

*‘Growing together,  
Learning forever’*



Woodstone Community Primary  
School  
**Extremism and Radicalisation  
Policy**

Date: October 2022

Date for review: October 2025

## **INTRODUCTION**

Woodstone Community Primary School is fully committed to safeguarding and promoting the welfare of all its pupils.

The Governing Body, Senior Management Team and Staff recognise that safeguarding against radicalisation is as important as safeguarding against any other vulnerability.

All staff and volunteers are expected to uphold and actively promote the fundamental principles of British values, including democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs, and those with none.

In adhering to this policy, and the procedures therein, staff and visitors will contribute to Woodstone Community Primary School's delivery of the outcomes to all children, as set out in s10 (2) of the Children Act 2004, and Teaching Online Safety in Schools June 2019.

This Preventing Extremism and Radicalisation Policy is one element within our overall school arrangements to Safeguard and Promote the Welfare of all Children in line with our statutory duties set out at s157 of the Education Act 2002.

## **2. RELATED POLICIES & DOCUMENTS**

- Safeguarding & Child Protection Policy
- Equality Policy
- Bullying Prevention Policy
- Behaviour
- E-Safety Policy
- PREVENT Strategy HM Gov
- Keeping Children Safe in Education DfE
- Working Together to Safeguard Children HM Gov
- PSHE
- SMSC
- Whistleblowing
- External Speakers & Visitors

Legislation and regulation

The duty to prevent children and young people being radicalised is set out in the following documents:

- Counter Terrorism and Security Act (2015)
- PREVENT Strategy HM Government & Prevent Duty Guidance (2015)
- Equality Act 2010: Advice for Schools (DfE)
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE)
- Teaching approaches that help build resilience to extremism among people (DfE)
- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children
- Channel Duty Guidance - Protecting vulnerable people being drawn into terrorism (HM Government)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

## **3. AIMS AND PRINCIPLES**

When operating this policy Woodstone Community Primary School uses the following accepted Governmental definition of extremism which is:

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

There is no place for extremist views of any kind in our organisation, whether from internal sources – pupils, staff or governors, or external sources - external agencies or individuals.

Our pupils see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens.

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

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

The school's Extremism and Radicalisation Policy is intended to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views.

The main aims of this policy are to ensure that staff are fully engaged in being vigilant about radicalisation and equip them with the skills to be able to work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.

The objectives of the policy are that:

- All governors, teachers, teaching assistants and non-teaching staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.
- All governors, teachers, TAs and non-teaching staff will know what the school policy is on tackling extremism and radicalisation and will follow the policy guidance swiftly when issues arise.
- All pupils will understand the dangers of radicalisation and exposure to extremist views; building resilience against these and knowing what to do if they experience them.
- All parents/carers and pupils will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.

#### **4. THE PREVENT DUTY**

We are aware that under the 'Counter-Terrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we believe it is essential that school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

While extremism is best defined as the holding of extreme political or religious views, we understand that radicalisation '*is the act or process by which an individual or group comes to adopt increasingly extreme/radical political, social, or religious ideals and aspirations that reject or undermine the status quo or reject and/or undermine contemporary ideas and expressions of freedom of choice*'.

We are aware of the Channel programme, 'which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism'. It uses a 'multi-agency approach to protect vulnerable people by identifying individuals at risk; assessing the nature and extent of that risk; and developing the most appropriate support plan for the individuals concerned.'

We understand that it is our duty under the statutory guidance on the Prevent duty to have in place a risk assessment and a working partnership with the Local Safeguarding Children Board (LSCB).

We have a duty to actively promote and embed British values such as 'democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs' within this school and to challenge pupils, school personnel or parents who express extremist views contrary to these values. We want to ensure pupils are prepared for life in modern Britain by the active promotion of and respect of British values.

We do not shy away from teaching British values as we believe that schools have a major role to play in upholding them in order to develop children's resilience against extremism and acts of terrorism.

We work hard to ensure British values are embedded across the whole curriculum and the school ethos through citizenship and PSHE.

We aim to be judged at least good in all school inspections by ensuring that we have in place arrangements to promote pupils' welfare and curriculum measures in place to prevent radicalisation and extremism.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

## **5. INDICATORS OF VULNERABILITY TO RADICALISATION**

There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views (see Appendix 2).

