Ysgol Bro Gwaun

Preventing Extremism and Radicalisation Policy

Polisi Atal Eithafiaeth a Radicaleiddio

Mae copi caled o bob polisi ar gael yn swyddfa'r Ysgol, gyda dyddiad dechrau, dyddiad adolygu a llofnod bob rhanddeiliad oedd yn rhan o greu'r polisi. Cysylltwch a'r swyddfa am fwy o fanylion.

A hard copy of all policies are held in the School office, they include a start date, a review date and signatures of all stakeholders involved in the creation of the policy. Please contact the School Office for more information.

Preventing Extremism & Radicalisation Policy

This policy should be read in conjunction with key national and local legislation, guidance and policies – see Appendix 4 for full bibliography.

1. POLICY CONTEXT

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

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

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

2. POLICY STATEMENT

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

This policy should be read alongside the following policies:
- **Child Protection policy**
- **Safer Recruitment Policy**
- **Managing Allegations Policy**
- **Whistleblowing Policy**
- **Health and Safety Policy, including: venue hiring, visitors and contractors' presence on school site**
- **E Safety Policy**
- **Anti-Bullying Policy**
- **Behaviour Policy**

3. AIMS AND PRINCIPLES

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

The main aims of this policy are to ensure that all staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen here and

ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.

4. INDICATORS OF VULNERABILITY TO RADICALISATION

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

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

Extremism is defined by the Crown Prosecution Service as:
The demonstration of unacceptable behaviour by using any means or medium to express views which:
- encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- seek to provoke others to terrorist acts;
- encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- foster hatred which might lead to inter-community violence in the UK.

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

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

Indicators of vulnerability include:

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

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

More critical risk factors could include:

- being in contact with extremist recruiters;
- accessing violent extremist websites, especially those with a social networking element;
- possessing or accessing violent extremist literature;
- using extremist narratives and a global ideology to explain personal disadvantage;
- justifying the use of violence to solve societal issues;

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

5. PROCEDURES FOR REFERRALS

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

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

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

The Headteacher/Designated Senior Person will discuss the most appropriate course of action on a case-by-case basis and will decide when a referral to external agencies is needed (see Appendix 1 – Dealing with Referrals). Advice can always be sought from the Child Care Assessment Team.
As with any child protection referral, staff must be made aware that if they do not agree with a decision not to refer, they can make the referral themselves and will be given the contact details to do this via the safeguarding board in the staffroom.

6. GOVERNORS, LEADERS AND STAFF

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

Staff will be fully briefed about what to do if they are concerned about the possibility of radicalisation relating to a pupil, or if they need to discuss specific children whom they consider to be vulnerable to radicalisation or extremist views.

The SLT/DSP will work in conjunction with the Headteacher, Pastoral Care Team and external agencies to decide the best course of action to address concerns which arise.

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

7. THE ROLE OF THE CURRICULUM

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

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

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

8. STAFF TRAINING

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

9. VISITORS AND THE USE OF SCHOOL PREMISES

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

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

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

Ysgol Bro Gwaun values freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society's values. Both pupils/students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

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

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

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

10. RISK REDUCTION & RESPONSE

The school governors, the Headteacher and the Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, PSE policy, assembly policy, use of school premises by external agencies, integration of pupils by gender and ALN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

Our school, will identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead. The SPOC for Ysgol Bro Gwaun is Miss Alana Finn. The responsibilities of the SPOC are described in Appendix 3.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC and to the Designated Safeguarding Lead if this is not the same person.

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

11. MULTI-ANGENCY CHANNEL PANELS IN PEMBROKESHIRE

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

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

12. POLICY REVIEW

12.1 Individual School Review
The Ysgol Bro Gwaun Tackling Extremism and Radicalisation Policy will be reviewed annually as part of the overall Child Protection and Safeguarding policy review.

