# Supporting the Prevention of Extremism and Radicalisation: Prevent Guidance & Procedures

This document is informed by:
The Prevent Duty: for schools and childcare providers (updated Dec 2023)
which all schools and childcare providers must have regard to.
Revised Prevent duty guidance: for England and Wales - GOV.UK (www.gov.uk)

**Document Control**

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Any member of staff or student at the Academy who have any concerns regarding the issues identified within this guidance should report those concerns immediately and no later than the end of the working day to the Designated Person (DP) or the Lead Person for Child Protection.

## 1 Introduction

The current threat from Terrorism and Extremism in the United Kingdom is real and severe and can involve the exploitation of vulnerable people, including children and young people.

The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism. In the Act this has simply been expressed as the need to "prevent people from being drawn into terrorism".

This guidance is designed to provide a clear framework to structure and inform our response to safeguarding concerns for those young people who may be vulnerable to the messages of extremism. In addition, it provides details of the local inter agency process and expectations in identifying appropriate interventions based on the threshold of need and intervention model and the Channel process.

**Radicalisation** is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist groups. The Prevent strategy was explicitly changed in 2011 to deal with all forms of terrorism and with non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists then exploit.

**Extremism** 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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas (HM Government Prevent Strategy, from 2011).

## 2 Equality, Diversity and Community Cohesion

The Academy aims to guide students to understand others, to promote common values and to value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them, and to develop the skills of participation and responsible action. We take extremely seriously our key role in preparing all our young people for life in modern Britain. See Appendix A

We aim to encourage working towards a society with a common vision and sense of belonging by all. Communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

## 3 National Guidance and Strategies

PREVENT is a key part of the Government's strategy to stop people becoming terrorists or supporting terrorism. Early intervention is at the heart of PREVENT in diverting people away from being drawn into terrorist activity. PREVENT happens before any criminal activity takes place. It is about recognising, supporting and protecting people who might be susceptible to radicalisation.

The PREVENT strategy objectives are:

- **Ideology**: respond to the ideological challenge of terrorism and the threat we face from those who promote it.
- **Individuals**: prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support
- **Institutions**: work with sectors and institutions where there are risks of radicalisation which we need to address.

**All staff should have an awareness of the PREVENT agenda and the various forms of radicalisation takes in being able to recognise signs and indicators or concern and respond appropriately.**

## 4 A Risk Based Approach to the Prevent Duty

In complying with the duty all specified authorities (including schools), as a starting point, should demonstrate an awareness and understanding of the risk of radicalisation in their area, institution or body. This risk will vary greatly and can change rapidly; but no area, institution or body is risk free. Whilst the type and scale of activity that will address the risk will vary, all specified authorities will need to give due consideration to it.

**Prevent Action Plan (Appendix D)**
This should be read and updated, appropriate to local context, by each Academy

**Risk Assessment (Appendix E)**
This has been provided as a generic template. This should be read and updated, appropriate to local context, by each Academy

**Vulnerability/Risk Indicators**
The following lists are not exhaustive and all or none may be present in individual cases of concern. Nor does it mean that vulnerable young people experiencing these factors are automatically at risk of exploitation for the purposes of extremism. The accepted view is that a complex relationship between the various aspects of an individual's identity determines their vulnerability to extremism.

There is no such thing as a 'typical extremist' and those involved in extremism come from a range of backgrounds and experiences. The following indicators may help to identify factors that suggest a young person or their family may be vulnerable or involved with extremism:

**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 extremist influences**

- Reason to believe that the young person associates with those known to be involved in extremism
- Possession or distribution of extremist literature/other media material likely to incite racial/religious hatred or acts of violence
- Use of closed network groups via electronic media for the purpose of extremist activity

**Experiences, behaviours and influences**

- Experience of peer, social, family or faith group rejection
- International events in areas of conflict and civil unrest had a personal impact on the young person resulting in a noticeable change in behaviour
- Verbal or written support of terrorist attacks
- First-hand experience of racial or religious hate crime
- Extended periods of travel to international locations known to be associated with extremism
- Evidence of fraudulent identity/use of documents to support this
- Experience of disadvantage, discrimination or social exclusion
- History of criminal activity
- A pending decision on their immigration/national status

**More critical risk factors 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
- Justifying the use of violence to solve societal issues
- Joining extremist organisations
- Significant changes to appearance/behaviour

## 5 The Role of Schools

From 1st July 2015 all schools became subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty.