These include:

- Spending increasing time in the company of other suspected extremists.
- Changing their style of dress or personal appearance to accord with the group.

- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Possession of materials or symbols associated with an extremist cause.
- Attempts to recruit others to the group/cause.
- Communications with others that suggests identification with a group, cause or ideology.
- Using insulting to derogatory names for another group.
- Increase in prejudice-related incidents committed by that person – these may include;
  - physical or verbal assault
  - provocative behaviour
  - damage to property
  - derogatory name calling
  - possession of prejudice-related materials
  - prejudice related ridicule or name calling
  - inappropriate forms of address
  - refusal to co-operate
  - attempts to recruit to prejudice-related organisations
  - condoning or supporting violence towards others.

## **6. PROCEDURES FOR MANAGING REFERRALS & REPORTING**

Although serious incidents involving radicalisation have not occurred at Woodstone Community Primary School to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the local area, city and society in which we teach.

Staff are reminded to suspend any ‘professional disbelief’ that instances of radicalisation ‘could not happen here’ and to be ‘professionally inquisitive’ where concerns arise, referring any concerns through the appropriate channels. (See Appendix 1 – Dealing with referrals)

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

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where pupils have not actively sought these out.
- 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
- Pupils voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or ‘hate’ terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- Attempts to impose extremist views or practices on others
- Anti-Western or Anti-British views

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

The Headteacher and Deputy Headteacher are trained as Designated Senior Leaders for Child Protection and Safeguarding and will deal swiftly with any referrals made by staff or with concerns reported by staff.

The school will closely follow any locally agreed procedure as set out by the Local Authority and/or LCC's Safeguarding Children Board agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

It is important to establish a chronology of events, no matter how minor they might appear at the time. This history of events allows analysis of any patterns over time, which is crucial in determining if a student is seriously at risk. This also provides evidence of events when working other agencies.

Any minor incidents should be reported to a Designated Safeguarding Lead in accordance with the relevant school policy i.e. bullying prevention or safeguarding. If there are concerns that there are signs that a student's behaviour or views could be an indicator of their vulnerability to radicalisation or extremism, then the procedure follows that of the Safeguarding Policy.

An immediate verbal report should be made to the Designated Safeguarding Lead/Headteacher or other DDSL, which should then be followed up by a full written report to the Designated Safeguarding Lead. It is important to remember that the report will form the basis for any further investigation and needs to be understood by professionals from other agencies. The words of the student should be used in the report and not an interpretation or translation of those words.

The Designated Safeguarding Lead will take any further steps needed to ensure the immediate safety of the student, which may include the re-location of staff, calling in additional staff, or suspending staff. (If it is judged necessary to suspend a member of staff, the staff member being suspended must be told in person, where possible, by a member of SLT, reminded of the conditions of suspension and immediately escorted from the premises).

The DSL/Head Teacher will discuss the most appropriate course of action on a case-by-case basis and will decide when a referral to external agencies is needed (see Appendix 1 – Dealing with referrals).

As with any child protection referral, staff must be made aware that if they do not agree with a decision not to refer, they can make the referral themselves and will be given the contact details to do this via the safeguarding board in the staffroom.

The Designated Safeguarding Lead will obtain advice from the local Prevent Officer and The Channel coordinator and start a confidential file of evidence and chronology of events.

If the matter is urgent then the Police must be contacted by dialling 999. In non-urgent cases where police advice is sought then dial 101. The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).

## **7. GOVERNORS, LEADERS AND STAFF**

The DSLs are the leaders for referrals relating to extremism and radicalisation.

Staff are fully briefed about what to do if they are concerned about the possibility of radicalisation relating to a pupil, or if they need to discuss specific children whom they consider to be vulnerable to radicalisation or extremist views, and know the channels by which to make referrals.

Where there are concerns of extremism or radicalisation regarding school personnel, staff will be encouraged to make use of our internal systems to Whistle Blow or raise any issue in confidence.

The school will work in conjunction with external agencies to decide the best course of action to address concerns which arise.

## **8. TEACHING APPROACHES & THE ROLE OF THE CURRICULUM**

At Woodstone Community Primary School, we will provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized.

We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches children may experience elsewhere may make it harder for them to challenge or question these radical influences.

