appendix 7 – Prevent duty Risk Assessment

The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people being drawn into terrorism. We are required to take a risk-based approach to the Prevent duty, the Home Office's statutory guidance. This document demonstrates our awareness of the specific risks of extremism and radicalisation in our school and our area.

Leadership

POTENTIAL HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	OWNER	RISK LEVEL WITHOUT CONTROLS	RISK LEVEL WITH CONTROLS	SELF-AUDIT LEVEL	ADDITIONAL NOTES / NEXT STEPS
The values and ethos of the school are unsuitable for promoting resilience against extremist ideologies and promoting British values	Pupils, staff and Proprietor	The school values clearly set out our commitment to British values. For example: • Values are displayed on the home page of our website • Values include a commitment to tolerance, diversity and mutual respect • Regular assemblies to promote British Values • Embedded PSHE curriculum • Annual focus days through year such as online safety week, wellbeing week, safeguarding week.	HT /DSL			1	Continue to ensure British Values are promoted in all aspects of school life Raise profile of school values
Leaders are unaware of their responsibilities under the Prevent duty, and of the context of the school relating to the risk of extremism	Pupils and staff	School leaders are aware of their duty to prevent pupils being drawn into terrorism, and make sure all staff know the same. School leaders stay up to date with local developments and risks, with Prevent an agenda item on the relevant meetings/ planning processes. The school has a nominated Staff Proprietor and Prevent Lead to coordinate Prevent efforts across our school.	HT / DSL			1	Regular briefings to include Prevent duty. All teaching and support staff to complete online Prevent training: https://www.elearning.prevent.homeoffice.gov.uk/ Refresh the leadership team on the school's responsibilities under the Prevent duty.

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POTENTIAL HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	OWNER	RISK LEVEL WITHOUT CONTROLS	RISK LEVEL WITH CONTROLS	SELF-AUDIT LEVEL	ADDITIONAL NOTES/NEXT STEPS
		Include any specific steps taken, for example: • The school is in regular communication with local police / PCSO					
Arrangements and resources in place to provide pastoral care and support as required are not in place. Monitoring arrangements to ensure that this support is effective and supports the school's welfare and equality policies are not in place.	Pupils and staff	Class teachers & support staff trained to identify any concerns relating to extremist behaviour CPOMs system used to alert and monitor any concerns Support provided by Safeguarding & Attendance Champion, and leadership team. All relevant policies in place, including Prevent included in our Safeguarding and Safer Recruitment Policy. There is a clear referral process set up for vulnerable individuals to receive support through the Channel process.	HT / LT			1	Continue to update staff training Monitor concerns on CPOMs & ensure all actions are logged

Training and Capability

POTENTIAL HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	OWNER	RISK LEVEL WITHOUT CONTROLS	RISK LEVEL WITH CONTROLS	SELF-AUDIT LEVEL	ADDITIONAL NOTES / NEXT STEPS
Staff do not feel comfortable or capable working with external agencies and sharing concerns about extremism externally	Pupils and staff	We work and communicate with local safeguarding partners and other relevant agencies regarding concerns about extremism. The DSL/Prevent lead is aware of the process to contact other agencies and expedite concerns about extremism. Records of referrals are kept on CPOMS, and referrals are followed up appropriately. Prevent is included within our information sharing protocols and is included in an agreed Prevent Partnership Communication Policy.	All staff			1	Use of CPOMs to share concerns to continue.
Staff have insufficient knowledge and training to identify children at risk Staff are unaware of Prevent issues and the referrals process into the Channels process	Pupils and staff	We have an annual policy and training review in place. There is regular Prevent training given to ensure all staff members are up to date and knowledgeable in Prevent issues and processes.					

Speakers and Events

POTENTIAL HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	OWNER	RISK LEVEL WITHOUT CONTROLS	RISK LEVEL WITH CONTROLS	SELF-AUDIT LEVEL	ADDITIONAL NOTES / NEXT STEPS
Pupils are exposed to extremist ideologies by visiting speakers	Pupils	Details of your procedures for visiting speakers, for example: • The materials that visiting speakers deliver are discussed and approved prior to their visit Visitors are never left alone with pupils	All staff			1	Robust policies and checks in place to ensure visitors do not hold extremist views Ensure staff aware of expectations for all visitors in school, including check of content & evaluations from other schools where content has been delivered
The school site is used to host events which support extremist ideologies or promote hatred	Pupils and staff	All hiring and lettings agreements state that the school site will not be hired to groups who support extremist ideologies or promote hatred	n/a		n/a	n/a	No hiring / letting agreements in place at present

