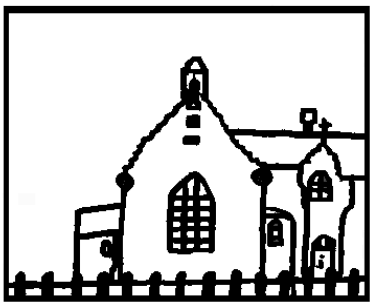
Kirkby la Thorpe CE Primary School and Pre-School

Prevent



Building a Hopeful Future through Kindness, Learning and Trust

Policy Title	Prevent Policy
Date reviewed/ amended	November 26
Date for next review and frequency	November 27

Building a Hopeful Future through Kindness, Learning and Trust

At Kirkby la Thorpe, we strive to ensure that each person is empowered to flourish and contribute positively to society. We seek to equip our pupils with the knowledge, skills and qualities necessary to navigate the complexities of our world, rooting this in Christian love.

We are inspired by the life of St Thomas in all that we do so that we can:

Be Positive and Active Citizens: We strive for our pupils to communicate clearly, embracing tolerance and respect for the diverse beliefs and aspirations of others.

Be Curious and Independent Members of Society: We encourage curiosity and a thirst for knowledge, instilling a longing for justice and an empathy for those in need.

Have Confidence and Perseverance: Through trusting each other, we empower everyone to embrace challenges with confidence and perseverance, striving to achieve their full potential in all aspects of life so that they can be the best that they can be.

Have the Courage to Respectfully Challenge: We foster an environment where respectful dialogue and critical thinking are encouraged, empowering pupils to voice their opinions with courage and integrity so they can **build** a better future.

Know their heritage: We cultivate an appreciation for both local and national heritage, helping pupils understand their roots and identity within the broader context of history so that they have a sense of where they are from.

<u>Values</u>

We are on this journey together and our Christian values of **Kindness**, **Learning** and **Trust** support us as we travel.

St Thomas was one of Jesus' disciples. He encouraged others to follow Jesus on his journey (John 11.16), showing **confidence** and **trust**. He also has the **courage** to challenge his friends when they tell him that Jesus has resurrected from the dead; he does not take their words on face value, but asks questions with **curiosity** (John 20.24-29). Thomas was an important member of the early church, taking Jesus' good news for a **hopeful future** to people around the world. According to traditional accounts he travelled to India, **building** Christian communities across the region. This is a journey that would have required great **perseverance**. This matters to us because we consider the ancient global **heritage** of the Christian faith to be an important part of our own identity as a church school. St Thomas inspires us to **learn** from past and current events to build a more hopeful future

Vision and Vales Alignment

At Kirkby la Thorpe Church of England Primary Academy, this policy reflects our vision of "Building a Hopeful Future through Kindness, Learning and Trust." We believe every child should feel safe, valued and able to flourish within a community built on respect and understanding. By promoting kindness, encouraging curiosity and critical thinking, and building trusting relationships, we help pupils develop the confidence to question ideas, respect diversity and make positive choices. Through our curriculum, collective worship and daily interactions, we actively promote tolerance, dignity and mutual respect so that our pupils grow as thoughtful, responsible citizens who contribute positively to modern Britain.

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1. Statement of Intent

This policy is written in line with advice from the Department for Education. The Prevent Duty is the expectations contained within the Counterterrorism and Security Act 2015 for specified authorities, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism.

Schools are required to have due regard to the need to prevent people from being drawn into terrorism Certain extremist groups do attempt to radicalise young people to have them hold extreme views, such as justifying political, religious, sexist, or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Kirkby la Thorpe is committed to providing a safe environment for all our pupils, ensuring that all our safeguarding procedures and practices are of the highest quality.
Protecting pupils from the risk of radicalisation falls within our safeguarding procedures and as such is linked with the practices from many of our policies including our Safeguarding & Child Protection Policy.

The Academy has zero tolerance for any extremist opinions and behaviours from any of our community members which in any way may discriminate against others. It is important to note that we encourage healthy debate about many issues but always through an understanding and respect for the opinion of others and as long as they do not fall within those of extremist views as defined in the next section of this policy.

The Academy supports and adheres to the latest guidance from the DfE which requires schools to actively promote fundamental British values and to ensure that pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance.

This policy has due regard to statutory legislation, including, but not limited to, the following:

- **Counterterrorism and Security Act 2015**
- **Childcare Act 2006**
- **Data Protection Act 2018**
- **GDPR (2018)**

This policy draws on the advice and guidance of a variety of sources, including; the revised

- Prevent duty guidance: England and Wales (2023) - GOV.UK (www.gov.uk) updated 2023.
- **Channel Duty Guidance (Updated 2023)**
- **Channel Vulnerability Framework (2012)**
- **Keeping Children Safe in Education (2025**
- **Working Together to Safeguard Children (2023)**
- **Promoting Fundamental British values as part of SMSC in schools (2014)**
- **Understanding Radicalisation in Education Settings** (DfE resource) Suitability - All staff in all education sectors: Understanding and identifying radicalisation risk in your education setting - GOV.UK (www.gov.uk)
    - **Educate against Hate** (DfE and Home Office website) Educate Against Hate - Prevent Radicalisation & Extremism

2 Equal Opportunities

Kirkby la Thorpe is committed to a policy of celebrating diversity, promoting equality of opportunity, providing an inclusive workplace, and eliminating any unfair treatment or unlawful discrimination. This overriding objective applies to all policies and procedures relating to staff and pupils. The Academy will always comply with the requirements of the Equality Act 2010 and associated guidance produced by the Department for Education.

