



Safeguarding Policy:-

Preventing Extremism and Radicalisation in Education Settings

December 2018

The New Guild Trust

December 2018
Review :
This policy will be reviewed
annually

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Stoke-on-Trent Safeguarding Children Board express their sincere thanks to the HEAD TEACHERS PREVENT GROUP who made an enormous contribution to the development of this document.

1. Introduction

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

2. Definitions

Ideology - a set of beliefs.

Extremism - a 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.

Radicalisation - the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Terrorism - an action that endangers or causes serious violence damage or disruption and is intended to influence the Government or to intimidate the public and is made with the intention of advancing a political, religious or ideological cause.

3. Guidance and Legislation

The Preventing Extremism and Radicalisation Safeguarding Policy draws upon the guidance contained in:-

- Stoke-on-Trent Safeguarding Children Board procedures
- Keeping Children Safe in Education; DfE: September 2016
- Teaching Approaches that help Build Resilience to Extremism among Young People; DfE 2011
- [Report](#) into Allegations Concerning Birmingham Schools Arising from Trojan Horse Letter; Peter Clarke: July 2014.
- Promoting Fundamental British Values as part of SMSC in Schools; [Nov 2014](#)
- OFSTED School Inspection Handbook
- [Prevent duty guidance](#)

In adhering to this policy and the procedures therein, staff and visitors will comply with our statutory duties to:-

- Safeguard and promote the welfare of all children as set out in s175 and s157 of the Education Act 2002.
- Contribute to the delivery of the outcomes for all children, as set out in s10 (2) of the Children Act 2004.
- Have due regard to the need to prevent people from being drawn into terrorism, as set out in s26 of the Counter-Terrorism and Security Act 2015.

4. School Ethos and Practice

The New Guild Trust recognise the Governments concern that the UK continues to face a threat from terrorism. One security concern is the potential for British citizens and residents to become radicalised and commit acts of violence or terrorism.

Violent Extremism is defined by the Crown Prosecution Service (CPS) 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;*
- *Foster hatred which might lead to inter-community violence in the UK."*

Extremism can take many forms including that linked to Far Right / Neo Nazi / White Supremacist, Al Qaeda/Daesh ideologies, Irish Nationalist and Loyalist paramilitary groups, and that linked to Animal or Environmental Rights movements.

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

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

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

Therefore, we will provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand and accept difference and diversity and also to ensure that they thrive, feel valued and not marginalised.

Furthermore we are aware that young people can be exposed to extremist influences or prejudiced views from an early age, which emanate from a variety of sources, including the internet, and at times pupils may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

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

Where misconduct by a teacher is proven, the matter will be referred to the National College for Teaching and Leadership for their consideration as to whether to a Prohibition Order is warranted.

As part of wider safeguarding responsibilities school staff will be 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.
- 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, sexuality, ethnicity or culture.
- Attempts to impose extremist views or practices on others.

Our schools will closely follow any locally agreed procedure as set out by the Local Authority and the Local Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

5. Teaching Approaches

We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches children may experience elsewhere may make it harder for them to challenge or question these radical influences. In our school, this will be achieved by good teaching, primarily via PSHE; but also by adopting the methods outlined in the Government's guidance 'Teaching approaches that help build resilience to extremism among young people' DfE 2011.

We will ensure that all of our teaching approaches help our pupils build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills.

We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

We will be flexible enough to adapt our teaching approaches as appropriate, so as to address specific issues to become even more relevant to the current issues of extremism and radicalisation. In doing so we will apply the 'key ingredients' for success following the three broad categories of:-

- Making a connection with young people through good [teaching] design and a pupil centred approach.
- Facilitating a 'safe space' for dialogue, and

- Equipping our pupils 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 schools approach to the spiritual, moral, social and cultural development of pupils as defined in OfSTED's School Inspection Handbook and will include the sound use of assemblies to help further promote this rounded development of our pupils.

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 a curriculum that includes:-

- Citizenship programmes
- Open discussion and debate
- Work on anti-violence and a restorative approach addressed throughout curriculum
- Focussed educational programmes

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

We will help support pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a pupil is being directly affected by extremist materials or influences, we will ensure that that pupil is offered support through referral to Stoke-on-Trent Channel Panel .

6. Use of External Agencies and Speakers

We encourage 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.

