



# **SPORTING STARS ACADEMY PREVENTING EXTREMISM & RADICALISATION POLICY**

**Current Version Valid From 1<sup>st</sup> September 2023**

**To be reviewed September 2024**

**Reviewed by: The Directors**

**Sept 2023 – Sept 2024**

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### 1. Rationale

The duty of schools and other public organisations to identify and report those vulnerable to extremist radicalisation came into force on 1st July 2015. The duty requires the school to demonstrate that they are protecting students from being drawn into terrorism by **“having robust safeguarding policies in place to identify children at risk and intervening as appropriate”**. Schools are expected to protect students from terrorist and extremist material **when accessing the internet at school. KCSIE 2023 places a greater emphasis on schools in relation to the roles and responsibilities of staff in ensuring that appropriate/effective filtering and monitoring systems are in place on school devices and school networks.**

### 2. Introduction

Sporting Stars Academy is committed to providing a secure environment for students, where they feel safe and are kept safe. All staff and volunteers working at Sporting Stars Academy recognise that safeguarding is everyone’s responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for students or not.

Under the Counter Terrorism and Security Act 2015, Section 26 the school also has a statutory duty to have due regard to the need to prevent people from being drawn into terrorism.

This policy is one element within our overall school arrangements to Safeguard and Promote the Welfare of all Children in line with our statutory duties set out in section 175 of the Education Act 2002 and the Education and Training (Welfare of Children) Act 2021 which amends the Education Act of 2002 and should be read in conjunction with the school's Safeguarding Policy.

This policy also draws upon the guidance contained in the "Stoke-on-Trent Safeguarding Children Partnership and Staffordshire Safeguarding Children Board Procedures" and DfE Guidance "Keeping Children Safe in Education (KCSIE), 2023"; and specifically DCSF Resources "Learning Together to be Safe", "Prevent: Resources Guide", "Tackling Extremism in the UK", DfE's "Teaching Approaches that help Build Resilience to Extremism among Young People" and Peter Clarke's Report of July 2014.

### **3. School Ethos and Practice**

When operating this policy Sporting Stars Academy uses the following accepted Governmental definition of extremism which is: '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; and/or calls for the death of members of our armed forces, whether in this country or overseas'.

There is no place for extremist views of any kind in our school, whether from internal sources - students or staff, or external sources - school community, external agencies, or individuals. Our students see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens.

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

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

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

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

Any prejudice, discrimination, or extremist views, including derogatory language, displayed by students or staff will always be challenged and where appropriate dealt with in line with our Behaviour Policy for students and the Code of Conduct for staff. Where misconduct by a teacher is proven the matter will be referred to the National College for Teaching and Leadership for their consideration as to whether a Prohibition Order is warranted.

As part of wider safeguarding responsibilities school staff will be alert to:

- Disclosures by students of their exposure to extremist actions, views, or materials of others outside of school, such as in their homes or community groups

- Graffiti symbols, writing or artwork promoting extremist messages or images
- Students accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Partner schools, local authority services, and police reports of issues affecting students in other schools or settings
- Students voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- Attempts to impose extremist views or practices on others
- Anti-Western or Anti-British views

Our school will closely follow any locally agreed procedure as set out by the Local Authority and/or Stoke-on-Trent Safeguarding partnership or Staffordshire's Safeguarding Children Board agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

#### **4. Teaching Approaches**

We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches children may experience elsewhere may make it harder for them to challenge or question these radical influences. In our school this will be achieved by good teaching, primarily via PSHE; but also, by adopting the methods outlined in the Government's guidance 'Teaching approaches that help build resilience to extremism among young people' DfE 2011 and Promoting fundamental British values as part of SMSC in schools (November 2014).

We will ensure that all our teaching approaches help our students to build resilience to extremism and give them a positive sense of identity through the development of critical thinking skills. We will ensure that all 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 so as to become even more relevant to the current issues of extremism and radicalisation. In doing so we will apply the 'key ingredients' see Appendix A, and we will apply the methodologies set out in that document following the three broad categories of:

- Making a connection with young people using a student-centred approach
- Facilitating a 'safe space' for dialogue
- Equipping our students with the appropriate skills, knowledge, understanding and awareness for resilience

Therefore, 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. This will work in conjunction with our school's approach to the spiritual, moral, social, and multi-cultural development of students as defined in Ofsted's Education Inspection Framework (EIF) and will include the sound use of pastoral time to help further promote this rounded development of our students.

