

## Forres Sandle Manor (Non-Academic) Policy

Policy Title	Preventing Radicalisation
Policy Lead (Appointment (& Initials))	Head (JW)
Date of Last Review	September 2020
Date of Next Review	September 2021

### PREVENTING RADICALISATION POLICY

#### **BACKGROUND**

This 'Preventing Radicalisation Policy' is part of our commitment to keeping children safe. Since the 'Education and Inspections Act 2006,' schools have a duty to promote community cohesion. In recent years, global events have led to a growth of extremist viewpoints, including advocacy of violent extremism.

The Prevent strategy identifies that young people are more likely to be vulnerable to violent extremist or terrorist narratives. Being drawn into terrorism 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. Protecting children from the risk of radicalisation should be seen as part of FSM's wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse.

During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised. Safeguarding children from all risks of harm is an important part of FSM's work and protecting them from extremism is one aspect of that.

#### **ETHOS**

At FSM we ensure that through our school vision, values, rules, diverse curriculum and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. The governing body also ensures that this ethos is reflected and implemented effectively in school policy and practice and that there are effective risk assessments in place to safeguard and promote students' welfare.

We have a duty to prepare our children for life in modern Britain and to keep them safe. Pupils who attend FSM have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

#### **STATUTORY DUTIES**

The duty to prevent children and young people being radicalised is set out in the following documents:

- Counter Terrorism and Security Act.
- Keeping Children Safe in Education.
- Prevent Duty Guidance.
- Working Together to Safeguard Children.

## **Non-statutory Guidance**

Improving the spiritual, moral, social and cultural (SMSC) development of pupils:  
**supplementary information.**

### **Related Policies**

- Confidential Reporting Policy.
- Behaviour and Disciplinary Policy.
- E- Safety Policy which includes Acceptable Use (ICT).
- Equal Opportunities Policy.
- Contractor Policy.
- Personal, Social and Health Education (PSHCEE) Policy.
- Recruitment and Vetting of Staff.
- Safeguarding and Child Protection Policies.
- Spiritual, Moral, Social, Cultural (SMSC) Policy.
- Staff Code of Conduct.
- Staff Induction.
- Learning Policy.
- Beliefs and Values Policy.
- Visitors Policy.

### **DEFINITIONS**

**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.

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

**British Values** are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

### **ROLES AND RESPONSIBILITIES**

#### **Role of the Governing Body**

It is the role of the governing body to ensure that the school meets its statutory duties with regard to preventing radicalisation. Christine Dure-Smith is the governing body's nominated person who will liaise with the Head and other staff about issues to do with protecting children from radicalisation.

#### **Role of the Head**

It is the role of the Head to:

- Ensure that the school and its staff respond to preventing radicalisation on a day-to-day basis.

- Ensure that the school's curriculum addresses the issues involved in radicalisation.
- Ensure that staff conduct is consistent with preventing radicalisation.

### **Role of Designated Safeguarding Lead**

It is the role of the designated safeguarding lead to:

- Ensure that staff understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns.
- Receive safeguarding concerns about children who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation.
- Make referrals to appropriate agencies with regard to concerns about radicalisation.
- Liaise with partners, including the local authority and the police.
- Report to the governing body on these matters.

### **Role of Staff**

It is the role of staff to understand the issues of radicalisation, to be able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns.

FSM, in the exercise of its **Prevent duty**, will give consideration to six general themes of: risk assessment, policies and procedures, staff training, building resilience to radicalisation, IT policies and working in partnership.

### **Risk Assessment**

FSM will:

- Assess the general level of risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.
- Demonstrate a general understanding of the risks affecting children and young people in the area.
- Put in place means to identify individual children who may be at risk of radicalisation and what to do to support them. – see Appendix 1.

## **POLICIES AND PROCEDURES**

### **Safer Recruitment**

We ensure that the staff we appoint to the school are suitable, our recruitment procedures are rigorous and we follow the statutory guidance published in part 3 of the most recently updated *Keeping Children Safe in Education*. Vetting and barring checks are undertaken on relevant people, including governors and volunteers.

