PORTFIELD SCHOOL &
SATELLITE CENTRES

POLICY DOCUMENT FOR PREVENTING EXTREMISM & RADICALISATION

Review of Policy

This policy will be reviewed annually unless changes of circumstances or legislation requires it to be amended earlier.

Adopted by the Headteacher and Chair of Governors on 05/06/2019

This policy will be reviewed by: June 2020

Mission Statement

Working together   Learning together   Achieving together

At Portfield School we strive to
- Create a happy, safe, supportive and stimulating learning environment
- Value everyone
- Develop everyone's personal, social, emotional health and wellbeing
- Promote relevant academic and vocational skills
- Meet individual needs through an imaginative and flexible approach
- Enable all learners to achieve their full potential

UNCRC United Nations Convention on the Rights of the Child
- Portfield School places the values and principles of the UNCRC at the heart all policies and practices
- Portfield School is a Rights Respecting School

PORTFIELD SCHOOL
Preventing Extremism & Radicalisation Policy
2018/19
This policy should be read in conjunction with key national and local legislation, guidance and policies – see Appendix 4 for full bibliography.

The United Kingdom's Strategy for Countering Terrorism, entitled CONTEST and as referenced in the Counter-Terrorism and Security Act 2015, contains four key work streams: Pursue, Prevent, Protect and Prepare. Each work stream comprises a number of key objectives. This Policy deals with the Prevent work stream only.

Prevent
The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism.

Guidance in England and Wales, see Appendix 4, explains the obligations for specified authorities to have due regard to the need to prevent people from being drawn into terrorism.

1. POLICY STATEMENT

Portfield School is fully committed to safeguarding and promoting the welfare of all its pupils. Every member of staff recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. The Preventing Extremism and Radicalisation Policy sets out our beliefs, strategies and procedures to protect vulnerable individuals from being radicalised or exposed to extremist views, by identifying who they are and promptly providing them with support.

2. AIMS AND PRINCIPLES

Portfield School's Preventing Extremism and Radicalisation Policy is intended to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views. We recognise that we are well placed to be able to identify safeguarding issues and this policy clearly sets out how the school will deal with such incidents and identifies how the curriculum and ethos underpins our actions.
 The objectives are that:
* All governors, teachers, teaching assistants and non-teaching staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.
* All governors, teachers, teaching assistants and non-teaching staff will know what the school policy is on tackling extremism and radicalisation and will follow the policy guidance swiftly when issues arise.
* All pupils will understand the dangers of radicalisation and exposure to extremist views; building resilience against these and knowing what to do if they experience them.
* All parents/carers and pupils will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.

The main aims of this policy are to ensure that all staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen here and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.

3. INDICATORS OF VULNERABILITY TO RADICALISATION

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. Extremism is defined by the Government in the Prevent Strategy as:

Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Extremism is defined by the Crown Prosecution Service as:
The demonstration of unacceptable behaviour by using any means or medium to express views which:
* encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
* seek to provoke others to terrorist acts;

- encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- foster hatred which might lead to inter-community violence in the UK.

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

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

Indicators of vulnerability include:

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

However, this list is not exhaustive, nor does it mean that all young people experiencing the above will encounter radicalisation for the purposes of violent extremism.

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;
- joining or seeking to join extremist organisations;
- significant changes to appearance and/or behaviour;
- experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

4. PROCEDURES FOR REFERRALS

It is important for us to be constantly vigilant and remain fully informed about the issues which affect the local area, city and society in which we work and live. Staff are reminded to suspend any 'professional disbelief' that instances of radicalisation 'could not happen here' and to be 'professionally inquisitive' where concerns arise, referring any concerns through the appropriate channels. (See Appendix 1 – Dealing with Referrals)

We believe that it is possible to intervene to protect people who are vulnerable. **Early intervention is vital** and staff must be aware of the established processes for front line professionals to refer concerns about individuals and/or groups. We must have the confidence to challenge and to intervene and ensure that we have strong safeguarding practices based on the most up-to-date guidance and best practise.

Designated Senior Leaders for Child Protection and Safeguarding will be appropriately trained in identifying potential radicalisation and extremism and will deal swiftly with any referrals made by staff or with concerns reported by staff.