School Curriculum and Culture

POTENTIAL HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	OWNER	RISK LEVEL WITHOUT CONTROLS	RISK LEVEL WITH CONTROLS	SELF-AUDIT LEVEL	ADDITIONAL NOTES / NEXT STEPS
The curriculum teaches damaging material or fails to challenge extremist ideologies and promote British values	Pupils	Opportunities to promote British values are clearly identified within all curriculum areas. Use of PSHE or RSE lessons for supportive discussions on radical issues and extreme ideologies.	Subject leaders			1	Review our current practices for promoting British values and consider where we could do more to embed these values into our curriculum.

POTENTIAL HAZARDS	WHO IS AT RISK?	ACTIONS IN PLACE	OWNER	RISK LEVEL WITHOUT CONTROLS	RISK LEVEL WITH CONTROLS	SELF AUDIT LEVEL	ADDITIONAL NOTES/NEXT STEPS
A culture of inequality or abuse is allowed to grow, enabling extremist ideology and hate to develop	Pupils, staff, the Proprietor and parents	Our behaviour policy clearly sets out that hateful behaviour is not tolerated. Staff know how to respond to witnessing harassment and abusive behaviour. Pupils are encouraged to challenge harassment or abusive behaviour among their peers.	All staff			1	Review and update behaviour policy Anti-bullying week annually Regular discussions with children re: expectations, how to report & strategies to resolve conflict
British values are not promoted outside of the classroom	Pupils and staff	Steps taken to promote British values around the school include: • Pupils participate in democracy through school council and pupil leadership elections • Assemblies promoting diversity, human rights, and respect	All staff			1	• Through PSHE/RE and other curriculum activities, pupils are able to explore political, religious and social issues. • Pupils are taught about the diverse national, regional and ethnic identities in the UK and the need for mutual respect. Relevant staff are aware of the government guidance

IT and Internet Safety

POTENTIAL HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	OWNER	RISK LEVEL WITHOUT CONTROLS	RISK LEVEL WITH CONTROLS	SELF-AUDIT LEVEL	ADDITIONAL NOTES / NEXT STEPS
Pupils use the school network or school hardware to access extremist material	Pupils	Our online safety/IT/child protection policy makes reference to the risks of online extremist material. Pupils are encouraged to report any material they come across online which makes them worried or uncomfortable. IT safety and monitoring systems, for	DSL / IT team /			1	Review our online safety policy annually. Ensure all systems are in place to monitor and prevent access any inappropriate sites

POTENTIAL HAZARD	WHO IS AT RISK	ACTIONS IN PLACE	OWNER	RISK LEVEL WITHOUT CONTROLS	RISK LEVEL WITH CONTROLS	SELF AUDIT LEVEL	ADDITIONAL NOTES/NEXT STEPS
		example: • The school IT network has appropriate filters to block sites deemed inappropriate or unsafe School email accounts are monitored by IT staff		🟥	🟩		
Pupils access extremist material on their own devices or on social media, or are specifically targeted for online radicalisation	Pupils	The ICT curriculum includes teaching pupils how to stay safe online and use the internet responsibly. Parents are provided with support on how to help their children access the internet safely and spot the signs of online radicalisation. Staff, pupils and parents/ carers receive Internet Safety awareness training.	Pastoral / DSL/ IT team / academic team	🟥	🟩	1	Share online safety factsheets with parents to help them support their children Ensure all IT policies are updated regularly • Online safety policy • Acceptable use policy • Preventing bullying policy The curriculum for computing and PSHE reflects this duty.

School Security

POTENTIAL HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	OWNER	RISK LEVEL WITHOUT CONTROLS	RISK LEVEL WITH CONTROLS	SELF-AUDIT LEVEL	ADDITIONAL NOTES / NEXT STEPS
Non-approved visitors access the school site to spread extremist ideology Non-approved contractors access the school site to spread extremist ideology	Pupils and staff	Visitor procedure includes: • All visitors to the school are signed in at reception and wear lanyards and ID badges • Visitors are accompanied around the school site by a member of staff at all times The relevant policy includes clear protocols for ensuring any contractors are suitable, through due diligence checks, and appropriately supervised within the school.	AP/ CC	🟥	🟩	1	Review policies & procedures regularly –