### **Visitors**

Visitors to the school are made aware of our safeguarding and child protection policies on arrival at the school and are given information about what to do if they are concerned about any aspect of child welfare.

Visitors who are invited to speak to pupils will be informed about our preventing extremism policy and relevant vetting checks are undertaken. We undertake due diligence to ensure

that visiting speakers are appropriate. Speakers will be supervised at all times and will not be allowed to speak to children without a member of staff being present.

Staff must not invite speakers into school without first obtaining permission from the Head.

### **'No platform for extremists'**

FSM is vigilant to the possibility that out-of-hours hire of the school premises may be requested by people wishing to run an extremist event. FSM does not accept bookings from individuals or organisations that are extremist in their views.

### **Training**

Staff will be given training to help them understand the Prevent duty and issues of radicalisation, and ensure they are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. This information also forms part of the Staff Induction safeguarding training. Staff are updated as necessary.

### **Signs of vulnerability**

There are no known definitive indicators that a young person is vulnerable to radicalisation and no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet, and the use of social media in particular, has become a major factor in the radicalisation of young people. Such signs that together increase the risk include:

- Underachievement.
- Being in possession of extremist literature.
- Poverty.
- Social exclusion.
- Traumatic events.
- Global or national events.
- Religious conversion.
- Change in behaviour.
- Extremist influences.
- Conflict with family over lifestyle.
- Confused identity.
- Victim or witness to race or hate crimes.
- Rejection by peers, family, social groups or faith.

### **RECOGNISING EXTREMISM**

Early indicators of radicalisation or extremism may include:

- Showing sympathy for extremist causes.
- Glorifying violence, especially towards other faiths or cultures.
- Making remarks or comments about being at extremist events or rallies outside school.

- Evidence of possessing illegal or extremist literature.
- Advocating messages similar to illegal organisations or other extremist groups.
- Out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent).
- Secretive behaviour.
- Online searches or sharing extremist messages or social profiles.
- Intolerance of difference, including faith, culture, gender, race or sexuality.
- Graffiti, art work or writing that displays extremist themes.
- Attempts to impose extremist views or practices on others.
- Verbalising anti-Western or anti-British views.
- Advocating violence towards others.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection.

*See also appendix 1: Indicators of Radicalisation.*

## **BUILDING RESILIENCE TO RADICALISATION**

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our pupils to be inquisitive learners who are open to new experiences and are tolerant of others.

We are committed to providing safe spaces in which our pupils can understand and discuss sensitive topics, including terrorism, the extremist ideas that are part of the terrorist ideology and learn how to challenge these ideas.

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. At FSM, this will be achieved by good teaching, primarily during PSHCEE (Lifeskills) lessons; but also by adopting the methods outlined in the Government's guidance: [DfE: Teaching approaches that help build resilience to extremism](#)

In part, through the PSHCEE, religious education and other relevant subject syllabi with a focus on democracy, diversity, mutual respect and managing debate of contentious issues, we will ensure that all of our teaching approaches help our students build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills. Specifically through PSHCEE, but also embedded within all subjects, we will teach pupils to manage risk, resist pressure, make safer choices and seek help if necessary. 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 to address specific issues. This approach will be embedded within the ethos of our school so that students know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation, how to manage risk,

risk pressure, make safe choices and seek help if necessary. This will work in conjunction with our schools approach to the spiritual, moral, social and cultural development of pupils as defined in ISI's Inspection Handbook and will include assemblies dedicated to promoting fundamental British values to help further promote this rounded development of our students.

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 help support students who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a student is being directly affected by extremist materials or influences we will ensure that they are offered mentoring. Additionally in such instances fsm will seek external support from Hampshire Police and/or local partnership structures working to prevent extremism.

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

These values support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

## **IT POLICIES AND TRAINING**

The internet provides children and young people with access to a wide-range of content, some of which is harmful. Extremists use the internet, including social media, to share their messages. Staff and pupils are made aware of these risks.