The Headteacher/Designated Senior Leader will discuss the most appropriate course of action on a case-by-case basis and will decide when a referral to external agencies is needed (see Appendix 1 – Dealing with Referrals). Advice can always be sought from the Child Care Assessment Team.

As with any child protection referral, staff must be made aware that if they do not agree with a decision not to refer, they can make the referral themselves and will be given the contact details to do this via the safeguarding board in the staffroom.

5. GOVERNORS, LEADERS AND STAFF

The Head teacher and all other members of the School Leadership Team are the leaders for referrals relating to extremism and radicalisation. In the unlikely event that SLT members are not available, all staff know the channels by which to make referrals via the safeguarding board in the staffroom.

Staff will be fully briefed about what to do if they are concerned about the possibility of radicalisation relating to a pupil, or if they need to discuss specific children whom they consider to be vulnerable to radicalisation or extremist views. Staff to record concern on school's Behaviour Watch and indicate the nature of concern by activating the 'Extremist behaviour' icon. All concerns to be addressed by SLT.

The SLT will work in conjunction with the Headteacher and external agencies to decide the best course of action to address concerns which arise.

Prejudicial behaviour can be a factor in radicalisation and extremism. With this in mind, Portfield School has updated procedures for dealing with prejudicial behaviour, as outlined in the Positive Behaviour Policy and Strategic Equality Plan/Policy.

6. THE ROLE OF THE CURRICULUM

Our curriculum is "broad and balanced". It promotes understanding, respect, tolerance and diversity. Children are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others.

Our PSHE provision is embedded across the curriculum. It directs our assemblies and underpins the ethos of the school. We strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.

Children are taught about how to stay safe when using the internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the internet.

7. STAFF TRAINING

Through INSET opportunities in school, we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation, how this might be identified early on and how we can provide support as a school to ensure that our children think critically, develop self-esteem, global citizenship, resilience and are thus able to resist involvement in radical or extreme activities.

8. VISITORS AND THE USE OF SCHOOL PREMISES

If any member of staff wishes to invite a visitor in the school, they must first gain agreement from the Headteacher. The visitor can enter school subject to Safeguarding Checks including DBS checks and photo identification. Children are NEVER left unsupervised with external visitors, regardless of safeguarding check outcomes.

Upon arriving at the school, all visitors including contractors, will read the child protection and safeguarding guidance and be made aware of who the Designated Senior Leaders are and how to report any concerns which they may experience.

If any agreement is made to allow non-school groups or organisations to use the premises, appropriate checks will be made before agreeing the contract. Usage will be monitored and in the event of any behaviour not in-keeping with the Preventing Extremism and Radicalisation Policy, the school will contact the police and terminate the contract.

Portfield School values freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society's values. Both pupils/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.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Portfield School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in the Appendix 2.

Portfield School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to extremist Islamist ideology, or to Far Right/Neo-Nazi/White Supremacist ideology.

9. RISK REDUCTION & RESPONSE

The school governors, the Headteacher and the Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, PSHE policy, assembly policy, use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.
Our school, will 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: this will normally be the Designated Safeguarding Lead. The SPOC for Portfield School is Mr Paul Hughes. The responsibilities of the SPOC are described in Appendix 3.

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 and to the Designated Safeguarding Lead if this is not the same person.

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

10. MULTI-ANGENCY CHANNEL PANELS IN PEMBROKESHIRE

Pembrokeshire's duties in respect of Channel Panels will be discharged on a multi-agency basis and will adhere to the Prevent Strategy and Channel Duty Guidance as referenced in Appendix 4.

The multi-agency Safeguarding Children Operational Partnership will provide the arena and governance for Channel Panels and their agreement.

11. POLICY REVIEW

11.1 Individual School Review
Portfield School Preventing Extremism and Radicalisation Policy will be reviewed annually as part of the overall Child Protection and Safeguarding policy review.

11.2 Preventing Extremism and Radicalisation Policy 2015/16 Review
This Policy will be reviewed on an annual basis by the multi-agency Pembrokeshire Safeguarding Children Operational Partnership.

From an Education perspective, Membership of this Partnership includes representation from Head Teachers of Primary & Secondary schools, the Head of Inclusion and the Safeguarding in Education Manager.