Our goal is to build mutual respect and understanding and to promote the use of dialogue, not violence as a form of conflict resolution. We will achieve this by using a curriculum that includes:

- Citizenship

- PRSHE
- Open discussion and debate
- Work on anti-violence and a restorative approach addressed throughout the curriculum
- Focused educational programmes

We will also work with local partners, families, and communities in our efforts to ensure our school understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our student'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 our school will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

At Sporting Stars Academy, 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 our students to respect one another and to respect and tolerate differences, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our students safe and prepare them for life in modern multi-cultural Britain and globally.

### **5. Use of External Agencies and Speakers**

At Sporting Stars Academy, we encourage the use of external agencies or speakers to enrich the experiences of our students, however we will positively vet those external agencies, individuals, or speakers who we engage to provide such learning opportunities or experiences for our students. Such vetting is to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in complete opposition to, the school's values and ethos. We must be aware that in some instances the work of external agencies may not directly be connected with the rest of the school curriculum, so we need to ensure that this work is of benefit to our students.

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

- Any messages communicated to our students are consistent with the ethos of the school and do not marginalise any communities, groups or individuals
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise students 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 differing needs of our students
- Activities are carefully evaluated by our school to ensure that they are effective

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

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

## 6. Referring Concerns

Where there are concerns about extremism or radicalisation parents, students and staff will be encouraged to make use of our internal systems to raise any issue in confidence with senior management. Our lead person for Prevent is the Headteacher, who would normally be the first point of contact should there be concerns. If for any reason this creates a difficulty for the referrer, they can contact the Local Authority's Safeguarding Team or Ofsted depending on the level of concern.

Contact details for these agencies can be found at the end of this policy document.

Staff should refer to the School Whistle Blowing Policy under which they are entitled to employment protection for raising genuine concerns outside of the school environment.

## 7. Child Protection

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

Staff will be alert to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue there may be some instances where a student or students may be at direct risk of harm or neglect. For example, this could be due to a student displaying risky behaviours in terms of the activities they are involved in or the groups they are associated with, or staff may be aware of information about a student's family that may equally place them at risk of harm (these examples are for illustration and are not definitive or exhaustive)

Therefore, all adults working at Sporting Stars academy (including visiting staff) are required to report instances where they believe a student may be at risk of harm or neglect to the Headteacher who will make a referral to student's social care or the Staffordshire Prevent team when appropriate.

The Designated Safeguarding Lead (DSL) at Sporting Stars Academy is the Headteacher and she is the focus person and local 'expert' for school staff, and others, who may have concerns about an individual student's safety or well-being and is the first point of contact for external agencies. In line with Recommendation 2 of Peter Clarke's Report; the role of our Designated Safeguarding Lead includes the responsibilities of the PREVENT strand of the Government's counter-terrorism strategy. In addition to this, the school has identified Hannah Bennett in her position of Deputy DSL to deputise on PREVENT in the absence of the DSL.

## 8. Training

All school personnel have a copy of this policy and will have the opportunity to consider and discuss its contents prior to its approval.

**All staff have access to this policy and sign to the effect that they have read and understood its content.**

|   |                              |
|---|------------------------------|
| School:   | Sporting Stars Academy       |
| Headteacher:  | Emma Tench                   |
| CP Training Undertaken:<br>Preventing Radicalisation & Extremism<br><a href="https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/">https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/</a> | Whole Staff – September 2023 |

All staff will receive an induction in regard to our Safeguarding policy and procedures. This will include information and guidance about our duty to prevent people from being drawn into terrorism.

Whole school in-service training in regard to safeguarding and child protection will be organised for staff at least every year and will comply with the prevailing arrangements approved by Stoke-on-Trent and Staffordshire and will, in part, include awareness raising on extremism and radicalisation and its safeguarding implications.

The Designated Safeguarding Lead (DSL) will attend appropriate and relevant training courses in regard to safeguarding children at least every two years. This will include accessing training on extremism and radicalisation and its safeguarding implications. The Designated Safeguarding Lead will ensure that all adults working in the school receive appropriate levels of training, guidance, and support in regard to safeguarding children from extremism and radicalisation.

### **9. Recruitment and Staff Conduct**

The arrangements for recruiting all staff to our school will follow guidance for safer recruitment best practice in education settings, including, but not limited to, ensuring that DBS checks are always made at the appropriate level, that references are always received and checked and that we complete and maintain a single central record of such vetting checks. We will apply safer recruitment best practice principles and sound employment practice in general and in doing so will deny opportunities for inappropriate recruitment or advancement.