The filtering systems used in our school blocks inappropriate content, including extremist content. We also filter out social media, such as Facebook. Searches and web addresses are monitored and the network coordinator will alert senior staff where there are concerns and prevent further access when new sites that are unblocked are found.

Staff and pupils are taught how to stay safe online, both in school and outside of school. Where staff, students or visitors find unblocked extremist content they are made aware that they must report it to a senior member of staff.

We are aware that children and young people have access to unfiltered internet when using their mobile phones and staff are alert to the need for vigilance when pupils are using their phones. The e-Safety Policy which includes our Acceptable Use of ICT Policy (AUP) refers to preventing radicalisation and related extremist content. Pupils and staff are asked to sign

the AUP to confirm they have understood what is acceptable. Pupils and staff know how to report internet content that is inappropriate or of concern.

## **WORKING IN PARTNERSHIP AND THE REFERRAL PROCESS**

- FSM's safeguarding arrangements take into account the policies and procedures of the Hampshire Safeguarding Children Partnership (HSCP).
- FSM will liaise with the HCSP to establish what advice and support they can provide and for their assessment of general levels of risk within the local area.

Staff and visitors to the school must refer all concerns about children who show signs of vulnerability or radicalisation to the Designated Safeguarding Lead using the usual methods for reporting other safeguarding concerns. When there are significant concerns about a pupil, the Head/DSL will make a referral to Hampshire children's social care, where the concerns will be considered in the MASH process. If the police prevent officer considers the information to be indicating a level of risk, a "channel panel" will be convened and the school will attend and support this process.

## **CHANNEL**

Channel is the multi-agency programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism to make referrals if they are concerned that an individual might be vulnerable to radicalisation. Liaison with the Head/DSL prior to referral is advised

See Appendix 5 – Channel Referral Form.

- All SLT members have completed the Channel awareness training module. This is also made available to all staff. See *Home Office Prevent eLearning*: (You will need to get the site unblocked by the network manager)

There are three packages are currently available

**Prevent Awareness** - This offers an introduction to the Prevent duty, and explains how it aims to safeguard vulnerable people from being radicalised to supporting terrorism or becoming terrorists themselves.

- <http://www.elearning.prevent.homeoffice.gov.uk>

**Prevent Referrals** - This package builds on the Prevent awareness eLearning training. It is designed to make sure that when we share a concern that a vulnerable individual may be being radicalised, that the referral is robust, informed and with good intention, and that the response to that concern is considered, and proportionate.

- <https://www.elearning.prevent.homeoffice.gov.uk/preventreferrals>

**Channel Awareness** - This training package is for anyone who may be asked to contribute to, sit on, or even run a Channel Panel. It is aimed at all levels, from a professional asked to input and attend for the first time, to a member of staff new to their role and organising a panel meeting.

- <https://www.elearning.prevent.homeoffice.gov.uk/channelawareness>

### **MONITORING AND REVIEW**

This policy will be monitored by the governing body at least annually by receiving a report from the Designated Safeguarding Lead. This is not a statutory policy and will be reviewed at an appropriate time not later than two years after ratification by the governing body.

### 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 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 is the friend or family member of someone believed to be linked with extremist activity)
- Does the child 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 has been or is likely to be involved with extremist locations?
- Is the child 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 sympathise with, or support illegal/illicit groups e.g. propaganda distribution, fundraising and attendance at meetings?
- Does the child 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 encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the child from within or outside UK?
- Have international events in areas of conflict and civil unrest had a personal impact on the child 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's behaviour or outward appearance that suggests a new social/political or religious influence?
- Has the child come into conflict with family over religious beliefs/lifestyle/ dress choices?
- Does the child vocally support terrorist attacks; either verbally or in their written work?
- Has the child 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 travelled for extended periods of time to international locations known to be associated with extremism?
- Has the child employed any methods to disguise their true identity? Has the child used documents or cover to support this?