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

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

12.3 This policy will be ratified by the Governing Body.

Preventing Extremism & Radicalisation Policy

Appendix 1

Dealing with Referrals of Prejudicial Behaviour

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

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

Dealing with Referrals of Potential Radicalisation or Extremism

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

Preventing Extremism & Radicalisation Policy

Appendix 2

Glossary of Terms

Channel (see Appendix 4) is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. The programme uses a multi-agency approach to protect vulnerable people by:
- identifying individuals at risk;
- assessing the nature and extent of that risk; and
- developing the most appropriate support plan for the individuals concerned.
- Channel may be appropriate for anyone who is considered at risk from radicalisation.

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

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

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

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

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

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

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

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

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

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

Appendix 3

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

The SPOC for Ysgol Bro Gwaun is Miss Alana Finn, who is responsible for:

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

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

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

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

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

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

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

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

- reporting progress on actions and

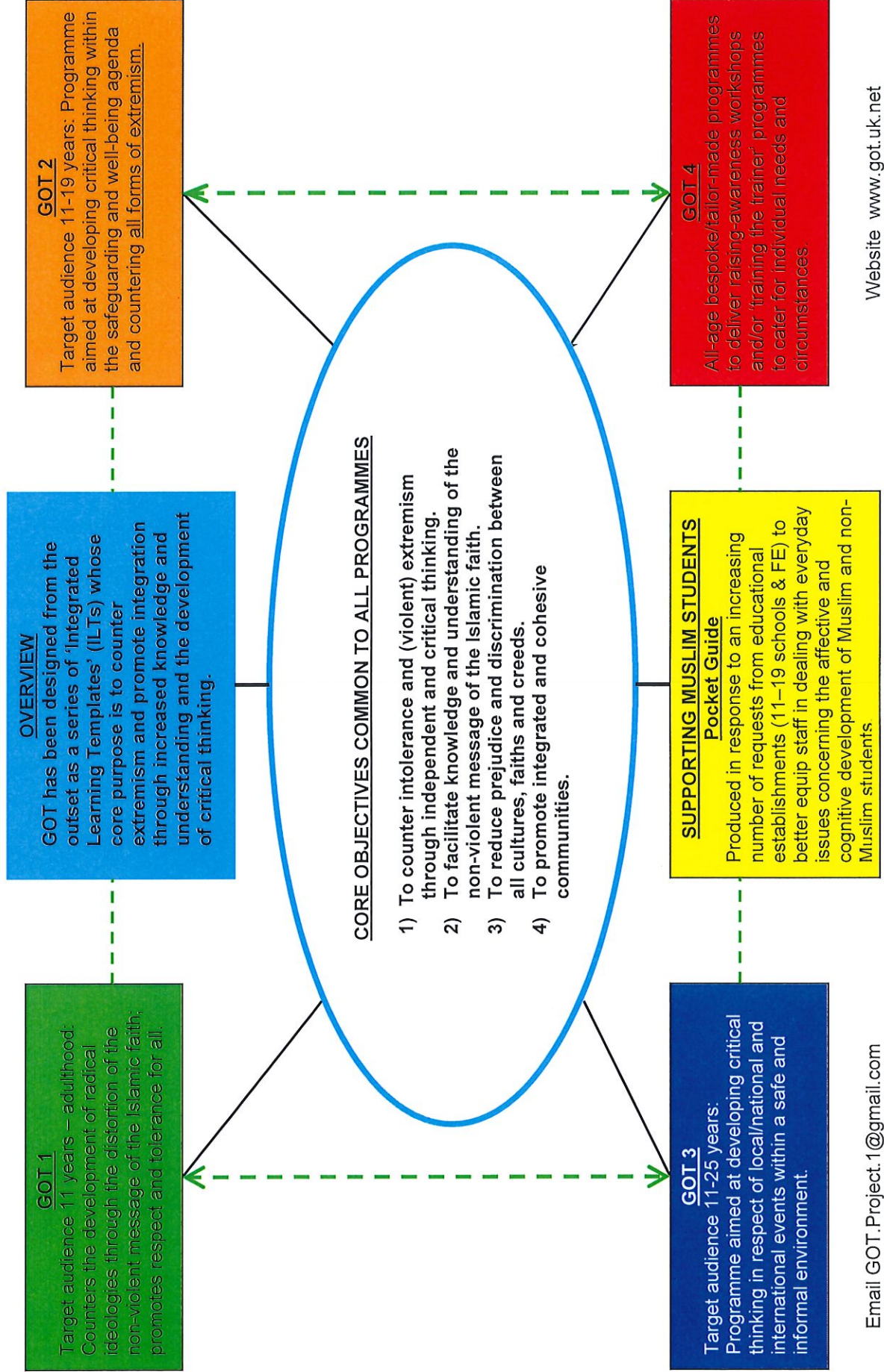- sharing any relevant additional information in a timely manner.