We will be alert to the possibility that persons may seek to gain positions within our school so as to unduly influence our schools' character and ethos. We are aware that such persons seek to limit the opportunities for our students thereby rendering them vulnerable to extremist views and radicalisation as a consequence. Therefore, by adhering to safer recruitment best practice techniques and by ensuring that there is an ongoing culture of vigilance within our school and staff team we will minimise the opportunities for extremist views to prevail.

Referrals to the Stoke-on-Trent/Staffordshire LADO service will be made when appropriate as per statutory guidance and our Safeguarding Policy.

### **10. Contact Details**

If you are a student and are being abused or if you have concerns that a student or young person may be being abused, please contact:

| <b>Stoke-on-Trent</b>  |
|--|
| <p style="text-align: center;"><b>Stoke-on-Trent Safeguarding Children Partnership</b><br/><b>Individual designated agency leads for child protection</b><br/><b>Children's Advice &amp; Duty Service (CHAD) on 01782 235100 (8:30am - 6pm)</b></p> <p style="text-align: center;"><b>LADO Officer (all referrals to the LADO should go through CHAD on 01782 235100)</b></p> <p style="text-align: center;"><b>Emergency Duty Team (after 6pm and weekends) on 01782 234234</b></p> <p style="text-align: center;"><b>In an emergency, you can dial 999 and ask for the police.</b><br/><i>You should only call 999 in an emergency (for example, if you are in immediate danger and need help straight away because someone is hurting you or going to hurt you)</i></p> |

## Staffordshire

Telephone 0300 111 8007 or complete the online enquiry form (please follow link below)

<https://www.staffordshire.gov.uk/Care-for-children-and-families/Childprotection/rc-Initial-professionals-enquiry.aspx>

Staffordshire Police 999 for an emergency or 101

Emergency Duty Team (EDT) on 0345 604 2886

## Additional Contacts

### Staffordshire Police

*For further information visit:*

<https://www.staffordshire.police.uk/prevent>

### Prevent Team

Tel: 01785 232054

Email: [prevent@staffordshire.pnn.police.uk](mailto:prevent@staffordshire.pnn.police.uk)

You can also call the national police Prevent advice line [0800 011 3764](tel:08000113764), in confidence, to share your concerns with our specially trained officers.

Ofsted Contact Centre on 0300 123 1231

### Preventing Extremism in Schools and Childrens Services

Email: [counter.extremism@education.gov.uk](mailto:counter.extremism@education.gov.uk)

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

Telephone: 020 7340 7264

*Open Monday to Friday from 11am - 3pm (excluding bank holidays)*

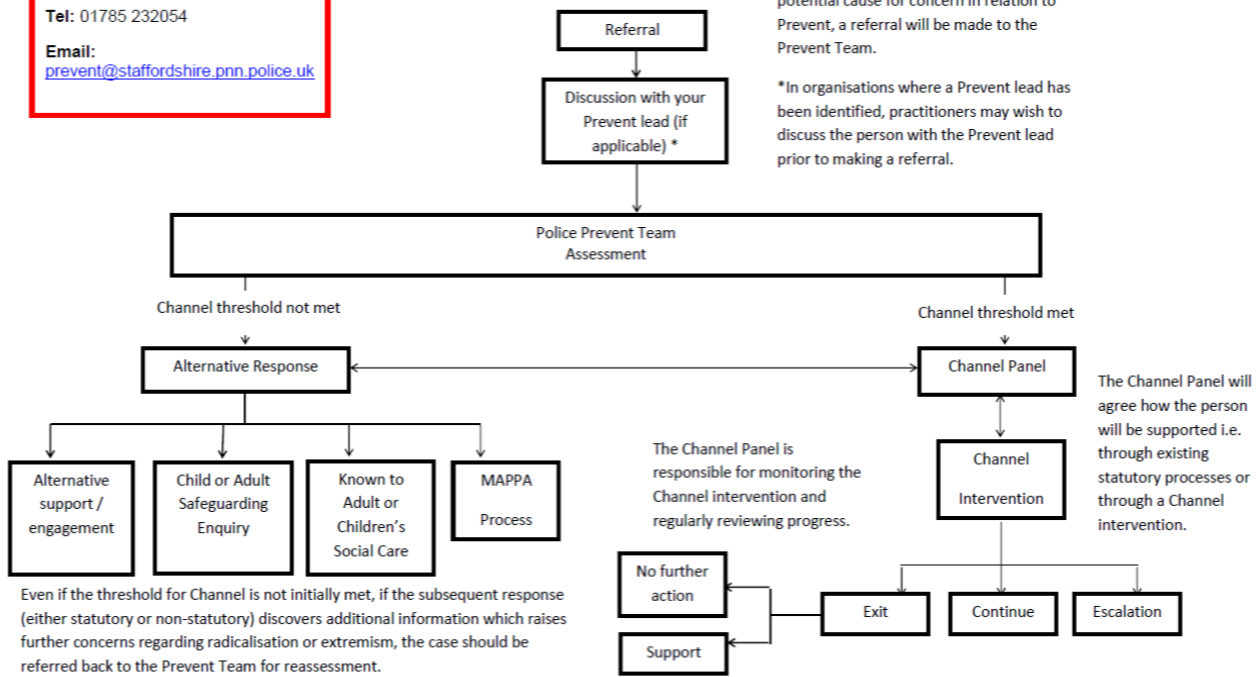
If you believe you have information relating to terrorism, please call the anti-terrorist hotline on 0800 789 321