### **Social Factors**

- Does the child have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the child display a lack of affinity or understanding for others, or social isolation from peer groups?
- Does the child demonstrate identity conflict and confusion normally associated with youth development?
- Does the child have any learning difficulties/ mental health support needs?
- Does the child demonstrate a simplistic or flawed understanding of religion or politics?
- Does the child have a history of crime?
- Is the child a foreign national, refugee or awaiting a decision on their immigration/ national status?
- Does the child have insecure, conflicted or absent family relationships?
- Has the child 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's life has extremist view or sympathies?

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

## Radicalisation and Extremism Risk Assessment

Does the school have a policy?	YES	
Does the school work with outside agencies on R and E?	YES	Police and Social care
Has the school got a nominated R and E lead?	YES	Jody Wells - Head /DSL
Do staff have a process to voice their concerns?	YES	R & E concern form
Do pupils have a process to voice their concerns?	YES	Form tutor, Houseparent, Deputy Heads, School & Boarding Councils, Mentors, Independent Listener and other staff
Are there opportunities for pupils to learn R and E?	YES	PSHCEE (Lifeskills), other lessons and assemblies
Are there any documented cases of R and E?	NO	
Is the school particularly prone to R and E?	NO	
The school conducts an annual remembrance service with the local British legion office held in school. All pupils participate in the service and pay their respects as an entire cohort.		
<u>Evaluation</u>	<b>LOW RISK</b>	Policy needed to be reviewed by governing body every new academic year. Assemblies and curriculum are sufficient to provide pupils knowledge for R and E

### The Pupils

Are the pupils aware of R and E?	YES	Assemblies given on topic and delivered through PSHCEE (Lifeskills)
Are individual pupils risk assessed?	YES	If R and E concern form is filled in pupils who are perceived to be vulnerable are identified early and flagged up by staff
Pupils at risk	NONE	
Several pupils are from military families (MF)		
<u>Evaluation</u>	<b>LOW RISK</b>	Staff to continue to monitor MF cohort and continue to educate via appropriate curriculum content and Active Service group especially

### The Community

As a boarding school the school community is a broad one. Many members of the school community have ties to the Armed Forces through current or past family members. The local community, Fordingbridge, consists predominantly of white British families.

<u>Evaluation</u>	<b>LOW RISK</b>	The school will continue to work with parents on R and E through parents forum
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## IMPORTANT CONTACT INFORMATION

**Hampshire Children's Referral Team** - [csprofessional@hants.gov.uk](mailto:csprofessional@hants.gov.uk)

(01329 225379 or 0300 5551373 [out of hours])

**Hampshire Safeguarding Children Partnership (HSCP)** - [www.4lscb.org.uk](http://www.4lscb.org.uk)

(01962 876230)

**Barbara Piddington and Mark Blackwell – LADO** - [ch.protection@hants.gov.uk](mailto:ch.protection@hants.gov.uk)

(01962 876364)

**Tina Coombes - Early help hub duty line**

(02380 627735)

(02380 816106)

**Tony Jenkyn - CHANNEL Police Practitioner (South East)**

(07990 081130)

**Hampshire and Isle of Wight Prevent Board**

<http://www.hampshireiowpreventboard.org.uk/>

**Karen Williams – Hampshire PREVENT Officer**

[prevent.engagement@hampshire.pnn.police.uk](mailto:prevent.engagement@hampshire.pnn.police.uk)

(02380 478835) or (07880 784431)

**Anti Terrorist Hotline**

(0800 789 321)

**Crime stoppers**

(0800 555111)

**Relevant Police Force**

(101)

**DfE dedicated extremism hotline** - [www.gov.uk/report-suspicious-activity-to-mi5](http://www.gov.uk/report-suspicious-activity-to-mi5)

or [www.gov.uk/report-terrorism](http://www.gov.uk/report-terrorism) - (020 73407264)

**Christine Dure-Smith (Governors with responsibility for Prevent)**

(Number to be obtained from the Bursar)

