Preventing Extremism and Radicalisation Policy and Guidance

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Policy Level	Trust
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Author:	Trust Board
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Signature	
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Introduction

Learning Today Leading Tomorrow Trust (LT2) is committed to providing a secure environment for pupils, where young people feel safe and are kept safe. All adults at LT2 Trust recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for young people or not.

This Preventing Extremism and Radicalisation Policy is one element within our overall Trust arrangements to safeguard and promote the welfare of all children and young people in line with our statutory duties set out at S157/S175 of the Education Act 2002.

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views 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.

LT2 and its schools value freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

Our Trust's Preventing Extremism and Radicalisation Policy also draws upon the guidance produced by the Local Safeguarding Children Board, DfE Guidance "Keeping Children Safe in Education, 2019", HM government document "Prevent strategy: A guide for local partners in England" and the "Counter Terrorism and Security Act 2015".

The Counter-Terrorism and Security Act 2015 contains a duty on specified authorities, which includes all schools including academies, free schools, maintained schools and studio schools to have due regard to the need to prevent people from being drawn into terrorism. The new legislation will be measured through various inspection frameworks, with schools and Children Services measured through OFSTED. The government will be producing guidance to help schools deliver the required standards (issued under section 29 of the Act).

Prevent Warwickshire and West Mercia Police can be contacted by telephone on 101 or by email - prevent@warwickshireandwestmercia.pnn.police.uk. In an emergency dial 999. The Department for Education has set up a helpline for school staff who have questions and/or concerns about extremism.

Staff can call: 0207 340 7264 or email: counter.extremism@education.gov.uk

The Prevent Duty

Section 26 of the Counter-Terrorism and Security Act 2015 (the Act) places a duty on certain bodies ("specified authorities" listed in Schedule 6 to the Act), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This guidance is issued under section 29 of the Act. The Act states that the authorities subject to the provisions must have regard to this guidance when carrying out the duty.

'Due Regard' refers means that the authorities should place an appropriate amount of weight on the need to prevent people from being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.

This duty is known as the Prevent duty.

The prevent duty is part of LT2 schools wider safeguarding obligations. Designated safeguarding leads and senior leaders are aware of prevent duty guidance: for England and Wales.

The Channel Programme

Channel is a programme is a key area of the Prevent Strategy, is about safeguarding children and adults from being drawn into committing terrorist-related activity by focusing on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

It is about early intervention to protect and divert people away from the risk they dace before illegality occurs by providing a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

The school's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Channel referral. As a Channel partner, the school or college may be asked to attend a Channel panel to discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

Schedule of Responsibilities

The CEO of Learning Today leading Tomorrow Trust (LT2) takes overall responsibility for the implementation of policies and procedures and to provide reports as appropriate to Trustees in relation to this policy.

Headteachers of LT2 schools and their Senior Leadership Teams will take active steps to promote good practice under this policy and review and monitor the management and implementation of this policy and practice in their Academy. They will identify training needs, ensuring competence in those staff who are responsible for and involved in the operation of this policy and associated guidance.

Teachers and other supervisory roles will, where required, conduct formal meetings, undertake relevant training in relation to this policy and ensure effective and competent operation of this policy.

All employees are required to cooperate fully and positively with the requirements of this Policy and to undertake any training recommended by their line manager.

The following persons will generally be responsible for managing employees under this policy:

- The Academy Headteacher (for Academy based teaching and educational or non-educational support staff); and,
- The Chief Executive Officer (for Academy Headteachers and centrally appointed teaching and support staff) (the "Line Manager").

Trust Ethos and Practice

When operating this policy LT2 Trust 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 schools, whether from internal sources - pupils, staff or governors, or external sources - school community, external agencies or individuals. Our pupils should see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens.

As a Trust we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for young people 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.

Therefore, at LT2 we will provide a broad and balanced curriculum in all our schools, 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 marginalised.

Please see notes on associated terminology on **appendix 3**.

The Counter Terrorism and Security Act July 2015

The Counter Terrorism and Security Act 2015 was published on 12th March 2015. Section 26 of the Act places a duty on schools in England (and Wales) to prevent people being drawn into terrorism. This duty applies to all schools, whether publicly-funded or independent, and organisations covered by the Early Years Foundation Stage framework. The duty also applies to children's homes. Statutory guidance has been published and comes into force on 1st July 2015.

Schools leaders (including governors) must:

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

Other duties on schools include:

- effective partnership working with other local agencies, e.g. LSCB, police, health, etc.;
- information sharing;
- maintaining appropriate records;
- assessing local risk of extremism (including Far Right extremism);
- demonstrating they are protecting children;
- developing clear protocols for visiting speakers;
- safeguarding policies that take account of LSCB policies and procedures;
- training staff to give them knowledge and confidence;
- ensuring there is robust ICT protocols that filter out extremist materials;
- school buildings must not be used to give a platform to extremists.

Ofsted are responsible for monitoring how well schools are implementing this duty.

See **appendix 1** for an exemplar schools audit.

Recognising the indicators of vulnerability to radicalisation

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.

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.

Indicators of vulnerability include:

- Identity Crisis – the pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the 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 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 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 – pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others. 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.