We recognise our role and responsibilities with regard to this duty and in response all Trust schools will ensure they:

- establish or use existing mechanisms for understanding the risk of radicalisation
- ensure staff understand the risk and build the capabilities to deal with it
- communicate and promote the importance of the duty; and
- ensure staff implement the duty effectively

In practice this will involve:

- Establishing a single point of contact for Prevent.
- That a named member of the SLT is trained in Prevent awareness.
- Assessing risk of students being drawn into terrorism (Appendix E),
- Develop an action plan to reduce the risk (Appendix D) to ensure we meet our obligations
- That all staff will be given appropriate training to understand and respond to this issue
- That Prevent work sits within the wider safeguarding framework and as such will become a consistent part of our induction training for all new staff.
- Implement Trust policies for the management and filtering of IT services to ensure children are safe from terrorist and extremist material when accessing the internet in school
- That Academy Council will gain an understanding of the duty to recognise radicalisation and extremism
- Monitoring our work in this area

In addition, each Trust school will:

- Refer vulnerable people to Channel.
- Prohibit extremist speakers and events.
- Manage access to extremist material.
- Work in partnership with Local Service Boards to promote information sharing and understanding of risks in the local area to provide and develop a strategic oversight

## 6 Referral and Intervention Process

Any identified concerns as the result of observed behaviour or reports of conversations to suggest that the young person supports terrorism and/or extremism, must be reported to the named designated safeguarding professional immediately and no later than the end of the working day.

Where a young person is thought to be in need/or at risk of significant harm, and/or where investigations need to be carried out (even though parental consent may be withheld), a referral to Children's Social Care should be made in line with the Academy Child Protection &

Safeguarding Policy. However, it should be recognised that concerns of this nature, in relation to violent extremism, are most likely to require a police investigation (as part of the Channel process).

**Key contacts are:**
The local police force or dial 101 (the non-emergency number). They can talk to you in confidence about your concerns and help you gain access to support and advice. Referrals can also be made online at www.cambs.police.uk/report/Crime

The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly.

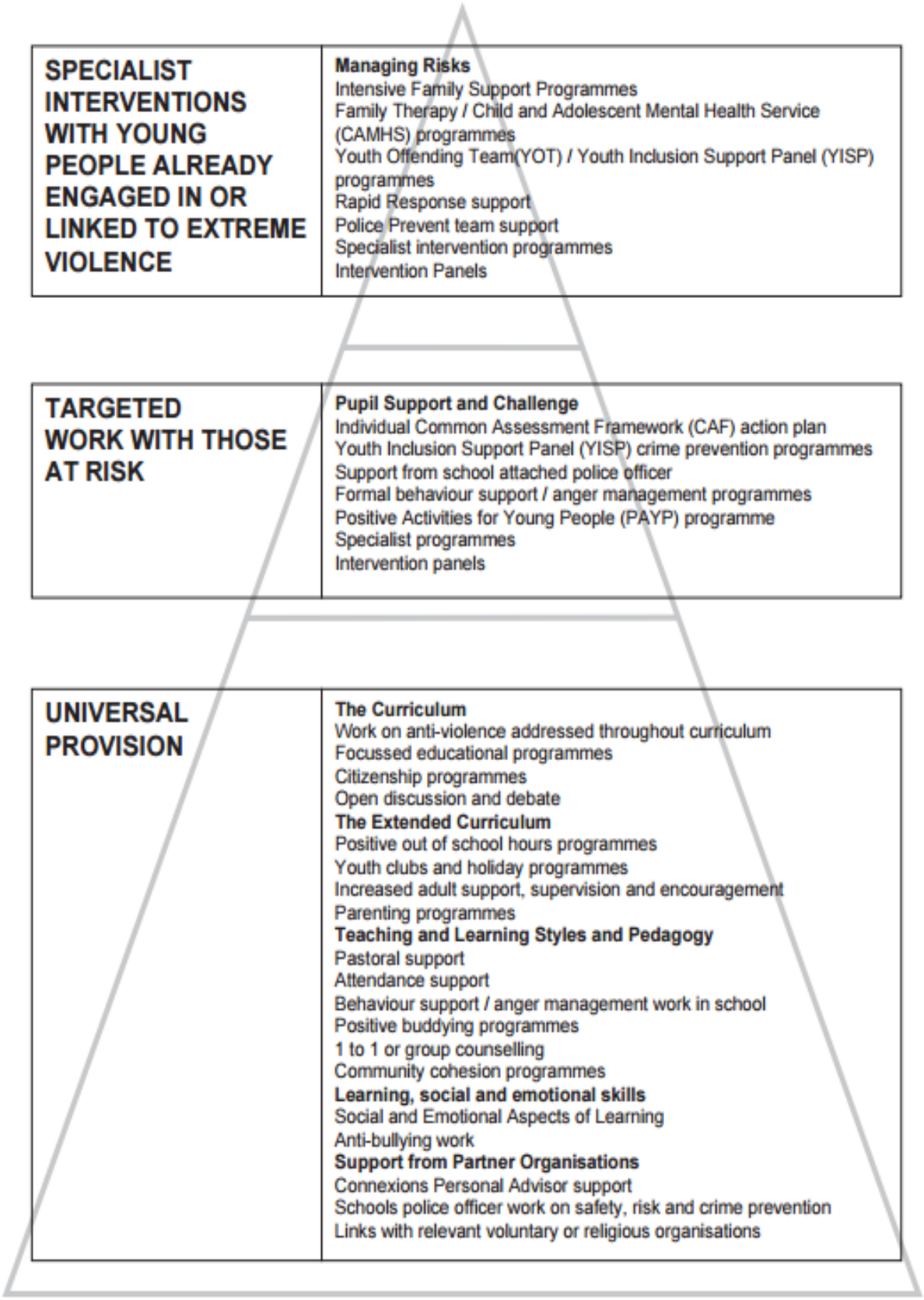
Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk

In Peterborough concerns should be passed through the usual safeguarding referral process. In addition, information and concerns can be shared with police contacts through the Safer Schools partnership.

