

# Orleans Primary School



## Policy for the Prevention of Extremism and Radicalisation

Governor's Committee Responsible	P,C&C
Status	Statutory
Review Cycle	Annual
Date written/last review	September 2022
Date of next review	September 2023

Signed: Chair of Governors:

Date:

Signed: Head teacher:

Date:

## Orleans Primary School Policy for the Prevention of Extremism and Radicalisation

### **Policy Consultation & Review**

This policy is available on our school website and in hardcopy from the school office on request. The policy is provided to all staff and should be read in conjunction with the following policies:

- Safeguarding & Child Protection Policy
- Equality Policy
- Anti-Bullying Policy
- Online-Safety Policy
- Staff Code of Conduct
- Whistle-blowing Policy

This policy will be reviewed in full by the Governing Body on an annual basis as part of the review of the Safeguarding & Child Protection Policy.

## CONTENTS

Section	
1	Purpose & Aims
2	Roles & Responsibilities
3	Training
4	The role of the curriculum
5	Visitors & the use of School Premises
6	Procedures for Managing Concerns
7	Channel
8	Statutory Framework
Appendices	
1	Glossary of Terms
2	Vulnerability Checklist
3	Child Protection Recording Form
4	UNICEF Children's Rights
5	Prevent Risk Assessment

## 1. PURPOSE & AIMS

Orleans Primary School is fully committed to safeguarding and promoting the welfare of all its pupils. We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. This policy applies to all pupils, staff, parents, governors, volunteers and visitors.

Our school fully recognises the contribution it can make to promoting the welfare of children and protecting them from harm. This policy sets out our strategies and procedures to protect vulnerable pupils from being radicalised or exposed to extremist views. The elements of our policy are prevention, protection and support.

Orleans Primary School, we will ensure that:

- All staff, volunteers and governors, have an understanding of what radicalisation and extremism is and why we need to be vigilant in school.
- Through training, staff, volunteers and governors will know what the school policy is on tackling extremism and radicalisation and how to respond when concerns arise.
- Through our curriculum, we will promote the spiritual, moral, social and cultural development of pupils.
- 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 these systems to ensure they are appropriate and effective.
- Volunteers will be informed through the volunteer handbook about our Safeguarding processes and the expectation of them as visitors within our school.

This policy applies to all pupils, staff, parents, governors, volunteers and visitors.

A glossary of related terms and indicators of vulnerability to extremism can be found in Appendices 1 & 2 of this policy.

## 2. ROLES AND RESPONSIBILITIES

It is the responsibility of **every** member of staff, volunteer and regular visitor to our school to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the pupils at this school.

The Governing Body of Orleans Primary School is accountable for ensuring the effectiveness of this policy and our compliance with it. The Governing Body will ensure that:

- This policy is reviewed annually alongside our Safeguarding & Child Protection Policy.
- All staff undertake appropriate training that equips them with the skills to identify and respond appropriately to concerns regarding extremism and radicalisation.
- The Head teacher and Designated Safeguarding Lead will assess the risk of pupils being drawn into extremist views. The risk assessment may include consideration of the school's curriculum, the use of school premises by external agencies and any other local issues relating to the school community.
- A broad curriculum is in place to deliver the spiritual, moral, social and cultural development of pupils.
- Appropriate safeguarding arrangements are in place by working in partnership with other agencies and communities as required.

- There are systems in place for keeping pupils safe from extremist material when accessing the internet in our school by using effective filtering and usage policies.

The Designated Safeguarding Lead (DSL) will carry out their role in accordance with the responsibilities outlined in Annex B of *'Keeping Children Safe in Education'*. As part of this responsibility, the DSL will act as the point of contact within our school for any concerns relating to radicalisation and extremism.

The DSL at Orleans Primary School will make referrals in accordance with Achieving for Children procedures to the SPA Team where appropriate and will represent our school at Channel meetings as required.

The DSL is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedures they need to follow. They will ensure that all staff have received appropriate training.