3 Definitions (P.156 Keeping Children Safe in Education 2024)

Children may be susceptible to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is an essential part of an academy's safeguarding procedures.

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

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

Terrorism is 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.

Further information can be found in Annex B of Keeping Children Safe 2024

3. Legislation and Guidance

The Prevent Duty guidance is part of the Government's overall counter-terrorism strategy. The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism, simply expressed as the need to "prevent people from being drawn into terrorism".

The Prevent strategy has three specific strategic objectives:

- tackle the ideological causes of terrorism
- intervene early to support people susceptible to radicalisation
- enable people who have already engaged in terrorism to disengage and rehabilitate The Counter Terrorism and Security Act of 2015 placed 'Prevent' on a statutory footing and schools and colleges have been given guidelines on implementing the Prevent Duty for Schools. In addition, responsibility was placed on Local Authorities to carry out the following, which is a key component of the work of Channel (see Reporting Concerns section of this document):

- Work in partnership with other agencies, including schools, to assess the risk of individuals being drawn into terrorism.
- Ensure from this risk assessment, an action plan is produced.
- Train staff appropriately to deal with these matters.

5. Channel

Channel 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
- developing the most appropriate support plan for the individuals concerned

Each referral is screened for suitability undertaken by the local authority and if deemed appropriate, further action will occur including communication and consent with the individual to initiate a Channel Panel. The Panel will then decide what, if any, support is needed to protect the individual. Further information on making referrals can be found on: https://www.lincolnshire.gov.uk/crimeprevention/preventing-extremism.

Where we make a referral to Channel then they also need to complete an Early Help Assessment.

If an agency becomes aware of a British family returning from the conflict in Syria then they must inform Police via **prevent@lincs.pnn.police.uk** and the Customer Service Centre (01522 782111), so that existing referral pathways are preserved.

6. Roles and Responsibilities

6.1 Governance of Prevent within Safeguarding

The Governing Body has appointed a Safeguarding Governor who holds specific responsibility for oversight of safeguarding, including the school's duties under the Prevent Duty.

Strategic oversight of safeguarding is provided by the Governing Body, who work closely with the Headteacher and the Designated Safeguarding Lead (DSL) to ensure that all statutory safeguarding responsibilities are met.

The Headteacher, alongside the Designated Safeguarding Lead, has operational responsibility for ensuring that safeguarding procedures are implemented effectively within the school. This includes ensuring that staff understand their responsibilities under statutory guidance such as Keeping Children Safe in Education and Prevent.

The Headteacher provides regular safeguarding updates to the Governing Body, enabling governors to monitor the effectiveness of safeguarding arrangements and ensure the school is fulfilling its statutory duties.

The role of the Safeguarding Governor, supported by the wider Governing Body, is to provide appropriate support and challenge to the Headteacher and safeguarding team. This ensures that safeguarding practice is robust and that the school continues to meet the requirements set out in Keeping Children Safe in Education and the Prevent Duty.

The Headteacher, as the senior leader responsible for safeguarding, ensures that appropriate systems, training and procedures are in place so that the school actively safeguards and protects all pupils from harm, including the risks associated with radicalisation and extremism.

6.2 The Headteacher will:

- Implement this policy.
- Ensure that the academy and its staff respond to preventing radicalisation on a day-to-day basis.
- Maintain oversight of referrals made in relation to radicalisation and ensure these are managed in accordance with statutory guidelines and local processes.
- Ensure that the academy's curriculum addresses the issues involved in radicalisation.
- Ensure pupils are taught about British values through the curriculum.
- Ensure that staff conduct is consistent with preventing radicalisation.
- Undertake a risk assessment to determine whether pupils are at risk of being drawn into terrorism.
- Identify extremist risks in the local area.
- Ensuring any visitors and speakers at the school are appropriate vetted prior to them having access to pupils.

6.3 Designated Safeguarding Lead is responsible for ensuring:

- They have received more in-depth training, including on extremist and terrorist ideologies
- how to make referrals and how to work with Channel panels.
- That all staff receive training to help them prevent learners from being radicalised into terrorism and understand the factors that lead people to support terrorist ideologies or engage in terrorist related activities, recognise susceptibility to terrorism and be aware of what action to take in response within the Academy. This should be delivered at the earliest opportunity to ensure The Academy and those tasked with implementation have the necessary capabilities.
- They receive safeguarding concerns about pupils who may be susceptible to the risk of radicalisation or are showing signs of radicalisation.
- Make referrals and follow up to appropriate agencies with regard to concerns about radicalisation (Channel) (Appendix 2)
- Work effectively with other partners such as the Police and Prevent Leads in the Local Authority to allow for an up-to-date awareness of risk and threat posed and latest developments in best practice.
- Make the headteacher aware at the earliest opportunity about concerns regarding radicalisation.
- Work with external agencies to support pupils at risk of being drawn into terrorism.
- Provide guidance to other staff members to help them support pupils at risk of being drawn into terrorism.