**Channel referral process**
Some concerns which are identified may have a security dimension to them. For this reason, it is important that liaison with the police forms an early part of all investigations, see Appendix B

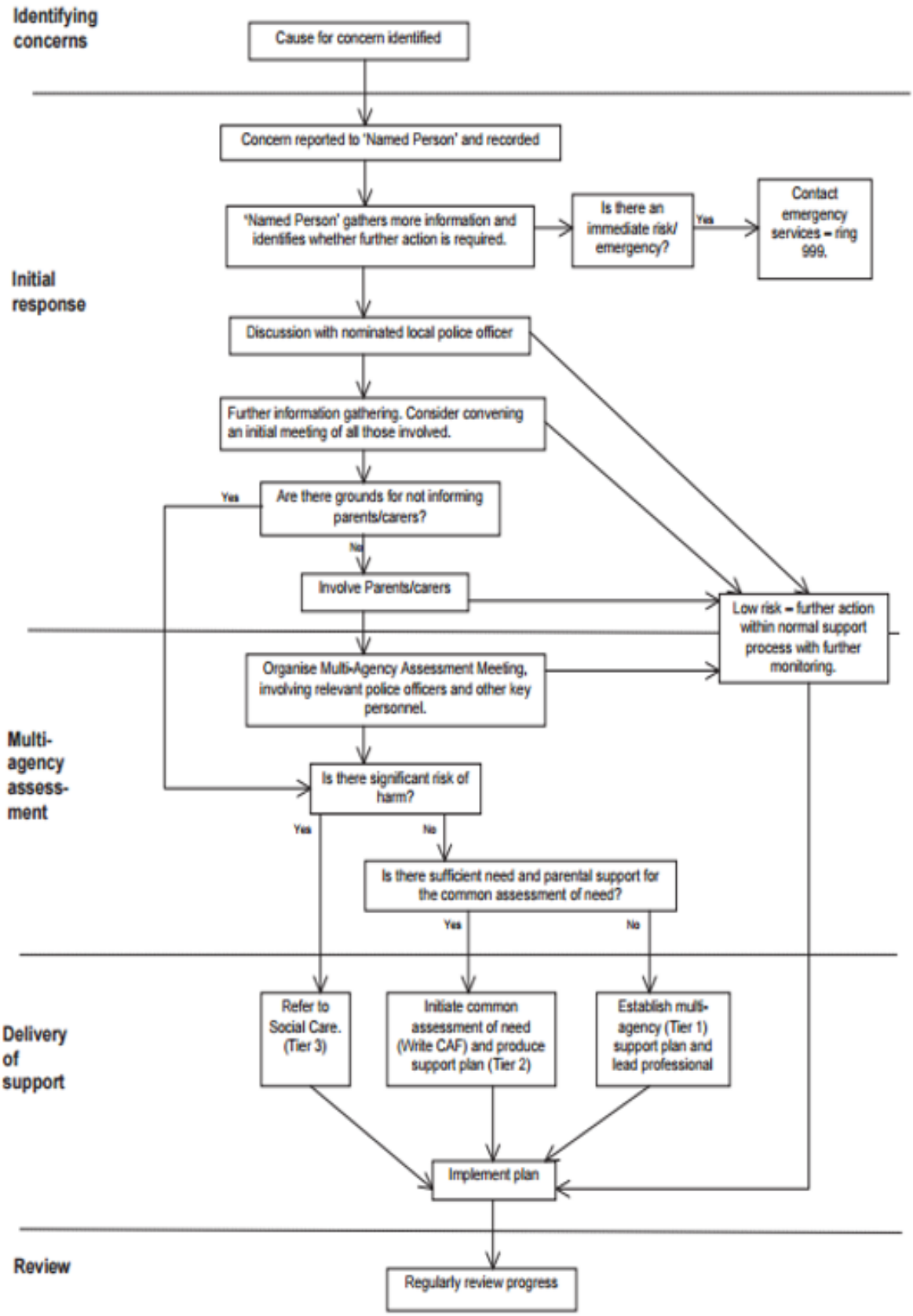
Police will carry out an initial assessment and, if appropriate, set up a multiagency meeting to agree actions for supporting the individual. If it is deemed that there are no concerns around radicalisation, appropriate and targeted support will be considered for the young person.