### **3. PREVENT GUIDANCE FOR SCHOOLS**

Risk Assessment – Orleans Primary School is in a low risk area. However, we are aware of the need to assess the risk of children being drawn into extremism. Please see Annex 5 for the

Building Partnerships – our safeguarding arrangements take into account the policies and procedures of the Richmond upon Thames Local Safeguarding Board. (LSCB)

Awareness training - we will ensure that all of our staff are made fully aware of the threats, risks and vulnerabilities that are linked to radicalisation. Staff will be able to identify children at risk of being drawn into extremism and develop the confidence to challenge extremist ideas. All staff will understand how we can provide support to ensure that our pupils are resilient and supported to resist involvement in radical or extreme activities. Our governing body will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our school.

Online –safety policies – we ensure pupils are safe from terrorist and extremist material through filtering of the internet by the London Grid for Learning. We also teach children how to keep themselves safe when online. (Please see our Online-safety policy)

### **4. THE ROLE OF THE CURRICULUM**

At Orleans Primary School we will provide pupils with a broad and balanced curriculum and promote the spiritual, moral, social and cultural (SMSC) development of our pupils. Pupils will be encouraged to regard people of all faiths, races and cultures with respect and tolerance.

Through our curriculum, we will aim to:

- enable students to develop their self-knowledge, self-esteem, self-awareness and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England as outlined in our British Values.

We will achieve this by using a curriculum that includes PSHE, RSE, effective RE, Circle Time, and aspects across the wider curriculum, which reflect our work as a UNICEF Rights Respecting School (see Appendix 4).

## 5. VISITORS AND THE USE OF SCHOOL PREMISES

At Orleans Primary School, we recognise the role that external agencies and speakers can play in enhancing the learning experiences of our pupils. Where we use external agencies and individuals in this way, we will positively vet them to ensure that their messages are consistent with, and not in opposition to, the school's values and ethos.

Our school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to pupils are consistent with the ethos of the school and do not marginalise any communities, groups or individuals; do not promote any groups that are contrary to our School Values or British Values;
- 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 schools to ensure that they are effective.

Any guest speakers or external agencies will be informed of our safeguarding procedures by the member of staff organising the visit on arrival at the school and will be appropriately supervised at all times.

When an agreement is made to allow non-school groups or organisations to use the school 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 Tackling Extremism and Radicalisation Policy, the school will contact the police and terminate the arrangement.

## 6. PROCEDURES FOR MANAGING CONCERNS

Orleans Primary School adheres to the procedures that have been agreed locally through the KRSCP (Kingston and Richmond Safeguarding Children Partnership) for safeguarding individuals vulnerable to extremism and radicalisation. Please also refer to our Safeguarding & Child Protection Policy for further information about our wider safeguarding responsibilities.

We recognise that staff at our school play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. **All staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned and this includes vulnerability to radicalisation.**

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with 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. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately.

At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2018).

The Designated Safeguarding Lead (DSL) should be used as a first point of contact any safeguarding concerns in our school. Any member of staff or visitor to the school who receives a disclosure of or suspects that a child is at risk of radicalisation must report it immediately to the DSL or, if unavailable, to the alternate designated person. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff. Where appropriate the concerns should be recorded on the schools Child Protection Recording Form (see Appendix 3).

Following receipt of any information raising concern about vulnerability to radicalisation, the DSL will consider what action to take and will follow the AFC procedures by making a referral via the SPA as required. All information and actions taken, including the reasons for any decisions made, will be fully documented. The DSL will focus on the facts which have been ascertained and where necessary, will seek advice from external agencies.

All SPA referrals will be made by initially using the electronic Single Point of Access referral form. [https://www.richmond.gov.uk/services/children\\_and\\_family\\_care/single\\_point\\_of\\_access/single\\_point\\_of\\_access\\_for\\_professionals/make\\_a\\_referral\\_to\\_spa](https://www.richmond.gov.uk/services/children_and_family_care/single_point_of_access/single_point_of_access_for_professionals/make_a_referral_to_spa)

If an allegation is made or information is received about an adult who works in our setting which indicates that they may be unsuitable to work with children because of concerns relating to extremism and radicalisation, the member of staff receiving the information should inform the Head teacher or Chair of Governors immediately in line with the procedures outlined in our Safeguarding Policy and the Whistleblowing Policy.