11.3 The school policy will be ratified by the Governing Body.

Appendix 1

Dealing with Referrals of Prejudicial Behaviour

We are aware of the potential indicating factors that a child is vulnerable to being radicalised or exposed to extreme views, including peer pressure, influence from other people or the internet, bullying, crime and anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity, prejudicial behaviour and personal or political grievances

In the event of prejudicial behaviour the following system will be followed;

- All incidents of prejudicial behaviour will be reported directly to the SLT/Designated Senior Person or the Head Teacher.
- All incidents of prejudicial behaviour will be fully investigated and recorded in line with the Positive Behaviour Policy and records will be kept in line with procedures for any other safeguarding incident.
- Parents/carers will be contacted and the incident discussed in detail, aiming to identify motivating factors, any changes in circumstances at home, parental views of the incident and to assess whether the incident is serious enough to warrant a further child protection referral. A note of this meeting is kept alongside the initial incident report in the Safeguarding folder.
- The SLT/Designated Senior Person will follow-up any further reports of prejudicial behaviour for a period of four weeks after the incident to assess whether there is a change in behaviour and/or attitude. A further meeting with parents would be held if there is not a significant positive change in behaviour.

Dealing with Referrals of Potential Radicalisation or Extremism

- Serious incidents or concerns about potential radicalisation or extremism will be referred to the Child Care Assessment Team through the usual school child protection referral process.

Appendix 2

Glossary of Terms

Channel (see Appendix 4) is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. The programme uses a multi-agency approach to protect vulnerable people by:

- identifying individuals at risk;
- assessing the nature and extent of that risk; and
- developing the most appropriate support plan for the individuals concerned.
- Channel may be appropriate for anyone who is identified as being vulnerable to being drawn into terrorism.

'Extremism' is defined in the 2011 Prevent strategy as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

'Having due regard' means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.

'Interventions' are projects intended to divert people who are being drawn into terrorist activity. Interventions can include mentoring, counseling, theological support, encouraging civic engagement, developing support networks (family and peer structures) or providing mainstream services (education, employment, health, finance or housing).

'Non-violent extremism' is extremism, as defined above, which is not accompanied by violence. 'Prevention' in the context of this document means reducing or eliminating the risk of individuals becoming involved in terrorism.

Prevent includes but is not confined to the identification and referral of those at risk of being drawn into terrorism into appropriate interventions. These interventions aim to divert vulnerable people from radicalisation.

'Radicalisation' refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

'Safeguarding' is the process of protecting vulnerable people, whether from crime, other forms of abuse or (in the context of this document) from being drawn into terrorist related activity.

The current UK definition of '**terrorism**' is given in the Terrorism Act 2000 (TACT 2000). In summary this defines terrorism as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

'Terrorist-related offences' are those (such as murder) which are not offences in terrorist legislation, but which are judged to be committed in relation to terrorism.

'Vulnerability' describes the condition of being capable of being injured; difficult to defend; open to moral or ideological attack. Within Prevent, the word describes factors and characteristics associated with being susceptible to radicalisation.

Appendix 3

PREVENTING VIOLENT EXTREMISM - ROLES AND RESPONSIBILITIES OF THE SINGLE POINT OF CONTACT (SPOC)

The SPOC for Portfield School is Mr Paul Hughes, who is responsible for:

- ensuring that staff of the school are aware who is the SPOC in relation to protecting students/pupils from radicalisation and involvement in terrorism;

- maintaining and applying a good understanding of the relevant guidance in relation to preventing students/pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;

- raising awareness about the role and responsibilities of Portfield School in relation to protecting students/pupils from radicalisation and involvement in terrorism;

- monitoring the effect in practice of the school's PSHE/ RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;

- raising awareness within the school about the safeguarding processes relating to protecting students/pupils from radicalisation and involvement in terrorism;

- acting as the first point of contact within the school for case discussions relating to students/ pupils who may be at risk of radicalisation or involved in terrorism;

- collating relevant information in relation to referrals of vulnerable students/pupils into the safeguarding process;

- attending meetings as necessary and carrying out any actions as agreed;

- reporting progress on actions and

- sharing any relevant additional information in a timely manner.