Such vetting is to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in opposition to, the 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 and effectiveness of input from external agencies or individuals to ensure that:-

- Any messages communicated to pupils are consistent with the ethos of the school and do not marginalise any communities, groups or individuals.

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

We recognise, however, that the ethos of our school is to encourage pupils to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this.

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

7. Whistle Blowing

Where there are concerns of extremism or radicalisation, pupils and staff are able to discuss this with the Designated Safeguarding Lead. If, for any reason they feel unable to do this, then they are able to make use of our internal systems to Whistle Blow or raise any issue in confidence. Please refer to School Whistle Blowing Policy.

8. Child Protection

Please refer to our Safeguarding and Child Protection Policy for the full procedural framework.

Staff will be 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 child 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 child's family that may equally place a child at risk of harm. (These examples are for illustration and are not definitive or exhaustive.) Therefore all adults working at the school (including visiting staff, volunteers' contractors, and students 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.

9. Role of the Designated Safeguarding Lead (DSL)

The DSL – Identified in each schools Safeguarding Policy.

The role of the DSL is set out in our Safeguarding and Child Protection Policy.

The DSL is the focus person who school staff, and others, may come to if they have concerns about an individual child's safety or well-being, and they are the first point of contact for external agencies.

The DSL is also the person who leads on concerns regarding extremism or radicalisation. Where there are concerns regarding extremism and radicalisation, the DSL will liaise with Stoke-on-Trent Channel Coordinator and make referrals where appropriate – see section 13.

10. Training

Whole school training on Safeguarding and Child Protection will be organised for staff and governors at least every three years. This training should be approved by the Local Safeguarding Children Board and will, in part, include training on extremism and radicalisation and its safeguarding implications.

The DSLs will attend training courses as necessary and the appropriate inter-agency training organised by the Local Safeguarding Children Board at least every two years.

All school staff will undertake Home Office approved WRAP Training (Workshop to Raise Awareness of Prevent;) also sometimes referred to as 'Prevent training.'

Whole school WRAP/Prevent training (Home Office approved;) is delivered contact Dawn Casewell, Safeguarding Education Development Officer (dawn.casewell@stoke.gov.uk)

For information regarding multi agency training on Challenging Extremism see SCB website - <http://www.safeguardingchildren.stoke.gov.uk/ccm/navigation/professionals/training/>

11. Recruitment

The arrangements for recruiting all staff, (permanent, temporary and volunteers;) to our school will follow statutory guidance in Keeping Children Safe in Education 2016.

We will apply safer recruitment best practice principles and sound employment practice in general, which include, but are not limited to, ensuring that DBS checks are made at the appropriate level, that references are always received and checked and that we complete and maintain a single central record of such vetting checks.

We will be alert to the possibility that persons may seek to gain positions within our school so as to unduly influence our schools character and ethos. We are aware that such persons seek to limit the opportunities for our pupils thereby rendering them vulnerable to extremist views and radicalisation as a consequence.

Therefore, by operating safer recruitment best practice and by ensuring an ongoing culture of vigilance within our school, we will minimise the opportunities for extremist views to prevail.

12. Role of Governing Body

The Governing Body of our School will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities as Governors, including their statutory safeguarding duties.

The Governing Body of our school will support the ethos and values of our school and will support the school in tackling extremism and [radicalisation](#).

www.gov.uk/government/publications/birmingham-schools-education-commissioners-report

In line with Recommendation 13 of Peter Clarke's report details of our Governing Body will be published on our school website to promote transparency.

In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education 2016' the governing body will challenge the school's senior management team on the delivery of this policy and monitor its effectiveness.

Governors will review 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.

13. Stoke-on-Trent PREVENT Programme

The Prevent Programme is Stoke-on-Trent's response to the Government's [national counter-terrorism strategy](#), which aims to stop people being drawn into or supporting terrorism. The national strategy focuses on three key areas which are:-

- respond to the ideological challenge of terrorism and the threat 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 that we need to address

The Government has defined Extremism 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. They also include in their definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Stoke-on-Trent's Prevent Programme is designed to:-

- divert vulnerable individuals away from the radicalisation process and ensure that they are given the appropriate advice and support through local safeguarding structures
- deter extremist groups from creating disharmony, division and spreading hate
- keep the majority safe from the few who seek to harm others
- ensure that sectors and institutions develop an appropriate response to tackle extremism
- ensure that media and wider public recognise that the illegal or extreme actions of a few individuals from a particular background do not reflect the values and views of others with the same background, faith or belief
- ensure that the reputation of the city and its residents is maintained and enhanced.