This will be achieved by good teaching, primarily during PSHE lessons; but also by adopting the methods outlined in the Government's guidance 'Teaching approaches that help build resilience to extremism among young people' DfE 2011.

We will ensure that all of our teaching approaches help our pupils build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills.

We will ensure that all of our staff are equipped to recognize extremism and are skilled and confident enough to challenge it.

We will be flexible enough to adapt our teaching approaches, as appropriate, so as to address specific issues that become relevant to the current issues of extremism and radicalisation. In doing so we will apply the methodologies following the three broad categories of:

- Making a connection with young people through good (teaching) design and a pupil centered approach;
- Facilitating a 'safe space' for dialogue; and
- Equipping our pupils with the appropriate skills, knowledge, understanding and awareness for resilience.

This approach will be embedded within the ethos of our school so that pupils know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation.

This will work in conjunction with our school's approach to the spiritual, moral, social and cultural development of pupils as defined in Ofsted's School Inspection Handbook and will include a programme of assemblies dedicated to promoting fundamental British values to help further promote this rounded development of our pupils.

Our curriculum is "broad and balanced". We will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage pupils to respect one another and to respect and tolerate difference, especially those of a different faith or no faith.

Children are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others. It is indeed our most fundamental

responsibility to keep our pupils safe and prepare them for life in modern multi-cultural Britain and globally.

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

- Citizenship programmes
- Open discussion and debate
- Work on anti-violence and a restorative approach addressed throughout the curriculum and the behaviour policy

Our PSHE provision is embedded across the curriculum. It directs our assemblies and underpins the ethos of the school. It is recognised that children with lower aspirations are more vulnerable to radicalisation and therefore we strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.

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

We will also work with local partners, families and communities in our efforts to ensure our school understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our pupil's experiences and horizons.

We will help support pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a pupil is being directly affected by extremist materials or influences we will ensure that that pupil is offered mentoring. Additionally in such instances our school will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

## **9. STAFF TRAINING & CODE OF CONDUCT**

Whole school training on Safeguarding and Child Protection will be organised for staff every year and will, in part, include training on extremism and radicalisation and its safeguarding implications.

Through training opportunities in school, we will ensure that our staff are:

- fully aware of the threats, risks and vulnerabilities that are linked to radicalization
- aware of the process of radicalisation and how this might be identified early on
- aware of how we can provide support as a school to ensure that our children are resilient and able to resist involvement in radical or extreme activities.

The Designated Safeguarding Leads will attend training courses as necessary.

Furthermore at Woodstone Community Primary School, we are aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times pupils may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with our Behaviour Policy for pupils and the Code of Conduct for staff.



## **10. EXTERNAL VISITORS/SPEAKERS AND THE USE OF SCHOOL PREMISES**

At Woodstone Community Primary School we encourage the use of external visitors or speakers to enrich the experiences of our pupils; however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils. Only after agreement from the Head Teacher can the visitor enter school and then they will be subject to Safeguarding Checks including DBS checks and photo identification.

Such vetting is to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in complete opposition to, the school's values and ethos. We must be aware that in some instances the work of external agencies may not directly be connected with the rest of the school curriculum so we need to ensure that this work is of benefit to our pupils.

Children are never left unsupervised with external visitors, regardless of safeguarding check outcomes.

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

- Any messages communicated to pupils support fundamental British Values
- Any messages communicated to pupils are consistent with the ethos of the school and do not marginalise any communities, groups or individuals
- Any messages communicated to pupils do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication
- Activities are matched to the needs of pupils

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

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

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

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

## **11. RISK REDUCTION**

The school governors, the Headteacher and the Senior Designated Safeguarding Leads will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE Curriculum, SEND Policy, E Safety Policy, visiting speakers, the use of school premises by external agencies, bullying prevention policy and other issues specific to the school's profile, community and philosophy.

The school will screen staff, visitors and volunteers to ensure that they will not deliver messages of extremism or radicalisation.

This risk assessment will be reviewed as part of the annual report to governors.

## **12. RECRUITMENT**

The arrangements for recruiting all staff, permanent and volunteers, to our school will follow guidance for safer recruitment best practice in education settings, including, but not limited to, ensuring that DBS checks are always made at the appropriate level, that references are always received and checked and that we complete and maintain a single central record of such vetting checks.