The Staffordshire Police Prevent Team can be contacted via:  
**Tel:** 01785 232054  
**Email:** [prevent@staffordshire.pnn.police.uk](mailto:prevent@staffordshire.pnn.police.uk)

When an individual is identified as a potential cause for concern in relation to Prevent, a referral will be made to the Prevent Team.

\*In organisations where a Prevent lead has been identified, practitioners may wish to discuss the person with the Prevent lead prior to making a referral.



### 11. References

- [Stoke-on-Trent Safeguarding Children Partnership](#)
- [Staffordshire Safeguarding Children Board](#)
- [Government Prevent Duty Guidance](#)
- [Ofsted Education Inspection Framework](#)

### 12. Monitoring and Review

This policy should be read in conjunction with all other policies and will be reviewed annually. This policy is the responsibility of the Headteacher and any amendments or future guidance that appears before the review period will be actioned and noted accordingly.

## Appendix 1 – Teaching Approaches to Building Resilience in Children and Young People

| PUSH FACTORS   | KEY INGREDIENTS   | PULL FACTORS  |
|--|---|---|
| <p>Factors which push/make an individual vulnerable to extremist messages:</p> <ul style="list-style-type: none"> <li>• Lack of excitement, frustration</li> <li>• Lack of a sense of achievement. Seen as significant</li> <li>• Lacking purpose/confidence in the future/life goals</li> <li>• Lacking an outlet for views</li> <li>• Gaps in knowledge and or understanding of Islam (both students and their parents/carers)</li> <li>• A sense of injustice</li> <li>• Actual or perceived humiliating experiences (this may be linked to sense of injustice) The experiences may be of being bullied, put down etc</li> <li>• Exclusion - a lack of belonging to peer/community networks, groups etc.</li> </ul> | <p>Teacher confidence and skills in dealing with difficult and sensitive issues:</p> <p><b>Teacher Attitude/Behaviours</b></p> <ul style="list-style-type: none"> <li>• Need to be able to admit that do not necessarily know the answers</li> <li>• Able to acknowledge that controversial issues/matters exist</li> <li>• Willingness to seek help when not sure what to do/how to assist</li> <li>• Understanding that they have a role to play regarding this agenda</li> </ul> <p><b>Specific Knowledge</b></p> <ul style="list-style-type: none"> <li>• Some understanding of other cultures and religions and belief systems</li> <li>• Knowledge of alternate values framework</li> </ul> <p><b>Teaching Pedagogy</b></p> <ul style="list-style-type: none"> <li>• Working with students to enable them to develop critical thinking skills (to be able to see through propaganda)</li> <li>• Enabling students to see multiple perspectives</li> <li>• Enabling students to deal with difficult situations</li> <li>• Utilising multiple resources/methods</li> <li>• Working with students to enable them to develop and have pride (in sense of self and in sense of having multiple identities)</li> <li>• Linking schoolwork with the wider community</li> </ul> | <p>Factors that draw young people into extremist messages:</p> <ul style="list-style-type: none"> <li>• Confident and charismatic recruiters</li> <li>• Networks/sense of belonging</li> <li>• Persuasive clear message which exploits knowledge gaps</li> <li>• Wider community views which promote extremist views or do not actively oppose extremism</li> </ul> |

## Appendix 2 – Referral Pathway

### Prevent

#### **What do I do if I have concerns about an individual in relation to extremism or radicalisation?**

If you have concern about an individual in relation to extremism or radicalisation, you can refer to the Prevent Team. They will be able to offer appropriate advice and guidance and will refer to the Channel process, if required.