Appendix 4
Bibliography & References

- CONTEST The United Kingdom's Strategy for Countering Terrorism (July 2011)
  https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97995/strategy-contest.pdf
- Prevent Strategy HM Government (June 2011)
  https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf
- Channel Duty Guidance. Protecting vulnerable people from being drawn into terrorism. Statutory guidance for Channel panel members and partners of local panels. HM Government (2015)
  https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf
- Respect and resilience. Developing community cohesion – a common understanding for schools and their communities. Welsh Assembly Government Guidance, Young Wales (January 2011)
  http://gov.wales/docs/dcells/publications/110209respecten.pdf
- Keeping learners safe. The role of local authorities, governing bodies and proprietors of independent schools under the Education Act 2002. Welsh Government (January 2015)
  http://gov.wales/docs/dcells/publications/150114-keeping-learners-safe.pdf
- Social Services and Well-being (Wales) Act 2014
- Safeguarding & Child Protection Pembrokeshire County Council (PCC) Policy
- Strategic Equality Plan / policy (PCC)
- Anti-Bullying Policy (PCC)
- Positive Behaviour Management Policy (PCC)
- E-Safety Policy (PCC)
- Children and Young people with Risk Taking Behaviours – Multi-agency protocol June 2014

Prevent & Safeguarding Self Assessment

Introduction

Everyone who comes into contact with children and their families has a role to play in safeguarding children. Schools have a duty of care to their pupils and staff which includes safeguarding them from the risk of being drawn into terrorism - this includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of the terrorist ideology and learn how to challenge these ideas.

School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance *Working Together to Safeguard Children (March 2013)* and *Keeping Children Safe in Education (October 2014).* Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. Radicalisation is listed as a specific safeguarding issue within this statutory guidance and is addressed within the Government Prevent Strategy. The Counter-Terrorism and Security Act 2015 places a duty on Schools to 'have "due regard to the need to prevent people from being drawn into terrorism".

The Prevent Strategy has three main objectives:

- Respond to the **ideological challenge** of terrorism & the threat we face from those who promote it;

- **Prevent people from being drawn into terrorism** and ensure that they are given appropriate advice and support;

- Work with **sectors and institutions** where there are risks of radicalisation which we need to address.

This self assessment tool has been developed to aid compliance with the Prevent Duty as a health check for the Senior Leadership Team within a school to assess if Prevent has been adopted into their institution's mainstream processes. This will identify if their institution requires any advice and support from their local Prevent Team or partner agencies to reduce their vulnerability.

	Prevent Self Assessment			
	Objective: Adoption of Prevent into Mainstream Processes			
Governance				
No		**Owner**	**Evidence**	**RAG Status**
1.1	Does the Institution have a nominated Staff (and Governor) Prevent Lead?	Paul Hughes Paul Rutherford	Policy	
Risk Assessment				
No		**Owner**	**Evidence**	**RAG**
2.1	Do the Senior Leadership team and Governors have an understanding, shared with partners, of the potential risk in the local area to assess the risk of pupils being drawn into terrorism, including support for the extremist ideas that are part of terrorist ideology?	SLT – Yes	All attended Radicalisation course. Course planned for all teaching and support staff on 18th November 2015. All LSA's and GB invited to attend. Support Staff Meeting on 5th October 2015 – introduction to Radicalisation and Extremist ideas by SLT.	
2.2	Is Prevent included within the Institution's Safeguarding Policy?	Minimally	See Policy	
2.3	Is Prevent included the within the Institution's Safer Recruitment Policy?	No		
2.4	Is Prevent included within the Institution's venue hiring policy? Are due diligence checks conducted on groups/individuals seeking to hire/use school premises?	No		
2.5	Is Prevent included within the Institution's Visitors Policy? Are due diligence checks conducted on visitors to the school? Does the policy set out clear protocols for ensuring that any visiting speakers – whether invited by staff or by pupils themselves – are suitable and appropriately supervised within school?	No specific visitor policy. However safeguarding policy includes information re DBS for visitors.	Pupils in Portfield have a high level of supervision with high staff to pupil ratio.	
2.6	Is Prevent included within the Institution's Contractors Policy? Are due diligence checks conducted on contractors working at the school or providing extracurricular activities? Does the policy set out clear protocols for ensuring that any visiting contractors are suitable and appropriately supervised within school?	Follow LA Contractor guidance Yes		
2.7	Is Prevent an agenda item of relevant meetings / planning processes?	SLT have recently undergone training.	Will be included in Safeguarding talk that all staff have at start of each school year. Kevin Williams will provide training for all teaching and support staff as well as GB.	
2.8	Is there a clear referral route for vulnerable individuals to receive support	Yes	PCC has a Channel Panel. SLT are trained in Radicalisation and Extremism.	