Appendix 4

Bibliography & References

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

SCHEMA
THE GOT (GETTING ON TOGETHER) PROJECT

GOT 2
Target audience 11-19 years: Programme aimed at developing critical thinking within the safeguarding and well-being agenda and countering all forms of extremism.

GOT 4
All-age bespoke/tailor-made programmes to deliver raising-awareness workshops and/or 'training the trainer' programmes to cater for individual needs and circumstances.

OVERVIEW
GOT has been designed from the outset as a series of 'Integrated Learning Templates' (ILTs) whose core purpose is to counter extremism and promote integration through increased knowledge and understanding and the development of critical thinking.

CORE OBJECTIVES COMMON TO ALL PROGRAMMES

1) To counter intolerance and (violent) extremism through independent and critical thinking.
2) To facilitate knowledge and understanding of the non-violent message of the Islamic faith.
3) To reduce prejudice and discrimination between all cultures, faiths and creeds.
4) To promote integrated and cohesive communities.

SUPPORTING MUSLIM STUDENTS
Pocket Guide
Produced in response to an increasing number of requests from educational establishments (11–19 schools & FE) to better equip staff in dealing with everyday issues concerning the affective and cognitive development of Muslim and non-Muslim students.

GOT 1
Target audience 11 years – adulthood: Counters the development of radical ideologies through the distortion of the non-violent message of the Islamic faith, promotes respect and tolerance for all.

GOT 3
Target audience 11-25 years: Programme aimed at developing critical thinking in respect of local/national and international events within a safe and informal environment.

Prevent & Safeguarding Self Assessment

Introduction

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

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

The Prevent Strategy has three main objectives:

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

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

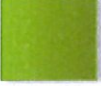- Work with **sectors and institutions** where there are risks of radicalisation which we need to address.

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

Prevent Self Assessment

Objective: Adoption of Prevent into Mainstream Processes

Governance

No		Owner	Evidence	RAG Status
1.1	Does the Institution have a nominated Staff (and Governor) Prevent Lead?	Yes – Miss Alana Finn (DDCP officer and SPOC) and Mrs Wendy Raymond (Governor)	Policies Safeguarding noticeboard in the staffroom	🟩

Risk Assessment

No		Owner	Evidence	RAG
2.1	Do the Senior Leadership team and Governors have an understanding, shared with partners, of the potential risk in the local area to assess the risk of pupils being drawn into terrorism, including support for the extremist ideas that are part of terrorist ideology?	Yes	Headteacher and Deputy Headteacher have received the PREVENT training. Governors have been briefed by the Headteacher/Deputy Headteacher	🟩
2.2	Is Prevent included within the Institution's Safeguarding Policy?	No not fully	The PREVENT policy is read alongside the Safeguarding Policy	🟧
2.3	Is Prevent included the within the Institution's Safer Recruitment Policy?	No not fully	The PREVENT policy is read alongside the Safer Recruitment Policy	🟧
2.4	Is Prevent included within the Institution's venue hiring policy? Are due diligence checks conducted on groups/individuals seeking to hire/use school premises?	No not fully	The PREVENT policy is read alongside the venue hiring policy The venue is only hired to known people and checks are conducted	🟧