## Appendix A: Appropriate, proportionate responses and interventions



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| **SPECIALIST INTERVENTIONS WITH YOUNG PEOPLE ALREADY ENGAGED IN OR LINKED TO EXTREME VIOLENCE** | **Managing Risks**<br>Intensive Family Support Programmes<br>Family Therapy / Child and Adolescent Mental Health Service (CAMHS) programmes<br>Youth Offending Team(YOT) / Youth Inclusion Support Panel (YISP) programmes<br>Rapid Response support<br>Police Prevent team support<br>Specialist intervention programmes<br>Intervention Panels |
| **TARGETED WORK WITH THOSE AT RISK** | **Pupil Support and Challenge**<br>Individual Common Assessment Framework (CAF) action plan<br>Youth Inclusion Support Panel (YISP) crime prevention programmes<br>Support from school attached police officer<br>Formal behaviour support / anger management programmes<br>Positive Activities for Young People (PAYP) programme<br>Specialist programmes<br>Intervention panels |
| **UNIVERSAL PROVISION** | **The Curriculum**<br>Work on anti-violence addressed throughout curriculum<br>Focussed educational programmes<br>Citizenship programmes<br>Open discussion and debate<br>**The Extended Curriculum**<br>Positive out of school hours programmes<br>Youth clubs and holiday programmes<br>Increased adult support, supervision and encouragement<br>Parenting programmes<br>**Teaching and Learning Styles and Pedagogy**<br>Pastoral support<br>Attendance support<br>Behaviour support / anger management work in school<br>Positive buddying programmes<br>1 to 1 or group counselling<br>Community cohesion programmes<br>**Learning, social and emotional skills**<br>Social and Emotional Aspects of Learning<br>Anti-bullying work<br>**Support from Partner Organisations**<br>Connexions Personal Advisor support<br>Schools police officer work on safety, risk and crime prevention<br>Links with relevant voluntary or religious organisations |

## Appendix B: Model flow chart for referral of children and young people for concerns of radicalisation



**Appendix C: Local Authority Referral Process**

## Bedfordshire

Radicalisation and preventing terrorism · Bedford Borough Council

## Cambridgeshire & Peterborough

Prevent | Cambridgeshire and Peterborough Safeguarding Partnership Board (safeguardingcambspeterborough.org.uk)

## Lincolnshire

Preventing extremism – Lincolnshire County Council

## Northamptonshire

Safeguarding Children and Young People Against Radicalisation and Violent Extremism (proceduresonline.com)

**Appendix D: Prevent Action Plan**

Crosshall Junior School recognises that it has a duty under Section 26 of the Counter-Terrorism and Security Act, 2015, in the exercise of its functions, to have due regard to the need to prevent people from being drawn into terrorism.

The Prevent Duty is seen as part of the schools and colleges wider safeguarding obligations. Designated leads (and deputies) and other senior leaders in schools should familiarise themselves with the revised Prevent Duty Guidance: for England and Wales especially paragraphs 57-76, which are specifically concerned with schools (and covers childcare).

Designated Safeguarding Leads (and deputies) and other senior leaders in colleges should familiarise themselves with the Prevent Duty guidance: for further education institutions in England and Wales. The Guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training and IT policies. *Keeping Children Safe in Education*

| Duty | Evidence | Action | By whom |
|---|---|---|---|
| Assess the risk of children being drawn into terrorism | Staff can demonstrate a general understanding of the risks affecting children and young people. | ▪ All staff have read "Keeping Children Safe in Education"<br>▪ All staff are aware of the definition of "Terrorism" as set out in Keeping Children Safe in Education<br>▪ The Prevent Lead has informed staff of their duties as set out in "Revised Prevent duty: for England and Wales" (Statutory Guidance, Dec 2023) www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales | **All Staff**<br><br>**Designated Safeguarding Lead/Deputies//Prevent Lead** |
| | Staff can identify individual children who may be at risk of radicalisation and how to support them. | ▪ The Prevent Lead has informed staff about signs and indicators of radicalisation including mechanisms enabling early identification of those vulnerable to radicalisation | **Designated Safeguarding Lead/Deputies/Prevent Lead** |

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| | There is a clear procedure in place for protecting children at risk of radicalisation. | ▪ All staff have read the school's Safeguarding & Child Protection Policy which includes a statement regarding the school's "Prevent" duty.<br>▪ All staff have read the Trust Prevent Guidance<br>▪ All staff understand how to record and report concerns regarding risk of radicalisation. | **All Staff**<br><br>**All Staff**<br>**All Staff** |
| | The school has identified a Prevent Lead. | ▪ All staff know who the Prevent Lead is. Staff should understand that this person acts as a source of advice and support in relation to concerns around radicalisation | **All Staff** |
| Prohibit extremist speakers and events in the school | The school exercises "due diligence" in relation to requests from external speakers and organisations using school premises. | ▪ Request an outline of what the speaker intends to cover<br>▪ Research the person/organisation to establish whether they have demonstrated extreme views/actions.<br>▪ Deny permission for people/organisations to use school premises if they have links to extreme groups or movements.<br>▪ Provide justification for their decisions in writing. | **Designated Safeguarding Lead/Deputies//Prevent Lead** |
| **Working in Partnership** | | | |
| The Academy uses existing safeguarding arrangements in exercising its Prevent duty. | Staff record and report concerns in line with existing policies and procedures. | • All staff record and report concerns on the usual "Logging Concern Form" using the school's usual recording system.<br>• Records of referrals are uploaded onto 'My Concern' | **All Staff** |
| Referrals are made to relevant agencies where a Prevent concern is identified. | The Prevent Lead makes appropriate referrals to other agencies including the Multi-Agency Safeguarding Hub (MASH) and Channel Panel. | • Prevent referrals are made to the local police force or dial 101 (the non-emergency number). They can talk to you in confidence about your concerns and help you gain access to support and advice.<br>• The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly.<br>• Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk | **Designated Safeguarding Lead/Deputies//Prevent Lead** |