## RADICALISATION & EXTREMISM CONCERN FORM

<b>Pupil Name:</b>	<b>Staff logging concern:</b>	<b>Date:</b>

Nature of concern – Please tick			
Inappropriate content on phone	<input type="checkbox"/>	Inappropriate material held by pupil	<input type="checkbox"/>
Overheard conversation	<input type="checkbox"/>	Gang Mentality	<input type="checkbox"/>
Propaganda material	<input type="checkbox"/>		<input type="checkbox"/>

Describe in as much detail as possible your concern and note any behaviours observed		
<b>Actions taken:</b>		
Referral to social care	Name of contact:	
Phone call to police	Name of contact:	
Discussed with Head	Date and Time:	
Phone call to parents after the above has taken place	Date and Time:	
Timeline started and risk assessment undertaken		

Once complete please email this form **IMMEDIATELY** to Jody Wells:  
[jwells@fsmsschool.com](mailto:jwells@fsmsschool.com)

## Safeguarding Lead Follow up

Safeguarding Lead to describe the outcome of the above process and the next steps to safeguard the child

Signed:

Date:

## CHANNEL referral form

DETAILS OF THE INDIVIDUAL BEING REFERRED INTO CHANNEL	
Name of the individual	Has the individual consented to be part of this process?
Date of birth	Does the individual have mental capacity? ( i.e. are they able to make decisions for themselves)
Address	Gender

DETAILS OF THE REFERRING ORGANISATION	
Name of the organisation making the referral	Date of the referral
Name of staff contact	Contact number
Secure email address (i.e. @fsm.school.com)	

REFERRAL FACTORS
Please give a short description as to why the referral is being made and explore the following three supporting questions:
<b>SHORT DESCRIPTION</b>

**ENGAGEMENT - Is there any information to indicate that this individual is showing any signs of becoming involved with a group, cause or ideology that justifies the use of violence and other illegal conduct in pursuit of its objectives?**

**INTENT - Is there any information supporting that this individual has indicated that they may be willing to use violence or other illegal means?**

**CAPABILITY - Is there any information supporting what this individual may be capable of doing?**

Prevent Self Assessment – September 2016				
Objective: Adoption of Prevent into Mainstream Processes				
Governance				
No		Owner	Evidence	RAG Status
1	Accountability for and ownership of Prevent work is recognised by the organisation's executive body and/or board.	Govs.	<ul style="list-style-type: none"> <li>✓ Preventing Radicalisation policy reviewed annually</li> <li>✓ CD-S - Governor Prevent Lead</li> </ul>	
1.1	There is a designated person with a lead strategic role for Prevent. The role includes promoting the issue within the organisation.	JW	<ul style="list-style-type: none"> <li>✓ JW - See Safeguarding Policy</li> </ul>	
1.2	The designated lead attends the Prevent Board on a regular basis and is able to speak for their organisation with authority.	JW	<ul style="list-style-type: none"> <li>Not attended Prevent Board – not necessary but attends Independent Schools Safeguarding meetings and subject discussed</li> </ul>	
1.3	The organisation's oversight and scrutiny arrangements include Prevent work	JW	<ul style="list-style-type: none"> <li>✓ Annual Review by DSL/Head</li> </ul>	
1.4	An overview of Prevent work is included in the organisation's annual report or accountability statement.	Govs. JW	<ul style="list-style-type: none"> <li>✓ Part of termly ESC</li> <li>✓ Assessment of cases. Concerns, risk assessment and meeting of staff and pupil needs as and when required</li> </ul>	
1.5	The Prevent duty is cross referenced with relevant corporate and service strategies, plans and policies.	JW	<ul style="list-style-type: none"> <li>✓</li> </ul>	
1.6	The organisation is clear about its specific professional responsibilities and legal obligations regarding Prevent.	JW	<ul style="list-style-type: none"> <li>✓ Prevent training undertaken (WRAP) by Head</li> <li>✓ WRAP filtered to all staff and as part of new staff Induction</li> </ul>	
1.7	The organisation has set standards and targets relating to its role and responsibilities on Prevent work.	JW	<ul style="list-style-type: none"> <li>✓ Prevent Duty action plan – appendix 6</li> </ul>	
1.8	Requirements and standards around Prevent are included in contracts and service agreements	JW	<ul style="list-style-type: none"> <li>✓ Understanding of Prevent Duty part of greater safeguarding requirements and signed off as part of New Staff Induction</li> </ul>	
Risk Assessment				
No		Owner	Evidence	RAG Status
2	Do the Senior Management 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	<ul style="list-style-type: none"> <li>✓ JW/SLT assess risk of pupils being drawn into terrorism or following extremist views against 'Indicators of Radicalisation sheet</li> <li>✓ JW to report potential risks to Governors and staff</li> <li>• JenC to include radicalisation into corporate risk register</li> </ul>	