6.4 Capabilities - Staff members are responsible for:

- Being alert to the risk factors of extremism and radicalisation.
- Managing risk by raising any concerns with the DSL (or any deputies, in their absence) and recording these accurately.
- Notifying the DSL (or any deputies, in their absence) when they make any referrals to the Channel programme.
- Engaging in staff training on the Prevent duty to understand risk and required knowledge.

7. Reducing Permissive Environments – Curriculum

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

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

8. Reducing Permissive Environments – Internet Safety

The internet provides pupils with access to a wide range of content, some of which is harmful. Extremists use the internet, including social media, to share their messages. The filtering systems used in the Trust blocks inappropriate content, including extremist content and filters out social media, such as Facebook. Searches and web addresses are monitored and the ICT technicians (Ark and Securly) will alert the DSL and E-Safety officer of the Academy where there are concerns and prevent further access when new sites that are unblocked are found.

Where staff, pupils or visitors find unblocked extremist content they must report it to the DSL and ESafety Officer.

The Academy is aware that pupils have access to unfiltered internet when using their mobile phones and staff are alert to the need for vigilance when pupils are using their phones.

Pupils and staff know how to report internet content that is inappropriate or of concern.

9. Staff Training

Staff will be given training on an tri-annual basis to help them understand the issues of radicalisation, to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. This information also forms part of induction safeguarding training. Staff are updated as part of our September face to face training and as necessary throughout the academic year.

Those who hold the role of designated safeguarding lead (including deputy) will attend additional training in line with the Local Authority 6-year training pathway and regular DSL networks.

10. Safer Recruitment

The Academy will ensure that the staff we appoint are suitable, our recruitment procedures are rigorous, and we follow the statutory guidance published in part 3 of Keeping Children Safe in Education (2024). Vetting and barring checks are undertaken on all adults working within the the Academy

11. Visitors

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

Visitors who are invited to speak to pupils will be informed about our Site Specific Safeguarding and Child Protection and PREVENT policy. We undertake due diligence to ensure that visiting speakers are appropriate. Speakers will be supervised at all times and will not be allowed to speak to children without a member of staff being present.

Staff must not invite speakers into the academy without first obtaining permission from the Headteacher (or person designated by the headteacher).

12. Working in Partnership

The Prevent duty builds on existing local partnership arrangements. Multi-agency Safeguarding Partnerships are responsible for co-ordinating what is done by local agencies and the Academy ensures that our lines of communication with the LA are effective. Other partners, in particular the police and also civil society organisations, are also able to provide advice and support to academies on implementing the duty.

Effective engagement with parents / the family is also important as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms. (Appendix 3)

13. Identifying Pupils who may be at risk of Radicalisation

As with managing other safeguarding risks, staff should be alert to changes in a pupil's behaviour which could indicate that they may need help or protection. Pupils at risk of radicalisation may display different signs or seek to hide their views. Academy staff should use their professional judgement in identifying pupils who might be at risk of radicalisation and act proportionately. There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology.

Even very young pupils may be susceptible to radicalisation by others, whether in the family or outside, and display concerning behaviour. The Prevent Duty does not require teachers or childcare providers to carry out unnecessary intrusion into family life but as with any other safeguarding risk, they must take action when they observe behaviour of concern.

Channel is about safeguarding children and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from the risk they face before illegality occurs.

It should not be assumed that the characteristics set out below necessarily indicate that a person is either committed to terrorism or may become a terrorist. The assessment framework involves three dimensions:

- Engagement
- Intent
- capability, which are considered separately.

However, it must be noted that a pupil could be engaged with an extremist group but have neither the intent of capability to act. Likewise, a pupil may have the engagement with a group, an intent but possibly not have the capability to act.

Staff are always vigilant to any sign that may concern them about a child. Possible signs of radicalisation are detailed below

13.1Engagement with a group, cause, or ideology

Engagement factors are sometimes referred to as "psychological hooks". They include needs, susceptibilities, motivations, and contextual influences and together map the individual pathway into terrorism. They can include:

- Feelings of grievance and injustice
- Feeling under threat
- A need for identity, meaning and belonging

A desire for status

- A desire for excitement and adventure
- A need to dominate and control others.
- Susceptibility to indoctrination
- A desire for political or moral change
- Opportunistic involvement
- Family or friends' involvement in extremism
- Being at a transitional time of life
- Being influenced or controlled by a group.
- Relevant mental health issues
- Being secretive about online behaviour
-

13.2 Intent to cause harm.

Not all those who become engaged by a group, cause or ideology go on to develop an intention to cause harm, so this dimension is considered separately. Intent factors describe the mindset that is associated with a readiness to use violence and address what the individual would do and to what end.
They can include:

- Over-identification with a group or ideology
- 'Them and Us' thinking
- Dehumanisation of the enemy
- Attitudes that justify offending
- Harmful means to an end
- Harmful objectives

13.3 Capability to cause harm.

Not all those who have a wish to cause harm on behalf of a group, cause or ideology are capable of doing so, and plots to cause widespread damage to take a high level of personal capability, resources, and networking to be successful. What the individual is capable of is therefore a key consideration when assessing risk of harm to the public. Factors can include:

- Individual knowledge, skills, and competencies
- Access to networks, funding, or equipment
- Criminal Capability

In addition, staff may notice or be aware of:

- Family or friends of the leaner having involvement in extremism.
- Graffiti symbols, writing or artwork promoting extremist messages or images.
- Pupils accessing extremist material online, including through social networking sites.
- Parental reports of changes in behaviour, friendship or actions and requests for assistance

Local schools, Local Authority services, and police reports of issues affecting pupils in other schools or settings.