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| | | • Further guidance regarding Making a Prevent referral is available https://www.gov.uk/guidance/making-a-referral-to-prevent#preparing-a-prevent-referral updated Dec 2023<br>• The Prevent lead supports the Channel process by sharing information and carrying out agreed actions as directed either by Channel Panel or local Prevent Officers.<br>• Local Authority details are listed in the Trust Guidance Appendix C | |
| **Staff training** | | | |
| Equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. | Assess the training needs of staff in the light of the school's assessment of the risk to pupils at the school of being drawn into terrorism. | **As a minimum the Academy should:**<br>• Ensure that the Designated Safeguarding Lead or nominated member of the Safeguarding Team undertakes Prevent Lead Training<br>• Ensure that the Designated Safeguarding Lead is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.<br>• Staff are signposted to the Home Office on-line training<br>• https://www.gov.uk/guidance/prevent-duty-training<br>• Further training is detailed within KCSiE | **Designated Safeguarding Lead/Deputies//Prevent Lead/Governing Body** |
| **IT Policies** | | | |
| Ensure that children are safe from terrorist and extremist material when accessing the internet in schools | The school has policies in place which make reference to the "Prevent" duty. | • Relevant policies in place and embedded:<br>• Online safety policy<br>• Acceptable use policy<br>• Anti-bullying policy | **Designated Safeguarding Lead/Deputies/Prevent Lead/Governing Body** |
| | Children are taught about online safety with specific reference to the risk of radicalisation. | • The curriculum reflects this duty. | |

| **Building children's resilience to radicalisation** | | | |
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| Ensure that pupils have a "safe environment" in which to discuss "controversial issues". | Pupils develop "the knowledge, skills and understanding to prepare them to play a full and active part in society". | • Through PSHE/Citizenship, and other curriculum activities, pupils are able to explore political, religious and social issues.<br>• Pupils are taught about the diverse national, regional and ethnic identities in the UK and the need for mutual respect.<br>• Staff and pupils are aware of the "Let's Talk About It" website. www.ltai.info<br>• Staff are aware of the Website "Educate Against the Hate" https://educateagainsthate.com/<br>• Relevant staff are aware of the government guidance : https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools-published/ | **Designated Safeguarding Lead/Prevent Lead/PSHE staff**<br><br>**Other relevant staff** |

**Appendix E: CJS Risk Assessment**

A risk assessment is a core part of the Prevent duty for education settings. All settings should read www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales. It is recommended that settings assess the risk of students being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. Settings may choose to have a written risk assessment to better communicate and document actions taken to mitigate any risks. The purpose of the risk assessment is to have an awareness and understanding of the risk of radicalisation in your area and your school. The type and scale of activity that will address the risk will vary but all schools will need to give due consideration to it.

**Risk Scoring**

| **Likelihood** | | **Severity** | |
|---|---|---|---|
| Almost Certain | 5 | Catastrophic | 5 |
| Very Likely | 4 | Major | 4 |
| Likely | 3 | Moderate | 3 |
| Unlikely | 2 | Minor | 2 |
| Improbable | 1 | None or Trivial | 1 |

| o | Risk Title | Summary | Likelihood | Existing Controls | Severity | Further Action Needed | Lead officer | Date for completion | Progress |
|---|---|---|---|---|---|---|---|---|---|
| **1** | **Leadership** | Leaders (including Academy Council and Trustees) within the organisation do not understand the requirements of the Prevent Duty or the risks faced by the organisation. The Duty is not managed or enabled at a sufficiently senior level.<br><br>Leaders do not understand, nor have ultimate ownership of their safeguarding processes. Leaders do not ensure all staff have sufficient understanding and that staff implement the duty effectively.<br><br>Leaders do not communicate and promote the importance of the duty. | **2** | Home Office Prevent training and Basic training via Co-assemble<br><br>Staff have been offered additional in person training via the DSL<br><br>Prevent is included on safeguarding training for new staff and refresher for all staff.<br><br>Prevent lead has completed full training<br><br>Prevent training/briefing for staff (including SLT) and governors.<br><br>Lead governor for safeguarding/Prevent<br><br>Prevent lead is at appropriate seniority (SLT). | **4** | 'Maintain' training programme to ensure **new** governors are secure in their knowledge. | **DSL** | | |