No	Question	Owner	Evidence	RAG
2.5	Is Prevent included within the Institution's Visitors Policy? Are due diligence checks conducted on visitors to the school? Does the policy set out clear protocols for ensuring that any visiting speakers – whether invited by staff or by pupils themselves – are suitable and appropriately supervised within school?	No not fully	The PREVENT policy is read alongside the visitors policy. Outside agencies working with children are always checked and members of the school staffing structure are always present. All visitors sign in and receive a visitor's badge.	orange
2.6	Is Prevent included within the Institution's Contractors Policy? Are due diligence checks conducted on contractors working at the school or providing extracurricular activities? Does the policy set out clear protocols for ensuring that any visiting contractors are suitable and appropriately supervised within school?	No not fully	The PREVENT policy is read alongside the contractors policy. Outside agencies working with children are always checked and members of the school staffing structure are always present	orange
2.7	Is Prevent an agenda item of relevant meetings / planning processes?	'Yes	Staffing meeting minutes Inset meeting minutes Progress and Wellbeing meeting minutes Co-ordination meeting minutes	green
2.8	Is there a clear referral route for vulnerable individuals to receive support through the Channel process?	Yes if required	Referral system in place in school where vulnerable pupils can talk to members of SLT, YPM's, School Counsellor, Behaviour Support, PCSO's and SPOC.	green
2.9	Are fundamental British values promoted in the delivery of the curriculum and extra-curricular activities and reflected in the general conduct of the school?	Yes	Assemblies PSE Lessons	green

Working In Partnership

No	Question	Owner	Evidence	RAG
3.1	Does the Institution have engagement with wider Prevent work through their local Prevent Partnership?	If required	Yes if and when required – DCP, Headteacher and Governor aware of procedure	green
3.2	Is Prevent included within Information sharing protocols / MOU?	Yes	Staff briefings	green

No	Question	Owner	Evidence	RAG
3.3	Is the Institution included in an agreed Prevent Partnership Communication Policy?	Yes	LEA Link Officer	(orange)
3.4	Do the safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the Local Safeguarding Children Board (LSCB)?	Yes	Safeguarding policy	(green)
3.5	Do the child protection policies describe procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the LSCB?	Yes	Safeguarding/Child Protection Policy	(green)

Staff Training

No		Owner	Evidence	RAG
4.1	Does the Institution have an annual policy and training review process in place?	Yes	Policy in place All staff briefed Key staff trained by PREVENT lead	(green)
4.2	Does the institution regularly assess Prevent Training needs to raise their awareness of Prevent issues with staff and the Governing body? Do staff members have sufficient training to give them the knowledge and confidence to identify children at risk of being drawn into terrorism and challenge extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups?	Yes	All staff are briefed on a regular basis (Head's PPT-September) Key members of staff trained (Course evidence)	(green)
4.3	Are staff members aware of Prevent issues and the referrals process into the Channel process?	Yes	Headteacher, DDPS (Deputy Head), Education Welfare Officer have had training.	(green)

Safety Online

No		Owner	Evidence	RAG
5.1	Does the School IT system have appropriate levels of filtering to ensure children are safe from terrorist and extremist material when accessing the internet in school?	Yes	Filtering system in place	
5.2	What processes and procedures are in place to ensure children use the internet responsibly?	Yes	Internet safety awareness training by PCSO's to staff and pupils Part of the PSE programme Leaflets and letters distributed to parents, staff and children every year.	
5.3	Do staff, pupils and carers receive any Internet Safety awareness training?	Yes	Staff and pupil receive training through PSE lessons, with support from our Police liaison officers. Carers receive yearly letters and flyers and visits from Police liaison officers when required. Presentation on shared area for all staff.	