#### **Staffordshire Police**

For further information visit: <https://www.staffordshire.police.uk/prevent>

#### **Prevent Team**

Tel: 01785 232054

Email: [prevent@staffordshire.pnn.police.uk](mailto:prevent@staffordshire.pnn.police.uk)

NB. You can call anonymously on **0800 789 321**.

You can also call the National Police Prevent advice line 0800 011 3764, in confidence, to share your concerns with our specially trained officers. If it's an emergency, please call 999. If you see online material promoting terrorism or extremism, you can report it online.

#### **What is Channel?**

Channel is a key element of the Prevent Strategy. It is a multi-agency approach to protect people at risk of radicalisation. Channel uses existing collaboration between local authorities, statutory partners, the police and the local community to identify individuals at risk of being drawn into terrorism, assess the nature and extent of that risk and develop the most appropriate support for the individuals concerned.

More information about Channel can be found [here](#).

#### **What happens once I have raised a concern about an individual with the Prevent Team?**

Prevent Team Officers would liaise with you to discuss your concerns. They would complete a vulnerability assessment for the individual (either by engaging directly with them or based on information given by the referrer, depending on the circumstances).

The information would then be used to make a decision as to whether the case needed to be discussed at the next Channel meeting, where the assessment is discussed, and agencies are invited to contribute any shared knowledge about the individual from their own area of business. The vulnerability assessment scoring is also discussed, and a decision made about how to ensure the most suitable outcomes for the individual are achieved. If the case is not accepted into the Channel process at this stage, it will be referred back to the Case Management process, where appropriate alternative support and engagement for the individual will be identified.

If an individual who has been referred to Channel is the subject of an existing statutory process (for example, child protection processes) the Prevent Team would endeavour to contribute to the statutory process along with the other key partners who were working together to achieve the best outcomes for the individual concerned.

The person making the referral will be kept informed and, in many cases, will be involved in decision-making going forward.

For more information on the Channel operating procedures:

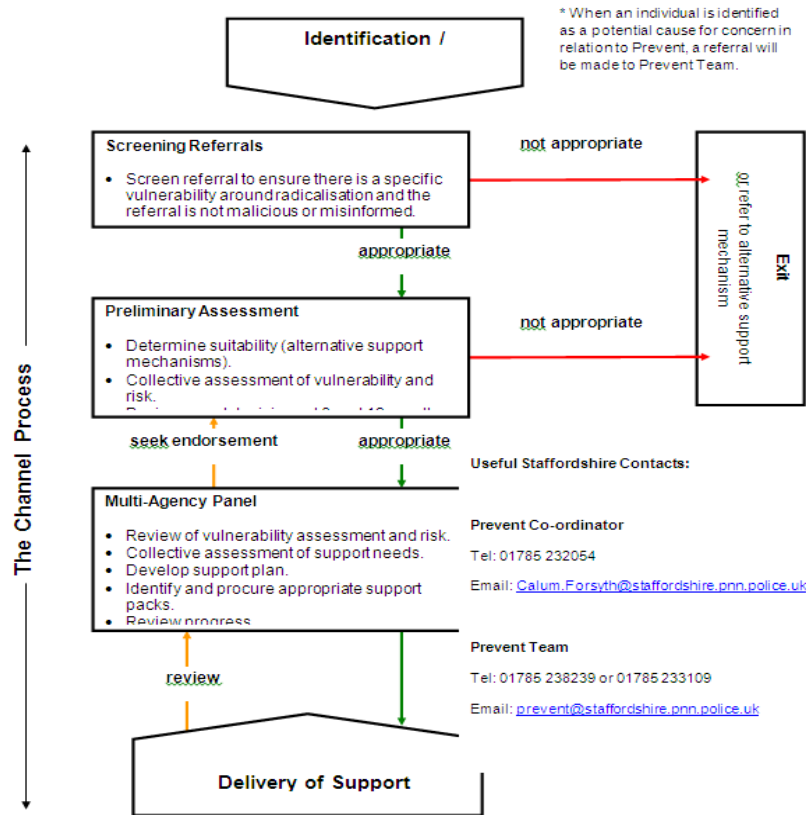
Stoke-on-Trent please visit:

[https://www.stoke.gov.uk/info/20010/adult\\_care\\_and\\_wellbeing/508/prevent\\_and\\_channel](https://www.stoke.gov.uk/info/20010/adult_care_and_wellbeing/508/prevent_and_channel)

Staffordshire please visit: <https://www.staffordshire.gov.uk/Community/Communitysafety/Prevent.aspx>

## Appendix 3 – Channel Process

The diagram shows the different stages within the Channel process:



Source: 'Channel: Protecting vulnerable people from being drawn into terrorism - A guide for local partnerships'. HM Government, October 2012

**Appendix 4 – Prevent Duty Action Plan**

| PREVENT AREA                                  | AIMS  | ACTIONS   | LEAD     | WHERE ARE WE AUTUMN 2023? | NEXT STEPS  |
|---|---|---|----------|---------------------------|---|
| STAFF TRAINING & PREVENT AWARENESS            | <b>FOR STAFF TO:</b> <ul style="list-style-type: none"> <li>BE ADEQUATELY TRAINED IN THE PREVENT DUTY</li> <li>HAVE A GOOD UNDERSTANDING OF WHO IS AT RISK</li> <li>KNOW WHAT ACTION IS APPROPRIATE</li> <li>HOW TO OFFER SUPPORT</li> <li>RECOGNISE HOW THEY CAN DEMONSTRATE BRITISH VALUES</li> </ul> | ALL STAFF MEMBERS TO UNDERTAKE PREVENT TRAINING (Both High Speed and Gov. Training to be updated at least every two years with updates from head teacher as per Gov. guidance). | ET       |                           | DEPUTY DSL's TO SELF IDENTIFY THEIR INTEREST IN SUPPORTING THE DSL WITH THE PREVENT DUTY AND TO ACCESS RELEVANT SUPPORT/ADDITIONAL TRAINING RELEVANT TO THE ROLE. |
|   |   | STAFF TO ACCESS HM GOV. PREVENT PACKAGE THROUGH ONLINE E-LEARNING   | ET       |                           |   |
|   |   | STAFF TO FAMILIARISE THEMSELVES WITH THE PREVENT POLICY.  | ET       |                           | STAFF SIGN TO SAY THAT THEY'VE READ AND UNDERSTAND THEIR DUTIES IN RESPONSE TO THE PREVENT POLICY (copies to be filed in individual personnel files)              |
|   |   | ANY ISSUES/QUESTIONS TO BE RAISED AT STAFF MEETINGS (WHOLE STAFF THURSDAY PM)   | SLT      |                           |   |
|   |   | ET TO ENSURE THAT BRITISH VALUES ARE INTEGRATED ACROSS THE CURRICULUM AND DURING PASTORAL TIME INCL. Personal Development delivered during form time).                          | ET/PB/HB |                           | ET TO DISEMINATE NEW SOW DEVELOPMENT WITH INTEGRATION OF BV ACROSS CURRICULUM   |
|   |   | AGENDA PREVENT AT EACH STAFF MEETING  | ET       |                           |   |
|   |   |   |          |                           |   |
| COMMUNICATION & INFORMATION SHARING PROCESSES | <b>SLT SHOULD:</b> <ul style="list-style-type: none"> <li>ENSURE THAT EVERYONE UNDERSTANDS THE ROLE OF THE PREVENT LEAD</li> <li>DEVELOP LINKS BETWEEN SCHOOLS, THE LA AND OTHER EXTERNAL PARTNERS</li> <li>UTILISE EXISTING LINKS TO SHARE INFORMATION AND BEST PRACTICE</li> </ul>                    | DISSEMINATE INFORMATION AND PUBLICISE WORK (INCLUDING THIS ACTION PLAN)   | ET       |                           | TO SHARE INFORMATION AT STAFF MEETINGS AND ENSURE STAFF ARE AWARE OF THEIR ROLES/RESPONSIBILITIES IN RELATION TO PREVENT.   |
|   |   | REACH OUT TO SCHOOLS TO CREATE PREVENT PARTNERSHIPS AND SET UP COMMUNICATION CHANNELS FOR INFORMATION SHARING.  | ET       |                           | DEVELOP PREVENT INFORMATION LOG. DESIGN A PREVENT PROFORMA FOR USE WITH REFERRING SCHOOLS/AGENCIES/AUTHORITIES  |
|   |   | ESTABLISH PREVENT AS AN AGENDA TOPIC AND ENSURE INFORMATION SHARING PROCESSES ARE IN PLACE AND COMMUNICATED TO PREVENT LEADS WITHIN THE PARTNERSHIP.                            | ET       |                           | TO MAKE CONTACT WITH STOKE/STAFFS LEADS FOR PREVENT   |