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| | | Leaders do not drive an effective safeguarding culture across the school.<br><br>Leaders do not provide a safe environment for students.<br><br>*<u>What is the risk here?</u><br>The result is that the school does not attach sufficient priority to Prevent and risk assessment/action plans (or does not have one). Understanding and risk mitigation to meet the requirements of the Duty are not effective.* | | Sufficient leadership ownership – risk assessments, safeguarding policies, etc. being signed off by SLT.<br><br>Leadership have clear understanding of reporting and referral mechanisms.<br><br>Ensuring the sharing of safeguarding policies – staff sign to confirm the reading of such policies (Co-assemble / 'My Concern' – local policies).<br><br>Promotion of a safeguarding culture through regular training, discussions, etc with senior staff visibly involved. | | | | | |
| **2** | **External speakers and events** | Ineffective or disproportionate policies and procedures for external speakers and events.<br><br>External speakers and events policy does not exist, or does not encompass all staff, students, and visitors.<br><br>No consideration of freedom of speech implications.<br><br>Freedom of speech stifled by a disproportionate process or the use of Prevent to shut down legitimate debate. | **2** | Meridian Trust Volunteers and Visitors Policy – covers external speakers and events. Includes reference to freedom of speech / off site events.<br><br>Clear, proportional external speakers and events process, which would include due | **4** | Ensure staff booking **external speakers** are reviewing the visitor's policy. Where | **DSL** | | |

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| | | Allowing any sort of discussion to take place under the banner of freedom of speech which could leave open the potential of the hosting of proscribed organisations, which would be against the law.<br><br>No risk assessment process attached to events. Ineffective or no thought on appropriate mitigations to risk, or event cancellation in place of effective risk mitigation which impacts freedom of speech.<br><br>Focus is only on events taking place on site. Consideration needs to be made to include provider-affiliated events that could take place off site.<br><br>Physical security staff lack understanding of the Prevent duty. Information sharing process with other partners not in place.<br><br>*What is the risk here?*<br><br>*Ineffective external speaker and events policies/processes increases the chances of extremist infiltration through events and speaking opportunities.* | | diligence, sign off and appropriate mitigations put in place.<br><br>Risk assessment focus on external events and speakers process, where appropriate.<br><br>Training on Prevent (includes threat and internal processes) to staff, including security/estates staff.<br><br>The advertisement of any event is taken into consideration when risk assessing, e.g. will social media be used, will it be through official accounts, will leaflets be posted and where. | | appropriate all safeguarding procedures are followed at the main reception. Receptionist (aware of the Policy) | | | |

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| **3** | **Partnership** | The provider does not establish effective partnerships with other partners including police and Prevent Officers, LA Prevent Lead, Channel Panel members<br><br>Students not engaged on Prevent duty implementation.<br><br>No Prevent Lead for Prevent-related activity.<br><br>No safeguarding information sharing consideration or agreement (where appropriate) in place at the local level. Necessity, proportionality, consent, power to share and data protection not a consideration when sharing information with partners.<br><br>*What is the risk here?*<br><br>*The result is that the organisation is not fully appraised of national and local risks, does not have the best safeguarding contacts and links, and does not have access to developing good practice advice or supportive peer networks.* | **2** | SLT provided with briefing by Safeguarding Lead / Prevent Coordinator<br><br>Online Prevent training link shared with Academy Council / Safeguarding training<br><br>The Prevent Lead / the Safeguarding Lead is responsible for oversight of the Prevent Action Plan & is a member of SLT.<br><br>The Prevent Lead attends relevant local conferences to ensure local context and risk is understood (shared with all staff).<br><br>Contact made with appropriate partners. Linked into relevant Prevent networks (e.g. Prevent, local authority, police)<br><br>In receipt of Prevent updates from LA/Prevent Teams.<br><br>Information sharing agreement in place. | **3** | | | | |

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| **4** | **Risk assessment and action plans** | No risk assessment or ineffective risk assessment that does assess where and how students or staff may be at risk of being drawn into terrorism.<br><br>Risk assessment has not considered school site and student welfare, safety of students and staff, physical management of the estate, relationships with external bodies.<br><br>Risk Assessment not appropriately updated when changes take place e.g., change of school location, introduction of external speakers.<br><br>Does not have a policy / procedure for managing whistleblowing and complaints.<br><br>No action plan in place to address risk identified.<br><br>*What is the risk here?*<br><br>*The provider may not be responding to the correct and relevant, identified risk and as result may be leaving them more vulnerable to students and staff being drawn into terrorism.* | **2** | Risk Assessment (Designated Safeguarding Lead). Shared with the Academy Council / Headteacher.<br><br>Risk assessment undertaken, which is regularly reviewed, updated, and signed off at an appropriate level.<br><br>Necessary actions to mitigate risks (i.e. the action plan) are clearly stated and a plan put in place to address within a specified timeframe.<br><br>Risk assessment covers welfare, safety, estate management, relationships. (Not an exhaustive list)<br><br>Trust Whistleblowing Policy and Complaints Policy in place.<br><br>Risk assessment considers local risk, information accessible via local authority, Prevent Officers. | **4** | Meridian Trust Safeguarding Audit (x2 per year - compliance / best practice)<br><br>Reviewed at the Prevent Lead | | | |