## **7. CHANNEL**

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: [Channel](#) guidance.

## **8. STATUTORY FRAMEWORK**

This policy has been devised in accordance with the following legislation and local and national guidance:

- The Counter-Terrorism & Security Act 2015
- 'Prevent Duty Guidance: for England & Wales', HM Government (2015)
- '[Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools](#)', DfE (2014)
- '[Keeping Children Safe in Education](#)', DfE (2022)

- ['Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children'](#) DfE (2018)
- ['Information Sharing: Advice for practitioners'](#) DfE (2018)



## Appendix 1: Glossary of Terms<sup>1</sup>

**‘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.

**Extremism** as defined in the Government’s Counter Extremism Strategy (2015) is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

**‘Non-violent extremism’** is extremism, as defined above, which is not accompanied by violence.

**‘Prevention’** in the context of the Prevent duty 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’** as defined in Revised Prevent Duty guidance for England and Wales (April 2021) refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

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.

---

<sup>1</sup> Taken from Prevent Duty Guidance: England & Wales, HM Government 2015

## Appendix 2: Warning Signs/Indicators of Concern

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

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors. It is vital that school staff are able to recognise those vulnerabilities. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

Factors, which may make pupils more vulnerable, may include:

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

Pupils who are vulnerable to radicalisation may also be experiencing:

- Substance and alcohol misuse
- Peer pressure
- Influence from older people or via the Internet
- Bullying
- Domestic violence
- Race/hate crime

**Behaviours which may indicate a child is at risk of being radicalised or exposed to extremist views could include:**

- Being in contact with extremist recruiters and/or spending increasing time in the company of other suspected extremists;
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- Pupils accessing extremist material online, including through social networking sites;
- Possessing or accessing materials or symbols associated with an extremist cause;
- Using extremist narratives and a global ideology to explain personal disadvantage;

- Pupils voicing opinions drawn from extremist ideologies and narratives, this may include justifying the use of violence to solve societal issues;
- Graffiti symbols, writing or art work promoting extremist messages or images;
- Significant changes to appearance and/or behaviour increasingly centred on an extremist ideology, group or cause;
- Changing their style of dress or personal appearance to accord with the group;
- Attempts to recruit others to the group/cause;
- Using insulting to derogatory names for another group;
- Increase in prejudice-related incidents committed by that person – these may include:
  - physical or verbal assault
  - provocative behaviour
  - damage to property
  - derogatory name calling
  - possession of prejudice-related materials
  - prejudice related ridicule or name calling
  - inappropriate forms of address
  - refusal to co-operate
  - attempts to recruit to prejudice-related organisations, condoning or supporting violence towards others.
- 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.

### **Faith / ideology**

Are they new to a particular faith / faith strand?

Do they seem to have naïve or narrow religious or political views?

Have there been sudden changes in their observance, behaviour, interaction or attendance at their place of worship / organised meeting?

Have there been specific examples or is there an undertone of “Them and Us” language or violent rhetoric being used or behaviour occurring?

Is there evidence of increasing association with a closed tight knit group of individuals / known recruiters / extremists / restricted events?

Are there particular grievances either personal or global that appear to be unresolved?

Has there been an increase in unusual travel abroad without satisfactory explanation?

### **Personal / emotional / social issues**

Is there conflict with their families regarding religious beliefs / lifestyle choices? Is there evidence of cultural anxiety and / or isolation linked to insularity / lack of integration?

Is there evidence of increasing isolation from family, friends or groups towards a smaller group of individuals or a known location?

Is there history in petty criminality and / or unusual hedonistic behaviour (alcohol/drug use, casual sexual relationships, and addictive behaviours)?

Have they got / had extremist propaganda materials (DVD’s, CD’s, leaflets etc.) in their possession?

Do they associate with negative / criminal peers or known groups of concern?

Are there concerns regarding their emotional stability and or mental health?