<b>2.01</b>	An internal Prevent policy has been developed which is consistent with statutory guidance and local guidance.	<b>JW</b>	✓ <i>As above</i>	
<b>2.02</b>	The internal Prevent policy has been publicised to all staff, volunteers and service users and carers in ways which are appropriate and accessible.	<b>JW</b>	✓ <i>Staff provided with copies</i> ✓ <i>Copies also available on website</i>	
<b>2.03</b>	All staff and volunteers understand their specific Professional and legal duties relating to Prevent.	<b>JW</b>	✓ <i>Staff aware through WRAP training, New staff Induction and updates as required.</i>	
<b>2.04</b>	All staff and volunteers are able to identify and report concerns about radicalisation appropriately	<b>JW</b>	✓ <i>Staff reminded of need to record and where they can access reporting sheets – Staff room filing cabinet</i>	
<b>2.05</b>	The Prevent referral pathway is well publicised and understood within the organisation.	<b>JW</b>	✓ <i>In Policy</i>	
<b>2.06</b>	The links between Prevent and other relevant 'community safety' processes are well understood and staff are able to refer into these processes as appropriate.	<b>JW</b>	✓ <i>Hampshire Police schools e-letter received and forwarded to staff – HOWEVER CURRENTLY ON HOLD</i>	
<b>2.07</b>	Staff receive appropriate professional support and supervision and have opportunities for debriefing and reflective practice.	<b>JW</b>	✓ <i>Available if required</i>	
<b>2.08</b>	Mechanisms in place to ensure that learning from cases is captured which leads to positive change on policy and practice.	<b>JW/JC</b>	• <i>As required</i>	
<b>2.09</b>	Is Prevent included within the Institution's Safeguarding Policy?	<b>JW</b>	✓ <i>See Safeguarding Policy</i>	
<b>2.1</b>	Is Prevent included within the Institution's Safer Recruitment Policy?	<b>JW</b>	✓ <i>Safer Recruitment Policy updated</i>	
<b>2.11</b>	Is Prevent included within the Institution's venue hiring policy? Are due diligence checks conducted on groups/individuals seeking to hire/use school premises?	<b>JenC</b>	✓ <i>See Visitors to the School' Policy</i> <i>Every occasion where the site is hired is treated on an individual basis and our Prevent Duty forms part of the decision whether to proceed.</i>	
<b>2.12</b>	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?	<b>JW</b>	<i>See 'Visitors to the School' Policy which includes points regarding how visiting speakers are chosen, vetted, briefed and supervised.</i>	
<b>2.13</b>	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?	<b>JenC</b>	✓ <i>See 'Contractors' Policy</i> ✓ <i>Due diligence checks' carried out by CIJ</i>	