For further information about Stoke-On-Trent's Prevent Program please contact Shahzad Tahir, Community Cohesion Manager, Stoke-On-Trent City Council on 01782 238771.

14. Channel Panel

Stoke-on Trent has a multi-agency group – the Channel Panel, to provide support to people at risk of being radicalised, recognising that the radicalisation of vulnerable children and adults is a safeguarding issue. The Channel Panel is chaired by a senior Safeguarding Manager from Stoke-on-Trent City Council.

The objectives of the Channel Panel are to:-

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

It is important to trust your professional judgement – if you are concerned that someone is at risk of getting involved in extremism, you should discuss this with your DSL without delay.

The DSL will liaise with Staffordshire Police Prevent Team to discuss and make a referral if necessary.

When a referral is received, the Prevent team will, in partnership with other safeguarding professionals, investigate further to assess the nature and extent of the risk and develop the most appropriate support package for the individual concerned.

Staffordshire Police Prevent Team can be contacted on:-

Tel: 01785 232054

[E-mail: prevent@staffordshire.pnn.police.uk](mailto:prevent@staffordshire.pnn.police.uk)

15. Reporting online material promoting terrorism or extremism

The internet is used by some people to promote terrorism and extremism. The New Guild Trust is committed to ensuring that students are not be able to access extremist ideas or materials online in school. We will challenge and report any terrorist and extremist content found online, which is offensive or illegal.

As private citizens, members of staff can also report such material, anonymously if necessary, by clicking on the button below:-



Examples include material such as:-

- articles, images, speeches or videos that promote terrorism or encourage violence
- content encouraging people to commit acts of terrorism
- websites made by terrorist or extremist organisations
- videos of terrorist attacks

The national Counter Terrorism Internet Referral Unit (CTIRU), which investigates the material, will try to secure the removal of the material as quickly as possible.

16. Department for Education – Preventing extremism in schools and children’s services

The DFE have set up a helpline that schools and other organisations working with children can contact if they have concerns about radicalisation:

Tel: 020 7340 7264 [E-mail: counter.extremism@education.gov.uk](mailto:counter.extremism@education.gov.uk)

If you are concerned about extremism in a school or another organisation that works with children, or if you think a child might be at risk of extremism, contact their helpline.

Open Monday to Friday from 9am to 6pm (excluding bank holidays).

Appendix 1 - Prevent Resources, Support and Guidance for Education Settings

National Online Resources			
No.	Product	Details	Link/Contact
1	Educate Against Hate	A website jointly developed by the Home Office and Department for Education which contains details of resources that schools may use	http://educateagainsthate.com/
2	Miriam's Vision	Materials produced by Miriam Hyman Trust as a result of 7/7.	www.miriamsvision.org
4	Hammersmith and Fulham Prevent Resources Pack	Lesson materials produced by H&F LA covering digital awareness, conspiracy theories and extremism.	https://www.lbhf.gov.uk/children-and-young-people/schools-and-colleges/school-staff-zone/prevent-and-schools/prevent-and-schools-resources-and-lesson-plans
5	Prevent Tragedies	A UK Police and partners initiative to help prevent people getting drawn into violent extremism and terrorism	http://www.preventtragedies.co.uk/
	Anne Frank Trust	To use Anne Franks life to empower young people with the knowledge, skills and confidence to challenge all forms of prejudice and discrimination	http://www.annefrank.org.uk/
5	Getting on Together	A suite of curriculum material covering modules on extremism, open debate and critical thinking.	http://www.got.uk.net/
Stoke-on-Trent Safeguarding Children Board Online Information			
6	Stoke-on-Trent Children Safeguarding Board	The schools/education section of the Safeguarding Children Board (SCB) website	http://www.safeguardingchildren.stoke.gov.uk/ccm/content/safeguarding-children/education/education.en
7	Stoke-on-Trent Children Safeguarding Board	The professionals section of the Safeguarding Children Board website page for Extremism, Radicalisation and Prevent	http://www.safeguardingchildren.stoke.gov.uk/ccm/content/safeguarding-children/professionals-folder/procedure-manuals/extremism.en
8	Stoke-on-Trent Children Safeguarding Board	Safeguarding People who are vulnerable to being drawn into Violent Extremism and/or Terrorism in Staffordshire and Stoke on Trent	http://webapps.stoke.gov.uk/uploadedfiles/D19JointPreventChannelGuidancev10Final.pdf