13.4 Building learner's resilience to radicalisation

The Academy can build learner's resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making. The Academy will continue to promote the spiritual, moral, social, and cultural development of pupils and, within this, fundamental British values. Advice on promoting fundamental British values in schools is available. Further guidance can be sought: Educate Against Hate - Prevent Radicalisation & Extremism Personal, Social and Health Education (PSHE) can be an effective way of providing pupils with time to explore sensitive or controversial issues and equipping them with the knowledge and skills to understand and manage difficult situations. Used effectively, it can teach pupils to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing. They can also develop effective ways of resisting pressures, including knowing when, where and how to get help. Our academies can encourage pupils to develop positive character traits through PSHE, such as resilience, determination, self-esteem, and confidence.

13.5 Making a Judgement

Although extremist behaviour can be presented in many forms, the Academy understands the following as the most obvious risk factors:

- Disclosure about extremist or radicalised behaviour by pupils – this could include exposure to materials outside of the academy.
- Use of specific terms associated with certain ideological views, e.g. 'hate' language.
- Intelligence reports from local and national agencies regarding the radicalisation of groups of people in the local area
- Focus on specific narratives that highlight particular extremist views.
- Evidence of accessing online materials that include extremist materials.
- Expressing views or accepting views of others which are counter to the academy's Equality and Diversity Policy
- Documented concerns raised by parents or family members about the changing behaviour of the pupil.
- References to an extremist narrative in a pupil's work
- Disassociation from existing friendship groups
- A loss of interest in activities which they previously engaged in
- Asking questions about identity, faith and belonging
- Behavioural characteristics, such as low self-esteem, isolation, and perceptions of failure and injustice
- Family tensions
- Migration
- Events affecting their country or region of origin.
- Alienation from UK values

- Grievance triggered by personal experience of racism or discrimination.
- Inappropriate forms of dress
- Property damage
- Refusal to cooperate with the requests of teachers or other adults.
-

13.6 Reporting Concerns

Where there are concerns about a pupil the flow chart for radicalisation concerns will be followed, appendix 2.

If a member of staff has a concern about a particular pupil, they will follow the normal safeguarding procedures, following the Academy Welfare Pathway which initially is communication with the Designated Safeguarding Lead (DSL) or deputy DSL in their absence.

In the absence of a DSL, members of staff must follow the Welfare Pathway

If any member of staff suspects a criminal offence has taken place or a child is at immediate harm you must contact the police on 101 or in an emergency 999.

Further information on making referrals can be found on:
https://www.lincolnshire.gov.uk/crime-prevention/preventing-extremism.

https://www.gov.uk/guidance/making-a-referral-to-prevent

If a referral is made to the police, the appropriate local procedure will be followed in terms of referral forms and subsequent communications which will then go forward to the Channel Panel.

All of this information will be recorded on the academy's safeguarding recording system, and the Risk of Radicalisation - Incident Reporting Proforma and Register **must** be completed. (Appendix 3 and 4).

In addition, the Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff, Governors and Members to raise concerns relating to extremism directly. Concerns can also be raised by email to: counter.extremism@education.gsi.gov.uk

14 Appendices

a. Appendix 1: Radicalisation risk assessment

Assessment conducted by:	Job title:	Covered by this assessment:
Date of assessment:	Review interval: Annually	Date of next review:

Related documents
E-safety Policy, IT Acceptable Use Agreement, Behaviour Policy, SEND Policy, Lettings Policy, Whistleblowing Policy, Child Protection and Safeguarding Policy, Risk of radicalisation, incident register and reporting proforma.

Risk rating		**Likelihood of occurrence**		
		Probable	**Possible**	**Remote**
Likely impact	**Major** Is likely to contribute to radicalisation	High (H)	H	Medium (M)
	Severe Has potential to contribute to radicalisation	H	M	Low (L)
	Minor Is unlikely to contribute to radicalisation	M	L	L

Potential risks	Risk rating prior to action H/M/L	Recommended controls	In place? Yes/No	By whom?	Deadline	Risk rating following action. H/M/L
Pupils						
Pupils groomed by radical extremists online		• Internet usage and searches are monitored using appropriate to identify pupils searching for extremist terms. • Pupils found searching extremist terms will be recorded on Cpoms • Access to websites containing extremist material is blocked. • Pupils are educated on the acceptable use of the IT facilities and must sign the acceptable use agreement. • The academy's network is protected by an appropriate firewall.				
Pupils unable to recognise extremism and unaware of how to seek help		• The academy will continue to educate our pupils on religious and political matters as part of a broad and balanced curriculum. • The curriculum is reviewed annually, to ensure it offers the broadest possible education, including how to recognise extremism, the dangers of it, and how to get • help. Pupils are educated about online safety as part of the curriculum. • Pupils are educated about acceptable behaviour and the procedures for reporting bullying and misbehaviour, as per the Behaviour policy. • Posters displaying helpline numbers and contact details for the Designated Safeguarding Lead are displayed around the Academy				
Pupils afraid to come forward		• The academy has a comment box, in which pupils can anonymously voice their concerns. • Posters displaying helpline numbers and contact details for the Designated Safeguarding Lead are displayed around the Academy. • As part of their action plan, teachers build rapport and trust with all their pupils as much as possible.				