Appendix B

Indicators

Vulnerability

• Identity Crisis - Distance from cultural/ religious heritage and uncomfortable with their place in the society around them
• Personal Crisis – Family tensions; sense of isolation; adolescence; low self esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging
• Personal Circumstances – Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
• Unmet Aspirations – Perceptions of injustice; feeling of failure; rejection of civic life
• Criminality – Experiences of imprisonment; poor resettlement/ reintegration, previous involvement with criminal groups

Access to extremism / extremist influences

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

Experiences, Behaviours and Influences

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

Travel

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

Social Factors

- Does the child/ young person have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the child/ young person experience a lack of meaningful employment appropriate to their skills?
- Does the child/ young person display a lack of affinity or understanding for others, or social isolation from peer groups?
- Does the child/ young person demonstrate identity conflict and confusion normally associated with youth development?
- Does the child/ young person have any learning difficulties/ mental health support needs?
- Does the child/ young person demonstrate a simplistic or flawed understanding of religion or politics?
- Does the child/ young person have a history of crime, including episodes in prison?
- Is the child/young person a foreign national, refugee or awaiting a decision on their immigration/ national status?
- Does the child/ young person have insecure, conflicted or absent family relationships?

- Has the child/ young person experienced any trauma in their lives, particularly any trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other in the child/young person's life has extremist view or sympathies?

More critical risk factors could include:-

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

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

School Prevent Duty Action Plan Template

Area of responsibility	Actions to be taken	Outcome	Deadline	Update
Leadership and values	- Creation of a 'Statement of Values' that respects learner and staff diversity, encourages freedom and openness and promotes learner voice - Development of rigorous recruitment policies which include core School values - Key individuals are appointed amongst governors, managers and staff with responsibility for safeguarding and understand the risk of extremism/radicalisation - Inclusion of radicalisation or extremism within the corporate risk register and the maintenance of an up to date risk assessment	- A safe learning environment is created across the School, behaviours which harm the ability of different individuals and groups to work together are challenged - All new staff are aware of the School's expectations and subscribe to its values - The School leadership takes ownership of extremism and radicalisation concerns and appropriate oversight is provided - Extremism/radicalisation is considered as a risk at a leadership level within the organisation with concerns relating to hate crime/harassment, extremism and radicalisation being reported promptly to SLT		- Safe learning environment in place - All staff (including new) are briefed on a regular basis - Headteacher and Child Protection designated officer have received training.
Partnership	- Creation of a single point of contact for radicalisation and extremism enquiries internally and arrangements to coordinate information sharing between different departments and curriculum areas - Development of links with other Schools on the agenda - Development of links between key School staff/governors and external partners, including the Local Authority and Police	- School communications and the sharing of concerns relating to extremism or radicalisation are coordinated effectively - The School is able to benefit from existing best practice and resources - The School shares information and is able to access statutory assistance where necessary to support vulnerable individuals		- Alana Finn (DH) is the single point of contact. (SPOC) - Alana Finn, Headteacher and Education Welfare Officer (EWO) have attended training with the PREVENT lead.
Safeguarding and pastoral care	- Inclusion of radicalisation and extremism within safeguarding policy and procedure including a reference to the Channel process - Development and implementation of rolling cross-organisation training plan to increase organisational awareness	- All are aware of the safeguarding procedure and that radicalisation is included within it - All understand what is meant by the terms radicalisation and extremism and are comfortable sharing concerns about radicalisation and extremism - A whole School approach is taken to the support of learners who may be vulnerable to violent extremist radicalisation		- Safeguarding Policy in place – reads alongside the PREVENT policy. - All staff briefed - All staff are aware of the protocol on