8	S-o-T Children Safeguarding Board	Stoke on Trent Chanel Panel Operating Principles	http://webapps.stoke.gov.uk/uploadedfiles/SOTCCChanneloperatingprinciples.pdf

Local Resources

9	Community Cohesion Team	<ul style="list-style-type: none"> a. Sessions on cohesion, extremism and hate crime delivered to pupils b. Assist schools in building links with local communities and faith institutions c. Deliver Faith workshops to pupils d. One to one & group support to assist schools in addressing tension in the school environment e. Provide support to schools on cultural awareness f. Prevent & Cohesion awareness sessions for staff and governors. 	Iftikhar Ahmed iftikhar.ahmed@stoke.gov.uk
10	Children's Safeguarding Board	Deliver WRAP Training (Workshops to Raise Awareness of Prevent) Home Office approved	Dawn Casewell dawn.casewell@stoke.gov.uk
11	Channel Panel	Information, advice and support about the Channel Panel	Amanda Owen or Shahzad Tahir shahzad.tahir.@stoke.gov.uk
12	Prevent	Information about local Prevent activities and to access the support of the Prevent education Officer	Shahzad Tahir shahzad.tahir@stoke.gov.uk
13	Staffordshire Police Prevent	Information about Prevent and to make a referral if you are concerned that an individual is being radicalised	prevent@staffordshire.pnn.police.uk

National Guidance

14	Channel Duty Guidance - Home Office	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/118187/vul-assessment.pdf
15	Channel Duty Guidance - Home Office	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/118187/vul-assessment.pdf

16	Prevent Duty Guidance for England and Wales	https://www.gov.uk/government/publications/prevent-duty-guidance
17	Protecting children from radicalisation: the prevent duty	https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty
18	The use of social media for online radicalisation	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/440450/HowsocialmediaisusedtoencouragetraveltoSyriaandIraq.pdf
19	Promoting Fundamental British Values as part of SMSC – Nov 2014	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSCGuidanceMaintainedSchools.pdf
20	Schools Inspection Handbook-Ofsted	https://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015
21	Keeping Children Safe in Education , DfE – September 2016	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keepingchildrensafeineducation.pdf
22	Governance Handbook, DfE	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/582868/GovernanceHandbook-January2017.pdf
23	Head teacher's Standards	https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers
24	Counter-extremism policy in English schools – House of Commons briefing paper	http://researchbriefings.files.parliament.uk/documents/CBP-7345/CBP-7345.pdf
25	Proscribed terrorist groups and organisations	https://www.gov.uk/government/publications/proscribed-terror-groups-or-organisations--2

PLEASE RETURN COMPLETED AUDIT BY 22ND DECEMBER 2017 TO iftikhar.ahmed@stoke.gov.uk

Self-Assessment Check List – Preventing Radicalisation and Extremism Education Settings

This check list can help you to identify whether you have appropriate arrangements in place to prevent pupils being radicalised, drawn into extremism or terrorism.

How to complete:-

Column 1 - identifies the desired objective.

Column 2 - requires you to include evidence to demonstrate how you are meeting this objective

Column 3 - require you to “RAG” rate your establishment as follows:-

Red – processes are lacking and need to be developed as a matter of urgency

Amber – processes are in place but they need to be reviewed or further improved

Green – processes in place and up to date, at least to the required standard.

Column 4 - requires you to identify specific actions to be taken if you have rated an objective as being red or amber (i.e. processes are not in place and up to date to the required minimum.)

Column 5 - requires you to name the person responsible for undertaking the action in column 4.

Column 6 - requires you to identify when the actions in column 5 will be completed.

This should be working document that that is regularly updated, with a formal review undertaken annually and reported to Governors.