We will apply safer recruitment best practice principles and sound employment practice in general and in doing so will deny opportunities for inappropriate recruitment or advancement.

We will be alert to the possibility that persons may seek to gain positions within our school so as to unduly influence our school's character and ethos. We are aware that such persons seek to limit the opportunities for our pupils thereby rendering them vulnerable to extremist views and radicalisation as a consequence.

Therefore, by adhering to safer recruitment best practice techniques and by ensuring that there is an ongoing culture of vigilance within our school and staff team we will minimise the opportunities for extremist views to prevail.

## **13. POLICY REVIEW**

This policy was considered and adopted by the Behaviour, Welfare and Safety committee in line with the Governing Body's overall duty to safeguard and promote the welfare of pupils as set out in the DfE guidance 'Keeping Pupils Safe in Education'.

Parents will be issued with a hard copy of this policy on request. This policy will also be made available to parents via the school website.

The policy will be reviewed every three years and may be amended and adopted outside of this timeframe in accordance with any new legislation or guidance or in response to any quality assurance recommendations pertaining to the delivery of this policy and the overall safeguarding arrangements made.

The Headteacher will actively evaluate the effectiveness of this policy by monitoring the staff group's understanding and application of the procedures within this policy as their overall duty to safeguard pupils.

## **Appendix 1 – Dealing with referrals**

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

In the event of prejudicial behaviour the following system will be followed;

- All instances of prejudicial behaviour will be reported directly to the Head Teacher or SLT in her absence.
- All incidents will be fully investigated and recorded in line with the Behaviour Policy and school procedures for child protection/safeguarding cases.
- Parents/Carers will be contacted and the incident discussed in detail, aiming to identify motivating factors, any changes in circumstances at home, parental views of the incident and to assess whether the incident is serious enough to warrant a further referral. A note of this meeting will be kept alongside the initial referral in the Safeguarding Filing Cabinet.
- The Headteacher and SLT follow-up any referrals for a period of four weeks after the incident to assess whether there is a change in behaviour and/or attitude. A further meeting with parents will be held if there is not a significant positive change in behaviour.
- If deemed necessary, serious incidents will be discussed and referred to LCC's Safeguarding Development Officers and reported to the First Response Team.
- In the event of a referral relating to serious concerns about potential radicalisation or extremism, the school will also contact the Counter Terrorism Security Adviser at Leicestershire Police Headquarters. Email: CTSA@leicestershire.pnn.police.uk , Leicestershire Police on 101 or the Anti-Terrorist Hotline on 0800 789 321.

## **Appendix 2 - Indicators of vulnerability to radicalisation**

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

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

3. Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK.

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

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

6. Indicators of vulnerability include:

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

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

8. More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

## Radicalisation and Extremism Risk Assessment

	Yes/No	Evidence
Does the school have an Extremism and Radicalisation Policy?	Yes	Policy adopted October 2022. Available on the school website.
Does the school work with outside agencies on radicalisation and extremism e.g. Channel?	Yes	Leicestershire Prevent Engagement Team
Have staff received appropriate training?	Yes	Autumn Term 2024
Has the school got a trained Prevent lead?	Yes	Headteacher
Do staff know who to discuss concerns with? (DSL)	Yes	Headteacher & Deputy DSLs
Is suitable filtering of the internet in place?	Yes	Headteacher, DSLs and BWS committee are responsible for the implementation and monitoring of filtering.
Do children know who to talk to about their concerns?	Yes	Class teacher/Headteacher/ELSA/ Support Staff
Are there opportunities for children to learn about radicalisation and extremism?	Yes	Through our PSHE Curriculum and Assemblies
Have any cases been reported?	No	
Are any individual pupils risk assessed?	No	
What factors make the school community potentially vulnerable to being radicalised? (e.g. EDL local base, extreme religious views promoted locally, tensions between local communities, promotion of radical websites by some pupils/parents)		North West Leicestershire has a strong nationalist base. The school has been alerted to this by Leicestershire Police Prevent Awareness Team.
Comment on the school's community, locality and relevant history:		
Risk evaluation	<p><b>Low</b></p> <p><b>Medium</b></p> <p><b>High</b></p>	<p>Monitor through local media.</p> <p>Continue to reinforce values of unity, tolerance and pride.</p>

Date completed: August 2024

Signed:

