


Prevent Policy

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Contents

1. Statement of Intent.....	3
2. Equal Opportunities	4
3. Definitions (Keeping Children Safe in Education 2021)	4
4. Legislation and Guidance	4
5. Channel	5
6. Roles and Responsibilities.....	5
6.1 Governance of Prevent within Safeguarding	5
6.2 The Executive Team	6
6.3 The Headteacher will:	6
6.4 Designated Safeguarding Leads will:.....	6
6.5 Staff members are responsible for:	6
7. Curriculum.....	7
8. Internet Safety	7
9. Staff Training	7
10. Safer Recruitment	8
11. Visitors.....	8
12. Working in Partnership	8
13. Identifying Pupils who may be at risk of Radicalisation.....	8
13.1 Engagement with a group, cause or ideology.....	9
13.2 Intent to cause harm.....	10
13.3 Capability to cause harm.....	10
13.4 Building pupil’s resilience to radicalisation.....	10
13.5 Making a Judgement	11
13.6 Reporting Concerns.....	11
14. Appendices.....	13
14.1 Appendix 1: Radicalisation risk assessment.....	13
14.2 Appendix 2	20
14.3 Appendix 3 Risk of Radicalisation - Incident Reporting Proforma	21
14.4 Appendix 4: Risk of radicalisation – Incident Register	23

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 Counter-Terrorism 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 have a large part to play in this and to ensure that all pupils are protected and prevented from being radicalised. 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.

Voyage Education Partnership (the Trust) 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 Trust 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 Trust 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:

- **Counter-Terrorism 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 Guidelines \(Updated 2021\)](#)
- [Prevent Duty for schools \(2015\)](#)
- **Channel Duty Guidance (Updated 2019)**
- **Channel Vulnerability Framework (2012)**
- **Keeping Children Safe in Education (2022)**
- **Working Together to Safeguard Children (2018)**
- **Promoting Fundamental British values as part of SMSC in schools (2014)**
- [Prevent Duty Guidance for Lincolnshire Schools \(2018\)](#)

2. Equal Opportunities

Voyage Education Partnership will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies.

3. Definitions (P.148 Keeping Children Safe in Education 2022)

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harm and risk, 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 2022

4. 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:

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

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/crime-prevention/preventing-extremism>.

Where an academy makes 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 Voyage Education Partnership has appointed a Trustee to take leadership responsibility for the Trust's safeguarding arrangements.

The strategic leadership of safeguarding is delegated to the Trust Safeguarding Team, under the leadership of the Executive Team, who will work with Headteachers and DSLs to ensure that all statutory duties are fulfilled.

The Chief Education Officer provides regular reports to the Trustee with responsibility for safeguarding along with other members of the Standards and Curriculum Sub-Committee of the Trust Board.

The role of the Safeguarding Trustee, with the support of the Standards and Curriculum Sub-Committee of the Trust Board, is to provide appropriate challenge and support to the Executive Team and Trust Safeguarding Lead to ensure that they are satisfied that the Trust is fulfilling its safeguarding duties identified in the statutory guidance Keeping Children Safe in Education 2022 and The Prevent Duty.

6.2 The Executive Team

The Chief Executive, as Accounting Officer, through line management of the Executive Team, will provide appropriate challenge and support to ensure the Trust and the Academies are taking all opportunities to safeguard and protect the children and young people that access their services within The Prevent Duty.

6.3 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

6.4 Designated Safeguarding Leads will:

- Ensure that staff understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns through Prevent duty training
- Receive safeguarding concerns about pupils who may be vulnerable 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)
- 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

6.5 Staff members are responsible for:

- Being alert to the risk factors of extremism and radicalisation.
- 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.

7. Curriculum

The Trust 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.

Each academy supports the development of the whole child as a reflective pupil within a calm, caring, happy and purposeful atmosphere. Teaching the academy's and the Trust's core 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. 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 will alert senior staff 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 a senior member of staff.

The Trust 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 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 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 Trust will ensure that the staff we appoint to each academy or centrally are suitable, our recruitment procedures are rigorous, and we follow the statutory guidance published in part 3 of Keeping Children Safe in Education (2022). Vetting and barring checks are undertaken on all adults working within the Trust.

11. Visitors

Visitors to are made aware of our safeguarding and child protection policies on arrival at each 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 preventing extremism policy and relevant vetting checks are undertaken. 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 Trust 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 vulnerable 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.

13.1 Engagement 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 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 pupil having involvement in extremism
- Graffiti symbols, writing or art work 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 pupils' resilience to radicalisation

Academies can build pupils' 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. Academies 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:

<https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools-published>

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 Trust 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, 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 flowchart above.

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>

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, My Concern 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 directors to raise concerns relating to extremism directly. Concerns can also be raised by email to: counter.extremism@education.gsi.gov.uk.

14. Appendices

14.1 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		<ul style="list-style-type: none"> • Internet usage and searches are monitored using appropriate to identify pupils searching for extremist terms. • Pupils found searching extremist terms will be recorded on the risk of radicalisation incident register • 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		<ul style="list-style-type: none"> • 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		<ul style="list-style-type: none"> • 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		<ul style="list-style-type: none"> • 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 on the risk of radicalisation incident register . • 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 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 to be proportionate. 				
Pupils fail to integrate into Academy life and actively seek extremist groups		<ul style="list-style-type: none"> • 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. 				