Area of responsibility	Actions to be taken	Outcome	Deadline	Update
	• Consideration of a School safeguarding panel to assess and manage concerns relating to extremism and radicalisation • Inclusion of a whistle blowing mechanism within the safeguarding procedures • Inclusion of sub-contracted education providers within the safeguarding procedures	• Staff feel confident and protected in raising any concerns which may place the safety of learners at risk • Learners are protected whilst they are studying or working externally to the School		• how to report and incident of child protection or safeguarding. • Staff have flyers to remind them of key personnel. • Pupils are always accompanied by a school member of staff who has a full DBS check.
Student and learner resilience	• Include activities within existing lesson structure to enhance student and learner resilience for example, internet safety sessions and activities to improve critical thinking skills • Raise awareness and confidence amongst tutors and enrichment colleagues about the importance of critical thinking skills • Raise awareness of all colleagues and students or learners about their personal responsibility in the online space, particularly around freedom of speech • All staff receive appropriate training to educate and challenge on the principals of mutual respect and tolerance and encourage democratic participation • Opportunities to promote values are identified and utilised within the curriculum and within enrichment activities	• Students and learners have good critical engagement skills and understand how to verify information online and the reasons why they should • Students and learners feel comfortable sharing any concerns they have about behaviour or information in the online space with colleagues at the School • All are aware of their individual responsibilities in the online space, especially regarding freedom of speech. • All learners are encouraged to respect others with particular regard to protected characteristics and are educated in the options for civic engagement • Learners understand what the School values mean in practice		• Pupils have e-safety talks by staff members and Police liaison officers. • Letters and flyers go out to pupils and parents. • E safety noticeboard in school – pupils are able to access e- safety information
Internet safety	• Inclusion of reference to terrorist and/or extremist material within ICT code of conduct, together with protections for legitimate study of this material • Deliver awareness raising training to library and ICT colleagues about what terrorist and extremist material looks like	• Colleagues understand what terrorist/extremist material looks like and are confident to share concerns through the appropriate processes if they do encounter access to this material • Learner study of extremist and terrorist material for legitimate purposes is protected • Students and learners understand the risks attached to accessing terrorist and extremist material online		• Policy discussed with School Council representatives. • Whole school pupils and staff briefing required to discuss the risks

Area of responsibility	Actions to be taken	Outcome	Deadline	Update
	• Raise awareness of colleagues and students or learners about updated code of conduct, reasons why and an explanation of how the policy was developed • Appropriate filtering is in place to ensure that learners are unable to access terrorist and extremist material online through School servers	and understand the institution's duty and process in these areas • Learners are safe from accessing extremist or terrorist materials whilst using School servers		attached to accessing terrorist and extremist material online.
Reputation and brand	• Development of policies which outline when the School's branding can be used and the responsibilities which come with its use • Development of a protocol for monitoring the School's online presence which includes reference to terrorism and extremism • Delivery of awareness raising training to communications colleagues • Delivery of awareness raising to all administration, teachers and students or learners advising of responsibility in the online space	• Any references to the School online are picked up quickly and referred for action if they have links to terrorist/extremist material • School administration, tutors and learners are aware of their responsibility in the online space regarding the School's brand and reputation		• Home agreement contract in place for pupils and parents • Updated Code of conduct in place for staff
School Environment	• Development of policies governing events organised by staff, learners or visitors on School premises • Creation of a code of conduct policy and communication plan for setting expectations on learner behaviour • Development of a policy governing the display of materials internally at the School • Development of a protocol to manage the layout, access and use of any space provided for the purposes of prayer and contemplation including an oversight committee or similar	• The School does not host events or speakers supportive of, or conducive to, terrorism • Learners are aware of the conduct expected by the School in creating a safe space for all groups on site • A safe learning space is created, avoiding the display of inappropriate materials • Prayer and contemplation space is accessible to all learners on an equal basis and the School is aware of and able to manage any risks associated with the space		• All speakers and events are scrutinised before they are given access to Ysgol Bro Gwaun and its pupils. • Act of worship – prayer and contemplation is conducted by Form Tutors, SLT or YPM's.