Objective A – Leadership- structures are in place and visible throughout the school		Evidence	RAG rating	Action to be taken (if objectives are red or amber)	By whom	By when
1	You are aware of the Counter Terrorism and Security Act and the Prevent Strategy; and the responsibilities these place upon education settings. You have an identified strategic Prevent lead within school who understands the expectations and key priorities to deliver the Prevent Duty.	All staff had PREVENT training – lead is the designated safeguarding lead (K Peters) –		MAT WRAP update from Alex Infant DSL – A Lupton. Disseminate updates to all staff.		Spring 2018
2	You understand prevailing safeguarding issues within the school community and have developed appropriate responses.	React to hot spot information and recent wrap information/update staff. Foster regular contact with PCSO				
3	You are aware of and deal with tensions in the school community and ensure that these tensions are not exploited by any group.	Challenge stereotyping when it occurs and through our curriculum				
4	You can demonstrate that you are protecting pupils from being drawn into terrorism by having robust safeguarding policies in place to identify children at risk and intervening as appropriate i.e. the policy encompasses the Prevent Duty and Channel Process	Safeguarding policy is in line with all these requirements – see safeguarding review from Nov 2017 Adopt LA Radicalisation and Extremism template and adapt to a school policy		Safeguarding review to encompass the PREVENT agenda	KP	December 2018

5	You have reviewed all your policies to incorporate extremism and radicalisation concerns (safeguarding, security & estate management, disciplinary, room booking, external speakers etc.)	No lettings for any political or religious groups – any association of the schools with any community groups are vetted - recent improvements on emergency policy to include lockdown and evacuation procedures		Review in light of the PREVENT duty: Lettings policy, visitors to school policy, volunteers and visitors to school policy	KP	Dec 2018
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Objective A (cont.) – Leadership- structures are in place and visible throughout the school		Evidence	RAG rating	Action to be taken (if objectives are red or amber)	By whom	By when
6	You have a communication system in place that promotes awareness of extremism and radicalisation i.e. posters, newsletters, intranet, student and staff handbooks, staff induction, internal literature etc.			PREVENT assemblies Involve PREVENT agenda in e-safety policy and e-safety teaching and plan and deliver awareness training for parents	RP to review PHSE policy PC to devise list of visitors for assembly	Easter 18
7	You have security procedures in place which include a critical management plan to deal with violence related issues, which will communicate with and reassure local communities, staff, the press and students.	Recent practice of lockdown procedures and review of critical incident policy (emergency contingency plan) See parent reaction in recent safeguarding review		Review and practice annually	SLT	
Objective B – Capabilities – staff and governors adequately trained on Prevent Duty		Evidence	RAG	Action (of objectives are red or amber)	By whom	By when
8	You can demonstrate that Head teacher / Principal / Safeguarding Leads are aware of national, local Prevent, British Values, OFSTED reports and publications that are relevant.	Training minutes, governors minutes				
9	All staff, including volunteers and governors have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism and challenge extremist ideas.	Staff and governors				

10	All staff know who to contact in school if they have any concerns regarding extremism or radicalisation.	Staff are aware to follow normal safeguarding procedures.				
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Objective B (cont.) – Capabilities – staff and governors adequately trained on Prevent Duty		Evidence	RAG	Action (if objectives are red or amber)	By whom	By when
11	Your Designated Safeguarding Lead / PREVENT lead in school knows who to contact regarding concerns, and how to refer into CHANNEL Panel.	Recent training Policy				
12	You comply with all relevant legislation in the storage and handling of dangerous substances (COSHH)	Policy in place				
13	You can demonstrate on an annual basis the impact of staff training and other measures that you put in place.	See safeguarding review and Ofsted reviews				
14	Concerns relating to hate crime and harassment are reported to the safeguarding lead and dealt with.	No recent examples				
Objective C – Risk Assessment – Risks around extremism are understood and appropriate referral process is in place		Evidence	RAG	Action (if objectives are red or amber)	By whom	By when
15	You can demonstrate that you are alert to local, national and international incidents which may affect your school community and local community, and discuss them with your pupils where appropriate.	Discussions in assemblies reacting to recent/ current events with regard to terrorism and/or extremist behavior.				
16	You have assessed the risk of pupils being drawn into terrorism, or supporting extremist ideas that are part of terrorist ideology.	Safeguarding procedures are followed rigorously and all staff report any concerns to do with extremism in the usual way – non				

Objective C (cont.) – Risk Assessment – Risks around extremism are understood and appropriate referral process is in place		Evidence	RAG	Action (if objectives are red or amber)	By whom	By when
17	You have appropriate levels of filtering in place to ensure pupils are safe from terrorist and extremist material when online in school.	Filter and forensics is in place and internet safety software capturing inappropriate language and images. This is regularly monitored. 360 e safe accreditation 2017.				
18	You are vigilant to the potential of staff members and volunteers to radicalise pupils and you have policies and procedures that can address this. i.e. Staff Behaviour / Code of Conduct set out school expectations and include the Prevent Duty.	Is covered by code of conduct		Prevent to explicitly be mentioned in code of conduct	ES	Spring 2018
19	You have a clear protocol for ensuring visiting speakers are appropriately supervised within school. Due diligence checks are undertaken.	No visitors are allowed to be with children on their own. See visitor's policy.				
Objective D – Working in Partnership – develop multi-agency approaches to address safeguarding issues and deliver quality curriculums		Evidence	RAG	Action (if objectives are red or amber)	By whom	By when
20	You have a good working relationship with safeguarding partnerships in your area, including Learning Services, Stoke-On-Trent City Council, Staffordshire Police and Stoke-on-Trent Safeguarding Children Board.	See safeguarding file				

Objective D (cont.) – Working in Partnership – develop multi-agency approaches to address safeguarding issues and deliver quality curriculums		Evidence	RAG	Action (if objectives are red or amber)	By whom	By when
21	You can demonstrate that you DO NOT:-					
	Fund extremist activities (including inadvertently).	No religious or political groups are funded by school				
	Allow people/ groups book your rooms without carrying our due diligence checks.	We don't allow religious or political groups to book our rooms				
22	You can demonstrate that you:-					
	Check to ensure that extremist activities are not taking place.	See safeguarding procedures				
	Check to ensure that extremist literature is not being distributed.	Any literature distributed needs to be approved by SLT				
	Know what do if you receive a request for information sharing or a freedom of information (FOI) request, about safeguarding issues.	360 esafe accreditation 2017				
23	You engage with your student council about extremism and radicalisation and seek their views.	Attended the local democracy day Autumn 2017 (annually)		Explore if PREVENT team would visit school council meeting to discuss issues with children (possible youth good role models)	RP & PC	Easter 2018
24	You work with the local authority to identify the out of schools settings that children attend, to ensure that children attending such settings are properly safeguarded.	Evolve educational visits system used for all visits. Whole staff education visits training with A Geens Sept 2017.				

Objective E – Teaching and Learning – develop effective learning opportunities to safeguard children from extremism and promote community cohesion		Evidence	RAG	Action (if objectives are red or amber)	By whom	By when
25	You have a range of initiatives and activities that promote the spiritual, moral, social and emotional needs of pupils. You can demonstrate that preventing people from being drawn into terrorism, equality, cohesion and British Values run through the curriculum and ethos of the school.	See PSHE curriculum Recent OFsted reports				
26	You facilitate discussions about faith, ethnicity etc; organise faith visits; dispel myths and misconceptions about others.	Curriculum planning		Widen experiences of visits and visitors to places of many different faiths.	PC	Spring 2018
27	You are able to provide a safe environment for dialogue around controversial issues and support pupils to understand how they can influence and participate in decision-making. You invite external speakers (if appropriate) to discuss extremism, cohesion, British Values	School council PSHE curriculum		As above	RP	Spring 2018
28	You deliver training that helps pupils develop skills to critically assess information, particularly on-line and through social media – supporting students to recognise risks and make safe choices. Pupils are given the skills to challenge extremist narratives.	e-safety in curriculum 360 esafe accreditation 2017 OFSTED – example of good practice June 2016.				

Objective E (cont.) – Teaching and Learning – develop effective learning opportunities to safeguard children from extremism and promote community cohesion		Evidence	RAG	Action (if objectives are red or amber)	By whom	By when
29	Parents understand the schools values, are kept informed of concerns and are supported to take action against hate crime, harassment and radicalisation. You promote community cohesion, communicate British Values and Prevent duty to parents.	See Ofsted reports Website				
30	Pupils understand the schools values, what is meant by hate crime, harassment and radicalisation; Pupils are aware of the support available to them.	PHSE curriculum Ofsted 2016				
31	Your welfare / pastoral support staff recognise that you may have to support friends of pupils who are affected by extremism.					
32	You embed Prevent including British Values into the curriculum	Ofsted Report				
33	Students are aware of the benefits of community cohesion and the damaging effects of extremism on community relations.	Year 6 evidence in class floor books and pupil voice				