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| **5** | **Staff Training** | Appropriate staff/governors not trained. Staff do not understand what extremism is and radicalisation means and why people may be vulnerable to being drawn into terrorism.<br><br>Appropriate staff do not know what measures are available to prevent people from becoming drawn into terrorism and do not know how to obtain support for people who may be being exploited by radicalising influences. This includes what behaviours to look out for and how to make a referral, including Channel.<br><br>Appropriate Staff and governors do not undertake the appropriate level of training and lack the knowledge to recognise vulnerabilities that may be exploited by extremist narratives.<br><br>Volunteers and subcontractors missed out of training plan as not considered as staff.<br><br>*What is the risk here?* | **2** | Prevent training Home office and online (Co-assemble). A focus on Notice, Check, Share.<br><br>Staff have been offered additional online training<br><br>Prevent is included on safeguarding training for new staff and refresher for all staff.<br><br>Prevent lead has completed full training and refresher workshops as appropriate<br><br>Safeguarding refresher sessions always make explicit reference to Prevent and the link to vulnerabilities.<br>All trained safeguarding staff are aware of Prevent and the referral process.<br>Trust Values include coverage of 'British Values. This will be part of assembly programme, school displays, tutor time work, PHSE programme and relevant 'drop down' days.<br>Training plan that details what appropriate staff are trained, how and with justification<br>Prevent Lead training and Prevent Lead Network meetings are | **4** | | | | |

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| | | *Staff do not recognise behavioural signs of radicalisation and vulnerabilities. The risk of harm is not reported properly and promptly by staff.* | | facilitated by the Education Safeguarding Team in partnership with local Prevent Officers<br>Maintains records of all staff and Governor training<br>Refresher training to take place regularly (yearly min, but also to update on any changes)<br>Training is evaluated for effectiveness on a regular basis. | | | | | |

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| **6** | **Welfare and pastoral care / chaplaincy support**<br><br>**N.B. May only be relevant for those establishments with Faith-related areas.** | Vulnerabilities are not addressed appropriately and lead to potential radicalisation or safeguarding issues.<br><br>Insufficient appropriate pastoral and welfare support that is available to all students.<br><br>Ineffective policies in place regarding the use and management of prayer rooms or faith facilities, including detailing the procedure for managing any issues that arise with the use of the area.<br><br>*What is the risk here?*<br><br>*Student vulnerabilities are not appropriately addressed resulting in potential for radicalisation.*<br><br>*Prayer and faith facilities could be inappropriately utilised to propagate extremist narratives. Inappropriate management of the faith facilities could result in tensions and a lack of student cohesion.* | **2** | The school has a vertical structure, built around pastoral Houses. Each student in years 7-11 has good pastoral support from Tutors, Student Support Advisors and Senior Tutors.<br><br>In addition, assisted animal therapy, mentoring, PHSE curriculum and detailed signposting on the Academy website (worried@).<br><br>There is an effective policy with a clear process for the management of faith related spaces (where appropriate), including a process to resolve issues.<br><br>Students and staff alike are aware of the welfare and pastoral support available within the school.<br>Students and staff alike are aware of the expected conduct within the faith related space. | **3** | Regularly signposted during tutor time, assemblies and in the PHSE curriculum.<br><br>The school has a vetted and robust signposting system in case vulnerabilities cannot be dealt with in house. | | | |

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| **7** | **Safeguarding** | Safeguarding leads are unaware of the links between vulnerabilities and radicalisation.<br><br>Safeguarding leads are not aware of the Channel process, nor how to refer to it.<br><br>Prevent is not embedded within the safeguarding policy and within the culture of safeguarding within the school leading to confusion and potential for the risk of radicalisation to not be recognised.<br><br>Radicalisation and related vulnerabilities are not referred to within safeguarding training which leaves staff with a knowledge gap and the risk to not be recognised.<br><br>The internal safeguarding referral process does not mention Prevent.<br><br>*What is the risk here?*<br>*Student vulnerabilities are not appropriately addressed resulting in potential for radicalisation.*<br>*Staff are unsure how to recognise or refer a Prevent concern and see no link to Safeguarding, leaving vulnerabilities unmitigated.* | **2** | Safeguarding leads are appropriately trained to recognise Prevent concerns or risks of radicalisation.<br><br>Safeguarding leads undertake the Home Office training in relation to Channel and are aware of the referral path.<br><br>Safeguarding Leads or nominated member of Safeguarding Team undertake role of Prevent Lead and attend training (provided by LA Education Safeguarding Team)<br><br>Safeguarding leads ensure they are aware of their Local Authority contact and Local Prevent Officers<br><br>Safeguarding training for staff includes Prevent and appropriate links between radicalisation, vulnerabilities, and Safeguarding.<br><br>Prevent is embedded within the Safeguarding policy and a clear referral route is set out to all staff and students regarding concerns. | **5** | Safeguarding team will utilise Channel as required.<br><br>Regular review of training dates | | | |