## Appendix 5 – Prevent Duty Risk Assessment

| Compliance Requirements  | High Risk | Med. Risk | Low Risk | Actions Required   | By whom  | By when           |
|--|-----------|-----------|----------|--|----------|-------------------|
| The risk to our students of being drawn into terrorism has been assessed and considered to be:   |           |           | ✓        |  | ET       |                   |
| The risk of our students being radicalised and supporting terrorism has been assessed and considered to be:  |           |           | ✓        |  | ET       |                   |
| Training Requirements  | Yes       | No        |          |  |          |                   |
| Have all staff been trained to understand the Prevent Duty?  | ✓         |           |          | All staff to update training every two years. Date of last training June 2022 to December 2022.  | ET       |                   |
| Has the role of the DSL been extended to lead on inter-agency liaison in respect of the Prevent Duty?  | ✓         |           |          | Deputy DSL Prevent Duty role assigned to Hannah Bennett in the event of the DSL's absence.   | ET/HB    |                   |
| Are all staff aware of who they need to refer to in respect of a child being at risk of radicalisation and extremism?  | ✓         |           |          | Agenda item for Thursday staff meetings. To include policy review, risk assessment and action plan.  | ET       |                   |
| School Policies  | Yes       | No        |          |  |          |                   |
| Does the Safeguarding Policy refer to the duty of the DSL and the Prevent Duty?  | ✓         |           |          |  | ET       |                   |
| Does the school website provide information about the Prevent Duty?  | ✓         |           |          | The policy to be displayed on the new website.   | StT      |                   |
| Does the school have clear guidance on the use of prayer rooms for faith related activity?   |           | ✓         |          | Pre-emptive plan to be devised for those wishing to engage in worship during school day.   | ET       |                   |
| Does the school have clear guidance for visitors including faith related visiting speakers?  |           | ✓         |          | This needs to be reviewed in accordance with school policies and procedures.   | ET & RH  |                   |
| British Values   | Yes       | No        |          |  |          |                   |
| Has the school got a clear strategy for embedding these values and can demonstrate how their work with students has been effective in doing so?  | ✓         |           |          | The PSHE curriculum has being redeveloped and is now being embedded. As part of this process a RSE and SMSC and BV are interlinked throughout. In addition we have introduced form time and personal development opportunities to secure student knowledge, skills set and understanding | ET/PB/HB | July 2023 onwards |
| Do the students have an understanding of how citizens can influence decision making through the democratic process?  | ✓         |           |          |  |          |                   |
| Do the students have an understanding that the freedom to hold other faiths and beliefs is protected in law?   | ✓         |           |          |  |          |                   |
| Do the students have an acceptance that people have different faiths or beliefs to their own (or have none at all) that should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour.               | ✓         |           |          |  |          |                   |
| Do the students have an understanding of the importance of identifying and combatting discrimination?  | ✓         |           |          |  |          |                   |
| Do the students have a voice that is listened to, and does the school demonstrate how democracy works by actively promoting democratic processes?  | ✓         |           |          |  |          |                   |
| Does the school include in suitable parts of the curriculum material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries? | ✓         |           |          |  |          |                   |
| Does the school use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide students with the opportunity to learn how to argue and defend points of view?                   | ✓         |           |          |  |          |                   |
| Does the school use extra-curricular activities, including any run by students, in promoting fundamental British values?   |           | ✓         |          |  |          |                   |

**Appendix 6 – Staff Declaration (Preventing Extremism and Radicalisation)**

I declare that I (full name) ..... have read the school’s ‘Preventing Extremism and Radicalisation Safeguarding Policy’ and I fully understand the school’s safeguarding procedures and my duties in response to the policy and government guidance.

I understand that failure to read and subsequently follow the school’s safeguarding procedures may result in my employment being terminated without notice. I also understand that this may have further negative implications that prevent me from working with children and young people in either a voluntary or paid capacity in the future.

Signed: ..... Date: .....