	through the Channel process?			
2.9	Are fundamental British values promoted in the delivery of the curriculum and extra-curricular activities and reflected in the general conduct of the school?	Yes Rights respecting school	RRS level 2 achieved. Portfield School promotes British Values: respect, self-esteem, democracy, rule of law, faiths/beliefs and rejects discrimination of any form.	

Working In Partnership

No		Owner	Evidence	RAG
3.1	Does the Institution have engagement with wider Prevent work through their local Prevent Partnership?	Yes – have contact details		
3.2	Is Prevent included within Information sharing protocols / MOU?			
3.3	Is the Institution included in an agreed Prevent Partnership Communication Policy?			
3.4	Do the safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the Local Safeguarding Children Board (LSCB)?	Yes	LADO, support of CCAT and Adult services.	
3.5	Do the child protection policies describe procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the LSCB?	Yes		

Staff Training

No		Owner	Evidence	RAG
4.1	Does the Institution have an annual policy and training review process in place?	Yes	CPD file and register	
4.2	Does the institution regularly assess Prevent Training needs to raise their awareness of Prevent issues with staff and the Governing body? Do staff members have sufficient training to give them the knowledge and confidence to identify children at risk of being drawn into terrorism and challenge extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups?	Recently trained SLT	All teachers will be attending training in November and will feed back to support staff. All staff (including cleaners and catering) and GB invited to attend.	
4.3	Are staff members aware of Prevent issues and the referrals process into the Channel process?	SLT	As above.	

Safety Online

No		Owner	Evidence	RAG
5.1	Does the School IT system have appropriate levels of filtering to ensure children are safe from terrorist and extremist material when accessing the internet in school?	Yes - LA controls in place	PCC controls in place on IT systems.	
5.2	What processes and procedures are in place to ensure children use the internet responsibly?	See IT policy	Computer saver screen gives safety messages. Pupils are always supervised by staff on school computers and iPads. Computer 'history' can be	

			analysed by IT Technician.	
5.3	Do staff, pupils and carers receive any Internet Safety awareness training?	Yes		

Appendix B

Indicators

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

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

Appendix C

School Prevent Duty Action Plan 2018 - 2019

Area of responsibility	Actions to be taken	Outcome	Deadline	Update
Partnership	• Maintain links between key School staff/governors and external partners, including the Local Authority and Police	• The School shares information and is able to access statutory assistance where necessary to support vulnerable individuals	Jan 2019	September 2019
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	• 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	Jan 2019	September 2019
Student and learner resilience	• Include activities within existing lesson structure to enhance student and learner resilience for example, internet safety sessions and activities to improve critical thinking skills • Raise awareness of all colleagues and students 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	• Students and learners have good critical engagement skills and understand how to verify information online and the reasons why they should • Students 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	March 2019	September 2019

Area of responsibility	Actions to be taken	Outcome	Deadline	Update
	democratic participation • Opportunities to promote values are identified and utilised within the curriculum and within enrichment activities	educated in the options for civic engagement • Learners understand what the School values mean in practice		
Internet safety	• Continue to raise awareness of colleagues and students or learners about ICT 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 • Students and learners understand the risks attached to accessing terrorist and extremist material online and understand the institution's duty and process in these areas • Learners are safe from accessing extremist or terrorist materials whilst using School servers	Jan 2019	September 2019
Reputation and brand	• Development of a protocol for monitoring the School's online presence which includes reference to terrorism and extremism • Delivery of awareness raising to all administration, teachers and students 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	Jan 2019	September 2019
School Environment	• Development of policies governing events organised by staff, learners or visitors on School premises • 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	Jan 2019	September 2019