Is there evidence of participation in survivalist / combat simulation activities, e.g. paint balling?

### **Risk / Protective Factors**

What are the specific factors which are contributing towards making the individual more vulnerable to radicalisation? E.g. mental health, language barriers, cultural anxiety, impressionability, criminality, specific grievance, transitional period in life etc. Is there any

## Concern reporting form

Please complete this form as soon as possible if you have any concerns about a pupil

<b>Pupil's name</b>	
---------------------	--



Actions taken			
Date	Person taking action	Action	Signature

If the parent or carer has **NOT** been informed, please state the reason for this decision:

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Appropriate feedback must be given to the person completing the Record of Concern Form

Feedback given to:

Feedback given by:

Signature:

Date:

It may be useful to record the category of the concern for monitoring purposes and to identify any areas for training, education etc. Delete/add categories as appropriate

Physical	
Emotional	
Sexual Abuse	
Neglect	
CME	
FGM	

CSE	
Radicalisation	
Peer on Peer Abuse	
Online	
Sexting	
Mental Health	



In 1989, governments across the world promised all children the same rights by adopting the UN Convention on the Rights of the Child. The Convention says what countries must do so that all children grow as healthy as possible, can learn at school, are protected, have their views listened to, and are treated fairly.

These are our rights.



**Article 1**

Everyone under the age of 18 has all the rights in the Convention.

**Article 2**

The Convention

# Our Rights



applies to everyone: whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from.

**Article 3**

The best interests of the child must be a top priority in all things that affect children.

**Article 4**

Governments must do all they can to make sure every child can enjoy their rights.

**Article 5**

Governments must respect the rights and responsibilities of parents and carers to direct and guide their children as they grow up, so that they can enjoy their rights properly.

**Article 6**

Every child has the right to life. Governments must do all they can to make sure that children survive and develop to their full potential.

**Article 7**

Every child has the right to a legal name and nationality, as well as the right to know and, as far as possible, to be cared for by their parents.

**Article 8**

Governments must respect every child's right to a name, a nationality and family ties.

**Article 9**

Children must not be separated from their parents unless it is in their best interests (for example, if a parent is hurting a child). Children whose parents have separated have the right to stay in contact with both parents, unless this might hurt the child.

#### **Article 10**

Governments must act quickly and sympathetically if a child or their parents want to live together in the same country. If a

child's parents live apart in different countries, the child has the right to visit both of them.

#### **Article 11**

Governments must do everything they can to stop children being taken out of their own country illegally or being prevented from returning.

#### **Article 12**

Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.

#### **Article 13**

Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law.

#### **Article 14**

Every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children information about this right.

#### **Article 15**

Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

#### **Article 16**

Every child has the right to privacy. The law should protect the child's private, family and home life.

#### **Article 17**

Every child has the right to reliable information from the media. This should be information that children can understand. Governments must help protect children from materials that could harm them.

#### **Article 18**

Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must support parents by giving them the help they need, especially if the child's parents work.

#### **Article 19**

Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

#### **Article 20**

If a child cannot be looked after by their family, governments must make sure that they are looked after properly by people who respect the child's religion, culture and language.

#### **Article 21**

If a child is adopted, the first concern must be what is best for the child. All children must be protected and kept safe, whether they are adopted in the country where they were born or in another country.

#### **Article 22**

If a child is a refugee or is seeking refuge, governments must make sure that they have the same rights as any other child. Governments must help in trying to reunite child refugees with their parents.

#### **Article 23**

A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.



#### **Article 24**

Every child has the right to the best possible health. Governments must work to provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy. Richer countries must help poorer countries achieve this.

#### **Article 25**

If a child lives away from home (in care, hospital or in prison, for example), they have the right to a regular check of their treatment and the way they are cared for.

#### **Article 26**

Governments must provide extra money for the children of families in need.

#### **Article 27**

Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs. Governments must help families who cannot afford to provide this.

#### **Article 28**

Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.

#### **Article 29**

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

#### **Article 30**

Every child has the right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority of the people in the country where they live.

#### **Article 31**

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

#### **Article 32**

Governments must protect children from work that is dangerous or might harm their health or education.