<b>2.14</b>	Is Prevent an agenda item of relevant meetings / planning processes?	<b>JW</b>	✓ <i>As and when necessary – see Staff and SLT minutes</i>	
<b>2.15</b>	Is there a clear referral route for vulnerable individuals to receive support through the Channel process?	<b>JW</b>	✓ <i>Channel referral process included within Safeguarding Policy</i> ✓ <i>SLT all undertaken CHANNEL awareness module</i>	
<b>2.16</b>	Are fundamental British values promoted in the delivery of the curriculum and extra-curricular activities and reflected in the general conduct of the school?	<b>JWh/ WP</b>	<i>See Spiritual, Moral, Social and Cultural audit</i>	
<b>Working in Partnership</b>				
<b>No</b>		<b>Owner</b>	<b>Evidence</b>	<b>RAG Status</b>
<b>3.1</b>	Does the Institution have engagement with wider Prevent work through their local Prevent Partnership?	<b>JW JC</b>	✓ <i>Contact has been made with HSCP re WRAP training</i> ✓ <i>Contact made with CHANNEL Police Practitioner</i> ✓ <i>Contact made with Hampshire Prevent Officer</i>	
<b>3.2</b>	Is Prevent included within Information sharing protocols?	<b>JenC</b>	✓ <i>See Data Protection Policy</i>	
<b>3.3</b>	Is the Institution included in an agreed Prevent Partnership Communication Policy?		<b>NO</b> <i>and presently no intention to due to low risk factor</i>	
<b>3.4</b>	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 Partnership (LSCP)?	<b>JW</b>	✓ <i>See Safeguarding Policy</i>	
<b>3.5</b>	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 LSCP?	<b>JW</b>	✓ <i>See Safeguarding Policy</i>	
<b>Staff Training</b>				
<b>No</b>		<b>Owner</b>	<b>Evidence</b>	<b>RAG Status</b>
<b>4.1</b>	Does the Institution have an annual policy and training review process in place?	<b>JW</b>	✓ <i>Prevent policy and training review part of wider Safeguarding review that takes place each term in Education Sub Committee</i>	
<b>4.2</b>	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?	<b>JW</b>	✓ <i>Training programme delivers appropriate training on Prevent for all staff commensurate with their role.</i> ✓ <i>JW Prevent Awareness training introduction</i> ✓ <i>JW attended Hampshire Prevent Duty Training</i> ✓ <i>JW to give Prevent Awareness training to academic &amp; non – academic employees (Jan. 2018) and Governors (Jan. 2018) updates as necessary thereafter</i> ✓ <i>CD-S undertaken Channel Awareness training</i> • <i>JC (Deputy DSL) attended training</i>	

<b>4.3</b>	Are staff members aware of Prevent issues and the referrals process into the Channel process?	<b>JC</b>	<ul style="list-style-type: none"> <li>✓ JW completed Channel awareness module</li> <li>✓ SLT undertaken Channel awareness module – new SLT members complete as join.</li> <li>✓ JW given Prevent Awareness training to academic &amp; non-academic employees (Jan. 2018) and Governors (Jan. 2018) and as part of New Staff Induction thereafter</li> </ul>	
<b>Safety Online</b>				
<b>No</b>		<b>Owner</b>	<b>Evidence</b>	<b>RAG Status</b>
<b>5.1</b>	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?	<b>DA</b>	<ul style="list-style-type: none"> <li>✓ SOPHOS filters terrorist and extremist material. SECURUS detects key words displayed on screen or typed. SECURUS checked weekly by DA</li> </ul>	
<b>5.2</b>	What processes and procedures are in place to ensure children use the internet responsibly?	<b>DA / JA</b>	<ul style="list-style-type: none"> <li>✓ Specific lessons in Online Safety for Yrs. 1 – 8</li> <li>✓ SMART rules displayed for IT use</li> <li>✓ Yrs. 3 – 8 User agreement Policy talked through and signed</li> <li>✓ Online safety ongoing throughout curriculum, dangers discussed as part of PSHEE/Life skills curriculum.</li> <li>✓ Children are supervised on the computers and boarders monitored in free sessions by duty staff. They are actively encouraged to report problems to staff.</li> <li>✓ Social Media Policy</li> </ul>	
<b>5.3</b>	Do staff, pupils and parents receive any Internet Safety awareness training?	<b>JC/DA /JA</b>	<ul style="list-style-type: none"> <li>✓ JW CEOP trained</li> <li>✓ E-safety INSETs for pupils, staff and parents</li> <li>✓ Outside agencies brought in to discuss online safety matters</li> <li>✓ Safer Internet Day each year</li> <li>✓ Digital communications policy made available to parents</li> <li>✓ Letters to parents</li> </ul>	