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| **8** | **IT Policies** | Students can access terrorist and extremist material when accessing the internet at the school.<br><br>Students may distribute extremist material using the school IT system.<br><br>Unclear linkages between IT policy and the Prevent duty. No consideration of filtering as a means of restricting access to harmful content.<br><br>*What is the risk here?*<br><br>*Ineffective IT policies increases the likelihood of students and staff being drawn into extremist material and narratives online. Inappropriate internet use by students is not identified or followed up.* | **2** | Meridian Trust has a clear IT policy in place with explicit mention of the Prevent duty.<br><br>Appropriate internet filtering (Classroom Cloud) is in place with a robust follow-up system for any instances of access to restricted sites.<br><br>Guidance on appropriate filtering can be found at UK Safer Internet Centre Appropriate Monitoring Guidance JISC also offer advice around cyber security and online filtering.<br><br>Cyber security standards for schools and colleges Oct 22<br><br>Settings should equip students with the skills to stay safe online, both on school site and outside.<br><br>Policy in place for students and staff using IT equipment to research terrorism / counterterrorism in course of their learning. | **4** | Maintain a clear level of reporting concerns. | **DSL** | | |

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| 9 | **Building students resilience to radicalisation / curriculum** | The setting does not provide a safe space in which students can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.<br><br>The setting does not teach a broad and balanced curriculum which promotes the development of students and fundamental British values and community cohesion.<br><br>British Values are not exemplified by staff and students are unaware of both the values and how they and Prevent relate to their life and course.<br><br>Students are exposed to intolerant views and become intolerant to others.<br><br>*What is the risk here?*<br><br>*The risk is students are exposed to intolerant or hateful narratives and lack understanding of the risks posed by terrorist* | **2** | The site is secure and all visitors access via a single entrance (lock line). Access to the building is monitored for both students and visitors with a robust system in place for visitor management and events.<br><br>All visitors are issued with green (DBS checked) or red (non-DBS lanyards). Visitors without identification or lanyards are challenged.<br><br>Members of the community are unable to mix with students (without supervision).<br><br>The school has codes of conduct for all staff (teaching and non-teaching staff)<br><br>The school carries out safer recruitment checks on all staff.<br><br>Classroom teaching is monitored by senior leaders through observations, book | **4** | Safeguarding policies apply to, and take account of, all those who work with staff and students at the Academy.<br><br>The school to review and provide opportunities within the curriculum to discuss controversial issues and for pupils to develop critical thinking and media literacy skills. | | | |

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| | | *organisations and extremist ideologies that underpin them.*<br><br>*A risk of students holding intolerant views and creating tensions both within the school and the community.* | | checks and is quality assured.<br><br>The school embeds fundamental British Values into the curriculum, while also ensuring specific discussions can take place in a safe environment. | | | | | |

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| **10** | **Management of space** | Access to the school by external parties is not monitored, and due diligence is not carried out.<br><br>Access to the school by students is not monitored.<br><br>The school does not provide a safe environment conducive to learning.<br><br>Dangerous substances are not stored correctly, and students have unsupervised access to dangerous substances including chemicals, bacteria, viruses, and toxins.<br><br>Rooms can be hired out at the school and could be used for meetings of an extremist nature due to a lack of due diligence.<br><br>*What is the risk here?*<br><br>*Access could be gained by an external party for the purpose of causing harm to students and staff. Students and staff could be exposed to extremist ideologies.* | **2** | The site is secure and all visitors access via a single entrance (lock line). Access to the building is monitored for both students and visitors with a robust system in place for visitor management and events.<br><br>Building access is monitored and recorded to ensure security and welfare in order that staff know who is on site and when.<br><br>All visitors are issued with green (DBS checked) or red (non-DBS lanyards). Visitors without identification or lanyards are challenged.<br><br>Any dangerous substances are stored safely and securely. This includes scientific, photographic and medical materials. Cleaning materials should be locked away and regularly inventoried with access only for those who absolutely need to access them.<br><br>Health & safety guidelines are used.<br><br>Where concerns are raised the Academy would intervene and investigate. | **3** | Clear safeguarding procedures as the community enter the school. Always a member of staff on the main reception. | | | |

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| | | *Chemicals and dangerous substances could be used in an act of harm.* | | A policy and procedure is in place around the hiring of rooms including a level of due diligence.<br><br>The setting has a robust risk assessment and carries out open source checks on visitors, the organisations they represent and the materials they promote or share.<br><br>The setting seeks advice and support from partners where necessary to make assessments of suitability. | | | | | |

Review Schedule:

Date of completion: …November 2026….. By Whom:…L Murphy… Print name……Liam Murphy……

Date of review:…… By whom……Print name……Signed…….