#### **Article 33**

Governments must protect children from the use of illegal drugs.

#### **Article 34**

Governments must protect children from sexual abuse and exploitation.

#### **Article 35**

Governments must ensure that children are not abducted or sold.

#### **Article 36**

Governments must protect children from all other forms of bad treatment.

#### **Article 37**

No child shall be tortured or suffer other cruel treatment or punishment. A child should be arrested or put in prison only as a last resort and then for the shortest possible time. Children must not be in a prison with adults. Children who are locked up must be able to keep in contact with their family.

#### **Article 38**

Governments must do everything they can to protect and care for children affected by war. Governments must not allow children under the age of 15 to take part in war or join the armed forces.

**Article 39**

Children neglected, abused, exploited, tortured or who are victims of war must receive special help to help them recover their health, dignity and self-respect.

**Article 40**

A child accused or guilty of breaking the law must be treated with dignity and respect. They have the right to help from a lawyer and a fair trial that takes account of their age or situation. The child's privacy must be respected at all times.

**Article 41**

If the laws of a particular country protect children better than the articles of the Convention, then those laws must stay in place.

**Article 42**

Governments should make the Convention known to children and adults.

The Convention has 54 articles in total. Articles 43–54 are about how adults and governments work together to make sure that all children get all their rights.

**Prevent Risk Assessment – September 2022**

**The schools identified a Prevent Lead (Alex Jones) as part of the Designated Safeguarding Lead role.**

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard<sup>133</sup> to the need to prevent people from being drawn into terrorism”. <sup>134</sup> This duty is known as the Prevent duty. The Prevent duty should be seen as part of schools’ and colleges’ wider safeguarding obligations.

Area of Potential Risk/Area of Focus	Risk rating	Actions/control measures	Person responsible
Assess the risk of children being drawn into terrorism	Low	<p><b>Staff can demonstrate a general understanding of the risk and general indicators affecting young people</b></p> <p><b>We have achieved this through:</b></p> <ul style="list-style-type: none"> <li>• All staff have had Prevent ‘refresher’ training in January 2022.</li> <li>• All staff have read Part One of ‘Keeping Children Safe in Education’ September 2022.</li> <li>• The Prevent Lead has informed staff of their duties as set out in the Prevent Duty (DFE April 201)</li> </ul>	Designated Safeguarding Lead
Identifying pupils who may be at risk of radicalisation.	Low	<p><b>Staff are aware of the signs and general indicators, which could potentially be an indication of risk.</b></p> <p><b>There is a clear procedure for recording and reporting concerns relating to risk of radicalisation.</b></p>	Designated Safeguarding Lead
Prohibit extremist speakers and events in the school	Low	<p><b>The school exercises ‘due diligence’ in relation to requests from external organisations and speakers using school premises.</b></p>	Designated Safeguarding Lead

The school is using existing local partnership arrangements in exercising its Prevent duty.		<p>We have done this through;</p> <ul style="list-style-type: none"> <li>• All staff recording and reporting concerns to the Prevent Lead</li> <li>• The Prevent Lead would follow procedure for reporting to other agencies including the Multi-agency Safeguarding hub (MASH) and Channel Panel.</li> </ul>	Designated Safeguarding Lead
Children accessing potentially extremist material when accessing the internet in schools	Low	<p>We have achieved this through;</p> <ul style="list-style-type: none"> <li>• Children are taught about on-line safety with specific reference to the risk of radicalisation.</li> <li>• The school is part of the London Grid for Learning and their filtering system.</li> </ul>	Computing Lead/Technical Support
Ensuring that pupils have a safe environment in which to discuss controversial issues		<p>We have achieved this through;</p> <ul style="list-style-type: none"> <li>• Through PSHE and other curriculum activities, pupils are able to explore political, religious and social issues.</li> <li>• Pupils are taught about our diverse society and the need for mutual respect.</li> <li>• The school teaches British Values through its broad and balanced curriculum.</li> </ul>	PSHE Lead

Risk Assessment reviewed September 2022