## School Prevent Duty Action Plan - September 2020

Area of responsibility	Actions to be taken	By Whom	Deadline	Outcome	Update
<b>Leadership and values</b>	<ul style="list-style-type: none"> <li>Continue to review the rigour of our recruitment policy and whether it includes the core School values</li> </ul>	<b>JW/CDS</b>	<b>April '21</b>	<ul style="list-style-type: none"> <li>All new staff are aware of the School's expectations and subscribe to its values</li> </ul>	
	<ul style="list-style-type: none"> <li>Inclusion of radicalisation or extremism within the corporate risk register</li> </ul>	<b>Jen C</b>	<b>Dec. '20</b>	<ul style="list-style-type: none"> <li>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 SLT</li> </ul>	
<b>Partnership</b>	<ul style="list-style-type: none"> <li>JW to investigate attending Prevent Board (can this be done remotely?)</li> </ul>	<b>JW</b>	<b>Dec. '20</b>	<ul style="list-style-type: none"> <li>Improved knowledge of Prevent process</li> <li>School communications and the sharing of concerns relating to extremism or radicalisation are coordinated effectively</li> <li>The School is able to benefit from existing best practice and resources</li> </ul>	
<b>Training</b>	<ul style="list-style-type: none"> <li>Update training to educate and challenge on the principals of mutual respect and tolerance and encourage democratic participation</li> <li>Ensure all recent staff happy with induction they received on this.</li> </ul>	<b>JW</b> <b>JW</b>	<b>Jan. '20</b>	<ul style="list-style-type: none"> <li>Staff have an increased awareness of Prevent issues and 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</li> <li>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</li> </ul>	

<b>Pupil resilience</b>	<ul style="list-style-type: none"> <li>• Include activities within existing lesson structure to enhance pupil resilience for example, activities to improve critical thinking skills</li> </ul>	<b>WP/JWh</b>	<b>Jan. '21</b>	<ul style="list-style-type: none"> <li>• Pupils have good critical engagement skills and understand how to verify information online and the reasons why they should</li> <li>• Pupils feel comfortable sharing any concerns they have about behaviour or information in the online space with colleagues at the School</li> <li>• All pupils are encouraged to respect others with particular regard to protected characteristics and are educated in the options for civic engagement</li> </ul>	
	<ul style="list-style-type: none"> <li>• Raise awareness and confidence amongst staff about the importance of critical thinking skills</li> </ul>	<b>WP/JWh</b>	<b>Jan. '21</b>		
<b>Internet safety</b>	<ul style="list-style-type: none"> <li>• Ensure Inclusion of reference to extremism &amp; radicalisation within ICT code of conduct, together with protections in place for legitimate study of terrorist and/or extremist materials</li> </ul>	<b>JA</b>	<b>Dec. '20</b>	<ul style="list-style-type: none"> <li>• Pupils understand the risks attached to accessing terrorist and extremist material online and understand the institution's duty and process in these areas</li> <li>• Pupils are safe from accessing extremist or terrorist materials whilst using School servers</li> </ul>	
<b>Reputation and brand</b>	<ul style="list-style-type: none"> <li>• Development of a protocol for monitoring the School's online presence which includes reference to terrorism and extremism</li> </ul>	<b>SSi</b>	<b>Jan. '21</b>	<ul style="list-style-type: none"> <li>• Any references to FSM online are picked up quickly and referred for action if they have links to terrorist/extremist material</li> <li>• School administration, tutors and pupils are aware of their responsibility in the online space regarding the School's brand and reputation</li> </ul>	