We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it. All staff will receive WRAP training (Workshop to Raise Awareness of Prevent) and radicalisation and extremism will be an integral part of annual staff safeguarding training.

Each school is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the school for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism. The SPOC for RFPS is Rebecca Butters and for RFSS is Desmond Shirley.

Staff should use their judgement when they have concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC or the Headteacher of the school. 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 assistance. Additionally, in such instances our schools will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

Furthermore, at LT2 Trust 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 and Discipline Policy for pupils and the Code of Conduct for staff.

As part of wider safeguarding responsibilities school staff will 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;

- Partner schools, local authority services, 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;

- Our Trust will closely follow any locally agreed procedure as set out by the Local Authority; Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

Teaching Approaches

In our schools this will be achieved by good teaching, primarily via Citizenship and PSHE sessions; 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.

These approaches include setting targets for young people to build a sense of ownership; creating a safe space for dialogue between staff and pupils; building resilience in pupils; improving pupil skills for collaborative work; improving pupils' ability to interact with each other and a peer mentoring scheme. 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. Our schools will promote the values of democracy, the rule of law, individual liberty, community cohesion, 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. 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 will be flexible enough to adapt our teaching approaches, as appropriate, so as to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation. This will follow three broad main strands:

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

This approach will be embedded within the ethos of our schools 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 schools' approach to the Spiritual, Moral, Social and Cultural development of pupils and will include the sound use of assemblies to help further promote this rounded development of our pupils in an age-appropriate manner.

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

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

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

At LT2 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. It is indeed our most fundamental responsibility to keep our pupils safe and prepare them for life in modern Britain and globally.

Use of External Agencies and Speakers

At LT2 we encourage the use of external agencies or speakers to enrich the experiences of our pupils. We will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils.

These external agencies will be vetted to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in compete opposition to our schools' values and ethos. This includes checking the DBS of all external providers, viewing material that will be used beforehand and conducting a social media check on such agencies or individuals. We must be aware that in some instances the work of external agencies may not directly be connected with the rest of the schools' curriculum so we need to ensure that this work is of benefit to pupils.

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

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

We recognise, however, that the ethos of our schools 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 and enrichment programme augmented by the use of external sources where appropriate, we will strive to ensure our pupils 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.

Whistleblowing

Where there are concerns of extremism or radicalisation Pupils, Staff and Governors will be encouraged to make use of our internal systems to Whistleblow or raise any issue in confidence.

They must inform the Headteacher straight away (or if it relates to the Headteacher inform the CEO).

Recruitment

The arrangements for recruiting all staff, permanent and volunteers, to our schools will follow government guidance on 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 Trust so as to unduly influence our schools 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.

Safeguarding

Please refer to our School Safeguarding Policies for the full procedural framework on our Safeguarding and Child Protection duties.

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All staff at LT2 Trust will be alert to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue there may be some instances where a child or young person may be at direct risk of harm or neglect. For example; this could be due to a child displaying risky behaviours in terms of the activities they are involved in or the groups they are associated with or staff may be aware of information about a child's family that may equally place a child at risk of harm. (These examples are for illustration and are not definitive or exhaustive).

Therefore, all adults working in LT2 Trust (including visiting staff, volunteers, contractors and pupils on placement) are required to report instances where they believe a child may be at risk of harm or neglect to the Designated Safeguarding Lead, the Headteacher or the CEO.

Specific Role of Local Governing Body

The Local Governing Bodies of our schools will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities as Governors, including their statutory safeguarding duties.

The Local Governing Body of our schools will support the ethos and values of our school and will support the school in tackling extremism and radicalisation.

In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education, 2019' the governing body will challenge the school's senior management team on the delivery of this policy and monitor its effectiveness.

Standards for Teachers

The 2011 (updated 2013) Standards for Teachers (part two) states:

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements, define the behaviour and attitudes that set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school by:

Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position

Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions showing tolerance of and respect for the rights of others

Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs

Ensuring that personal beliefs are not expressed in ways that exploit pupils' vulnerability, or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality. They must have an understanding of, and always act within, the statutory frameworks that set out their professional duties and responsibilities.

NB the phrase 'fundamental British values' refers to the definition of extremism as articulated in the Prevent Strategy, which was launched in June 2011 and updated recently. It includes the need for schools to explore with pupils and pupils 'democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs'.

Supporting children who are travelling/have travelled abroad to specific locations

If a pupil/parent/carer seeks permission to travel abroad and this falls within the academic school term then the family should be provided with the letter as set out in appendix 2. The Dangers of travelling for terrorism (or Forced Marriage or Female Genital Mutilation) are becoming increasingly apparent and concerning. While this guidance refers to children and young people returning; there is an absolute desire to stop them travelling wherever possible. School staff must also be alert and refer cases of potential concern if they become aware that a pupil is intending to travel during school holidays.

If you have concerns either post travel or pre travel and/or identify any concerns in relation to extremism as identified above please refer to the flow diagram on appendix 4 which relies on your professional judgment with full support and guidance from your SPOC. If any of the indicators of concern are noted upon return/extremism risk identified then consideration needs to be given to making a referral to Channel, the Channel panel will suggest appropriate intervention. This will be from a safeguarding perspective around a number of issues that will encompass extremism vulnerabilities. If any responses/discussions give further indictors for concern around extremism then the Local Security and Partnership Officer will be contacted.