Potential risks	Risk rating prior to action H/M/L	Recommended controls	In place? Yes/No	By whom?	Deadline	Risk rating following action. H/M/L
Pupils disengage from education and actively seek extremist groups		• The Academy's curriculum offers a broad and balanced education, including RE and politics. • As part of their action plan, teachers make their lessons interesting and engaging for all their pupils. • The curriculum is reviewed annually to ensure it offers the broadest possible education, including extremism, the dangers of it, and how to get help. • Improved careers guidance and work-related learning is threaded through the curriculum, and is available to pupils, in addition to the curriculum, to encourage aspiration and community cohesion. • Pupils found searching extremist terms online will be recorded as a risk of radicalisation incident on our safeguarding software . • Internet usage is monitored to identify pupils searching for extremist terms. • All incidents displaying an indicator of vulnerability to radicalisation are recorded on the risk of radicalisation incident register and are assessed on a case-by-case basis. • All incidents are re-evaluated half-termly. • The behaviour of pupils identified at risk of radicalisation incident register is closely monitored while they attend the academy through our safeguarding software.				
Pupils fail to integrate into Academy life and actively seek extremist groups		• The Academy promotes the fair treatment of all pupils as part of our ethos and values. • The Academy prohibits both direct and indirect discrimination of any pupil as part of our SEND Policy and Behaviour Policy. • All staff are trained on the SEND Policy and Behaviour Policy as part of their new-starter induction.				

		• New pupils, pupils who suffer bullying and pupils deemed vulnerable are assigned a peer mentor to aid integration.				
Parents/carers						

Potential risks	Risk rating prior to action H/M/L	Recommended controls	In place? Yes/No	By whom?	Deadline	Risk rating following action. H/M/L
Families feel targeted or do not understand the Prevent duty		• All parents/carers are made aware of the Academy's responsibilities under the Prevent duty, via the academy website, which makes clear that no particular families are being targeted. • All safeguarding arrangements, including those in terms of the Prevent duty are published on the Academy website. The • DSL receives training on how to communicate with parents on the issue of radicalisation. • The DSL maintains regular and supportive communication with the parents/carers of pupils identified as at risk. • The complaints policy and procedure is published on the website, ensuring that parents/carers have a procedure to voice any concerns.				
Families are unwilling to cooperate with the Academy and referral service		• The Academy has strong links with Lincolnshire County Council, the police and social services and will obtain their help as soon as is necessary. • The complaints policy and procedure is published on the website to ensure parents are aware of their duties. • The safeguarding policy and procedures are published on the website to ensure parents are aware of their duties. • The Academy maintains regular communication with parents in order to promote positive relationships.				

Potential risks	Risk rating prior to action H/M/L	• Recommended controls	In place? Yes/No	By whom?	Deadline	Risk rating following action. H/M/L
Staff and visitors						
Extremist external agencies		• The Lettings Policy prohibits known extremist groups, or individuals or groups whose values contradict the Academy's values and ethos, from speaking at the Academy • Any outside speakers who come to speak in assembly are vetted first, and the content of their assembly is agreed upon with the headteacher prior to their performance.				
Staff members or visitors intentionally voice extremist opinions		• All staff in regulated activity must have the appropriate DBS checks. • All visitors in regulated activity must have the appropriate DBS checks. • Any visitors whether in regulated activity or not, will still be researched, vetted, and agreed by the headteacher. • The Academy will screen staff, visitors, and volunteers to ensure that they will not deliver messages of extremism or radicalisation. All staff are trained in the Whistleblowing Policy as part of their newstarter induction, and subsequent refresher HR training. • Any staff member who voices extremist opinions will be subject to disciplinary proceedings proportionate to the incident, and, depending on the severity of the incident, may face dismissal. • Any visitors who intentionally voice extremist views will be barred from Academy premises, and, if necessary, reported to the appropriate authorities.				
Staff members or visitors unwittingly voice extremist opinions		• The Academy will screen staff, visitors, and volunteers to ensure that they will not deliver messages of extremism or radicalisation. • All staff are trained in the Whistleblowing Policy as part of their new-starter induction, and subsequent refresher HR training. • Any staff member identified as voicing extremist opinions will be subject to disciplinary proceedings proportionate to the incident, and depending on the severity of the incident, may face dismissal.				

		• Any visitors found unwittingly voicing extremist views will be given a warning and following any subsequent instances will be asked to leave the premises and, if necessary, reported to the appropriate authorities.				

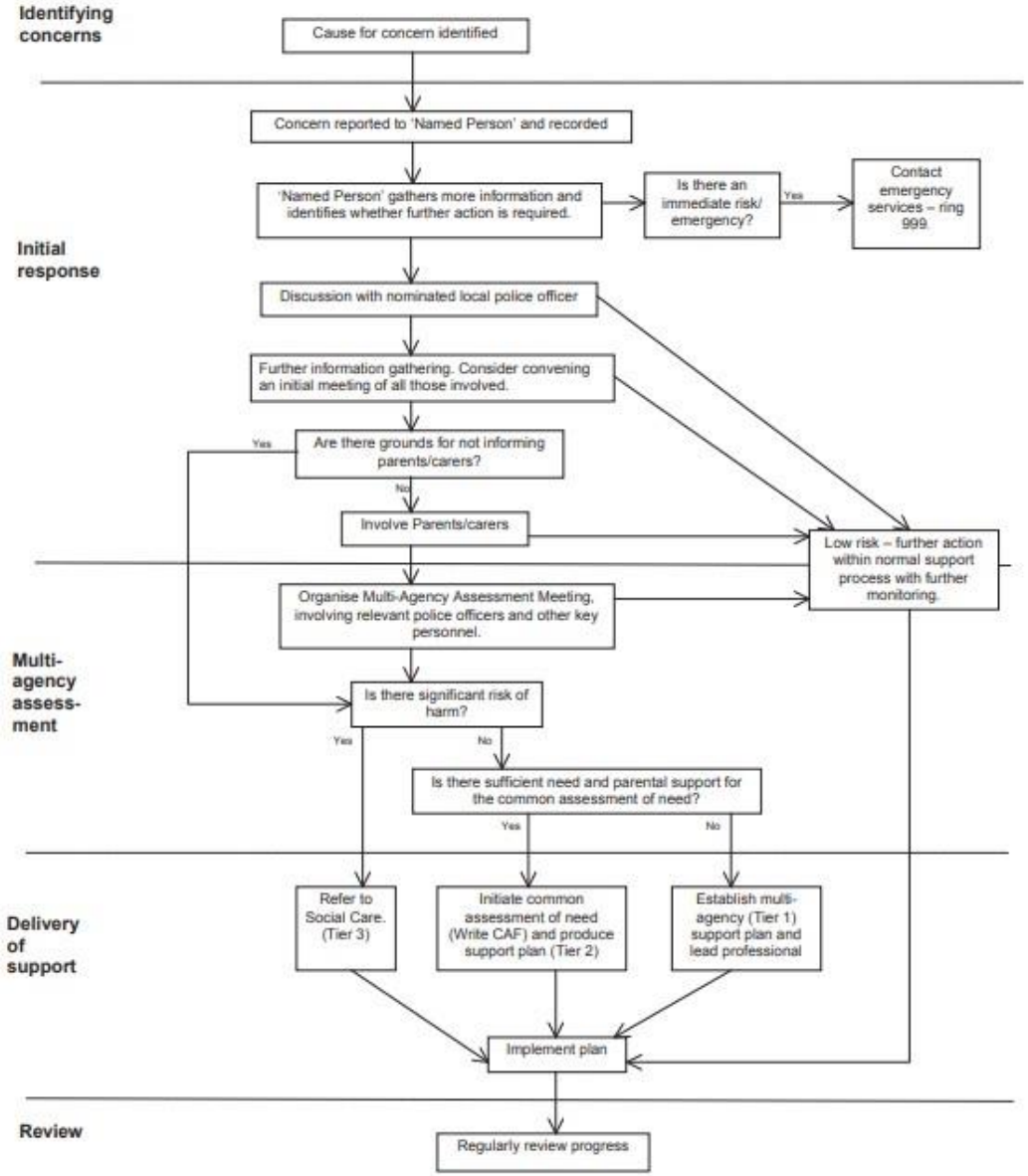
Potential risks	Risk rating prior to action H/M/L	• Recommended controls	In place? Yes/No	By whom?	Deadline	Risk rating following action. H/M/L
Trust Members out-of-date with Prevent requirements		• Trust Members attend annual Prevent training. The Trust • Board must review and sign off all policies pertaining to the Prevent duty after studying the statutory guidance.				
Failure in the referral system – pupils 'slips through the cracks'		• The Academy sets out the policy and procedure to be followed in terms of vulnerable pupils and radicalisation in the Child Protection and Safeguarding Policy. • All staff are trained on the Child Protection and Safeguarding Policy, vulnerability to radicalisation indicators and the safeguarding procedures to follow when these indicators are recognised in a pupil, as part of their new-starter induction. • Refresher training on the indicators of vulnerability to radicalisation takes place annually as part of child protection and safeguarding training. • All staff are trained in the Whistleblowing Policy and procedures as part of their new-starter induction and subsequent HR training. • The Academy has strong links with Lincolnshire County Council, the police and social services. Names and contact details of the appropriate people are shared with key safeguarding staff. • Incidents suggesting risk of radicalisation are recorded on the risk of radicalisation incident register and are assessed on a case-by-case basis. • All incidents are re-evaluated half termly.				

		• The behaviour of pupils on the risk of radicalisation incident register is closely monitored for 1 year unless further incidents occur, in which case, the time would be extended proportionately.				

Potential risks	Risk rating prior to action H/M/L	• Recommended controls	In place? Yes/No	By whom?	Deadline	Risk rating following action. H/M/L
Vulnerable pupils not identified		• The Academy sets out the policy and procedure to be followed in terms of vulnerable pupils and radicalisation in the Child Protection and Safeguarding Policy. • All staff are trained on the Child Protection and Safeguarding Policy, vulnerability to radicalisation indicators, and the safeguarding procedures to follow when these indicators are recognised in a pupil, as part of their new-starter induction. • Refresher training on the indicators of vulnerability to radicalisation takes place annually as part of safeguarding training. • All incidents displaying an indicator of vulnerability to radicalisation are recorded on the risk of radicalisation incident register and are assessed on a case-by-case basis. • All incidents are re-evaluated half-termly. • Key safeguarding staff undertake Prevent training on a termly basis. • Key Prevent messages are shared with parents through termly letters, so they can help identify pupils at risk, and remain informed of the process. • The behaviour of pupils on the risk of radicalisation incident register is closely monitored for 1 year unless further incidents occur, in which case, the time would be extended as necessary.				

b. Appendix 2

MODEL FLOW CHART FOR REFERRAL OF CHILDREN AND YOUNG PEOPLE FOR CONCERNS OF RADICALISATION IN CHILDREN SERVICES (E.G. SCHOOLS, COLLEGES, YOUTH SETTINGS)



c. Appendix 3 Risk of Radicalisation - Incident Reporting Proforma (to be uploaded to the Concern on Cpoms)

Pupil name:	
Address:	
Class:	
Parent(s) name(s):	
Parent(s) contact number:	
Details of incident: (Vulnerability indicator)	
Action taken:	
Follow up action to be taken:	

Signed: _____ **DSL**

_____ **Headteacher**

_____

Signed:

Date:

Vulnerability indicator	No.	Incident
Engagement with a group, cause, or ideology	1	Spending increased time in the company of suspected or confirmed extremists.
	2	Change in their style of dress/personal appearance to accord with extremist group.
	3	Day-to-day behaviour becoming increasingly centred on an extremist ideology, group, or cause.
	4	Loss of interest in friends and activities not associated with the extremist ideology, group, or cause.
	5	Possession of extremist material or symbols e.g. swastika.
	6	Attempting to recruit others to the group/cause/ideology.
	7	Communicating with others in a manner that suggests identification with an extreme group/cause/ideology.
	8	Other (please specify).
Intention to cause harm	9	Identifying another group as threatening what they stand for and blaming that group for social/political ills.
	10	Insulting/derogatory name calling or labelling of another group.
	11	Speaking about the imminence of harm from a different group and the importance of retaliation/action.
	12	Expressing attitudes that justify offending on behalf of the group/cause/ideology.
	13	Supporting violence/harm towards others.
	14	Plotting/conspiring against others in a way that is based on extremist ideology.
	15	Other (please specify).
Capability to cause harm	16	A history of violence.
	17	Occupational skills that could enable acts of terrorism e.g. pharmacology, construction.
	18	Technical expertise that could be deployed in acts of terrorism e.g. IT skills, knowledge of chemicals.
	19	Use of criminal networks to support extremist goals.
	20	Other (please specify).

d. Appendix 4: Risk of radicalisation – Incident Register (to be uploaded to Cpoms)

Name of Pupil:		Date of Birth:			
Vulnerability indicator	**Incident**	**Number of incidents to date:**	**Action taken**		
			1st	**2nd**	**3rd**
Engagement with a group, cause, or ideology	Spending increased time in the company of suspected or confirmed extremists.				
	Change in their style of dress/personal appearance to accord with extremist group.				
	Day-to-day behaviour becoming increasingly centred on an extremist ideology, group, or cause.				
	Loss of interest in friends and activities not associated with the extremist ideology, group, or cause.				
	Possession of extremist material or symbols e.g. swastika.				
	Attempting to recruit others to the group/cause/ideology.				
	Communicating with others in a manner that suggests identification with an extreme group/cause/ideology.				
	Other (please specify).				

Intention to cause harm	Identifying another group as threatening what they stand for and blaming that group for social/political ills.				
	Insulting/derogatory name calling or labelling of another group.				
	Speaking about the imminence of harm from a different group and the importance of retaliation/action.				
	Expressing attitudes that justify offending on behalf of the group/cause/ideology.				
	Supporting violence/harm towards others.				
	Plotting/conspiring against others in a way that is based on extremist ideology.				
	Other (please specify).				
Capability to cause harm	**The pupil has:**	**Yes/No:**			
	A history of violence.				
	Occupational skills that could enable acts of terrorism e.g. pharmacology, construction.				
	Technical expertise that could be deployed in acts of terrorism e.g. IT skills, knowledge of chemicals.				
	The ability to use criminal networks to support extremist goals.				

	Other (please specify).				

e. Appendix 5: Support and Resources for school

Department for Education East Midlands Prevent Support and Resources for Schools

September 2023

Support Resources

- **Prevent Self-Assessment Tool** (DfE resource) Suitability - For use in all schools to assess current Prevent effectiveness (non-mandatory): Prevent duty self-assessment tool for schools - GOV.UK (www.gov.uk)
- **Prevent DSL Handbook** (DfE resource) Suitability - All safeguarding staff & leaders in all education sectors: The Prevent duty: safeguarding learners vulnerable to radicalisation - GOV.UK (www.gov.uk)
- **Understanding Radicalisation in Education Settings** (DfE resource) Suitability - All staff in all education sectors: Understanding and identifying radicalisation risk in your education setting - GOV.UK (www.gov.uk)
- **Educate Against Hate** (DfE resource) Suitability - Materials for staff & learners in all for schools & FE: Educate Against Hate - Prevent Radicalisation & Extremism

Training Resources

- **Home Office Prevent Staff Training**. Suitability – For all staff in all education sectors: Prevent duty training: Learn how to support people vulnerable to radicalisation | Prevent duty training (support-people-vulnerable-toradicalisation.service.gov.uk)

- **Education Training Foundation** (ETF) Prevent training for Staff. Suitability – All staff in FE but also most likely suitable for schools staff: Prevent for Further Education (FE) and Training | Learning | Education and Training Foundation (etfoundation.co.uk)

- **Home Office Prevent explainer** (Home Office resource) Suitability – Awareness resource for all staff Get help for radicalisation concerns - GOV.UK (www.gov.uk)

- **Monthly online staff Prevent awareness sessions** (East Mids Regional Prevent Coordinator) Suitability – All staff in all education sectors. Details & booking links found in my monthly newsletters.

- **Prevent video explainer for schools (2 minutes)**. Suitability – all schools' staff: Prevent - What Prevent is - YouTube

- **Run Hide Tell video (3 minutes)** (government Stay Safe resource) useful for staff & learner awareness & also as an addition to school trips risk assessments (short & long versions). Suitability – all education sectors staff & learners (years 7+): Run, Hide, Tell: Firearms & Weapons Attack - YouTube , Stay Safe: Firearms & Weapons Attack #ActionCountersTerrorism - YouTube

- **ACT eLearning** (government suite of eLearning resources for organisation's physical & staff security). Suitability – organisational leaders & Estates managers E-Learning | ProtectUK

Appendix 6 : Lincolnshire Prevent Referral Form and Process

REFERRAL PROCESS
By sending this form you consent for it to arrive with both your dedicated Local Authority safeguarding team & Prevent policing team for a joint assessment. Wherever possible we aim to give you feedback on your referral, please be aware, however, that this is not always possible due to data-protection & other case sensitivities. Once you have completed this form, please email it to**: ctp-em-prevent-referral@lincs.police.uk** If you have any questions whilst filling in the form, please call: **01522 558304**

INDIVIDUAL'S BIOGRAPHICAL & CONTACT DETAILS	
Forename(s):	First Name(s)
Surname:	Last Name
Date of Birth (DD/MM/YYYY):	D.O.B.
Approx. Age (if DoB unknown):	Please Enter
Gender:	Please Describe
Known Address(es):	Identify which address is the Individual's current residence
Nationality / Citizenship:	Stated nationality / citizenship documentation (if any)
Immigration / Asylum Status:	Immigration status? Refugee status? Asylum claimant? Please describe.
Primary Language:	Does the Individual speak / understand English? What is the Individual's first language?
Contact Number(s):	Telephone Number(s)
Email Address(es):	Email Address(es)
Any Other Family Details:	Family makeup? Who lives with the Individual? Anything relevant.

DESCRIBE CONCERNS	**In as much detail as possible, please describe the specific concern(s) relevant to Prevent.**

FOR EXAMPLE:

- How / why did the Individual come to your organisation's notice in this instance?
- Does it involve a specific event? What happened? Is it a combination of factors? Describe them.
- Has the Individual discussed personal travel plans to a warzone or countries with similar concerns? Where? When? How?
- Does the Individual have contact with groups or individuals that cause you concern? Who? Why are they concerning? How frequent is this contact?
- Is there something about the Individual's mobile phone, internet or social media use that is worrying to you? What exactly? How do you have access to this information?
- Has the Individual expressed a desire to cause physical harm, or threatened anyone with violence? Who? When? Can you remember what was said / expressed exactly?
- Has the Individual shown a concerning interest in hate crimes, or extremists, or terrorism? Consider *any* extremist ideology, group, or cause, as well as support for "school-shooters" or public-massacres, or murders of public figures.
- Please describe any other concerns you may have that are not mentioned here.

COMPLEX NEEDS	**Is there anything in the Individual's life that you think might be affecting their wellbeing or that might be making them vulnerable in any sense?**

FOR EXAMPLE:

- Victim of crime, abuse, or bullying.
- Work, financial or housing problems.
- Citizenship, asylum, or immigration issues.
- Personal problems, emotional difficulties, relationship problems, family issues, ongoing court proceedings.
- On probation; any erratic, violent, self-destructive, or risky behaviours, or alcohol / drug misuse or dependency.
- Expressed feelings of injustice or grievance involving any racial, religious, or political issue, or even conspiracy theories.
- Educational issues, developmental or behavioural difficulties, mental ill health (see **Safeguarding Considerations** below).
- Please describe any other need or potential vulnerability you think may be present but which is not mentioned here.

OTHER INFORMATION	**Please provide any further information you think may be relevant, e.g. social media details, military service number, other agencies or professionals working with the Individual, etc..**