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
Parents/carers						
Families feel targeted or do not understand the Prevent duty		<ul style="list-style-type: none"> • All parents/carers are made aware of the Academy's responsibilities under the Prevent duty, via a sensitive letter, 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		<ul style="list-style-type: none"> • 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. 				

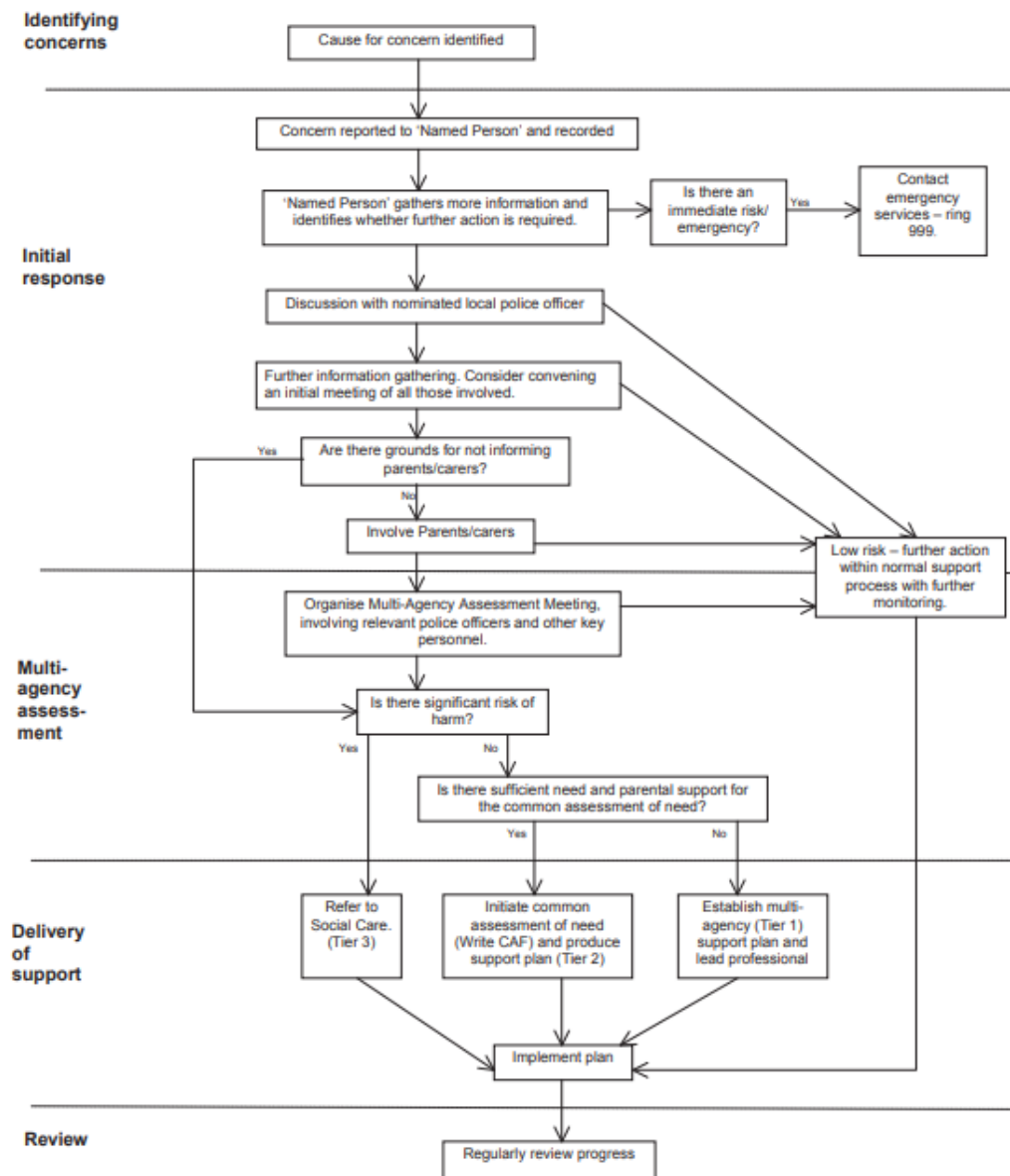
Potential risks	Risk rating prior to action H/M/L	Recommended controls	In place? Yes/No	By whom?	Deadline	Risk rating following action H/M/L
Staff and visitors						
Extremist external agencies		<ul style="list-style-type: none"> The Lettings Policy prohibits known extremist groups, or individuals or 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		<ul style="list-style-type: none"> 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 new-starter 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		<ul style="list-style-type: none"> 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		<ul style="list-style-type: none"> 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’		<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Recommended controls 	In place? Yes/No	By whom?	Deadline	Risk rating following action H/M/L
Vulnerable pupils not identified		<ul style="list-style-type: none"> 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. 				

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

14.2 Appendix 2



14.3 Appendix 3 Risk of Radicalisation - Incident Reporting Proforma

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**

Signed: _____ **Headteacher**

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 (<i>please specify</i>).
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 (<i>please specify</i>).
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 (<i>please specify</i>).

14.4 Appendix 4: Risk of radicalisation – Incident Register

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 <i>(please specify)</i> .				
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 (<i>please specify</i>).				
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 (<i>please specify</i>).				