Review

This policy will be review biennially by the Trust.

Links and Supporting Documentation

HO Foreign Travel Advice-

https://www.gov.uk/foreign-travel-advice

Prevent Tragedies

www.preventtragedies.co.uk

How social media is used to encourage travel to Syria and Iraq

https://static.lgfl.net/LgflNet/downloads/online-safety/LGfL-OS-CE-Home-Office-DfE-Social-Media-Syria.pdf

Promoting British Values through SMSC

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

Tackling extremism in the UK - Task Force report (see pages 5 – 7)

https://www.gov.uk/government/publications/tackling-extremism-in-the-uk-report-by-the-extremismtaskforce

Channel Guidance

https://safeinwarwickshire.files.wordpress.com/2015/01/warwickshire-channel-panel-pathway.pdf

https://www.gov.uk/government/publications/channel-guidance

Prevent Duty (new guidance and consultations doc)

https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales

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Keeping Children Safe in Education September 2019

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835733/Keeping_children_safe_in_education_2019.pdf

Educate Against Hate - a website launched by the Her Majesty's Government has been developed to support and equip school and college leaders, teachers, and parents with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people. The platform provides information on and access to training resources for teachers, staff and school and college leaders, some of which are free such as Prevent e-learning, via the Prevent Training catalogue.

https://www.gov.uk/government/publications/prevent-duty-guidance

Appendix 1 – Prevent audit for primary and secondary schools

Key –When assessing the school's level of compliance use the following codes
Red (R) – no evidence   **Amber (A) – partial evidence**   **Green (G) – secure evidence**

PREVENT OBJECTIVE 1: Clear leadership and accountable structures are in place and visible throughout the organisation

Evidence	RAG	Action, when and responsibility
There is an identified strategic Prevent Lead within the school		
The strategic Prevent Lead understands the expectations and key priorities of Prevent and these are embedded and explicit within safeguarding policies		
The Senior Leadership Team have a clear understanding and commitment to the Prevent Duty and its key objectives		
The Prevent duty and its objectives are embedded within the appropriate safeguarding processes established and used in school.		

PREVENT OBJECTIVE 2: Staff and the Governing Body have been appropriately trained according to their role

Evidence	RAG	Action, when and responsibility
All staff and Governors know who the Prevent Lead is in school.		
They understand the risk of radicalisation and extremism and know how to recognise and refer children who may be at risk.		
There are appropriate policies, staff guidance and literature readily available to all staff on Prevent		
Staff are confident and able to provide appropriate challenge to pupils, parents or Governors if opinions are expressed that are contrary to fundamental British values and the promotion of community cohesion; they know who to go to and how to report concerns.		
Regular, continuous CPD updating training on Prevent is available to the Strategic Prevent Lead and safeguarding leads where appropriate.		

PREVENT OBJECTIVE 3: An appropriate reporting and referral process is in place and referrals are being managed effectively

Evidence	RAG	Action, when and by whom
An appropriate internal Prevent referral process has been developed		

Partner agency communication channels have been established – Local Authority Prevent Lead and the Police, are first port of call when outside agencies need to be consulted or for making a Channel referral		
Evidence of notification reports and/or referrals exists in school		
Prevent notifications or referrals are managed or overseen by designated staff e.g. the Prevent Lead		
A process is in place to identify, and develop 'lessons learnt'; a reflective process that will inform future action.		

PREVENT OBJECTIVE 4: A broad and balanced curriculum that helps protect pupils against extremism and promotes community cohesion

Evidence	RAG	Action, when and by whom
The school delivers a creative curriculum that helps develop critical thinking skills around the power of influence, particularly the persuasion of on-line sources and social media		
Themes and curriculum content provides opportunities to explore and reinforce the benefits of community cohesion and the damaging effects of all extremism on the local, national and global community		
A range of activities are planned and delivered in both lessons and the community, that explore the choices available to young people in the 21st century and the consequences of these		
Resources, displays and literature provide balanced information, advice and alternative views for pupils and pupils		
Pupils demonstrate in their work and relationships with others an ability to recognise diversity and the problems and possibilities inherent within this		
The school provides opportunities to explore fundamental British values, equality, difference, faiths and beliefs., through the curriculum, collective worship and interaction with the wider community		
SMSC is understood as a central strand in Prevent (promoting equality, exploring difference and British values) by all staff and is addressed as suggested in the 2014 SMSC guidance (see page 5 and 6).		

Notes: An audit of this nature is a useful form of evidence for inspecting bodies such as Ofsted; it is also a useful self-assessment tools for leadership teams and staff to map what they are already doing well and

what could be done to improve 'good practice' further. In the past, schools have used Community Cohesion audits in a similar way, with favourable comments from both leadership teams and Ofsted.

Appropriate members of the Senior Management Team, the Prevent Lead and a Governor who has responsibility for this area should carry out the audit; its findings should be shared with the whole staff. The audit must be reviewed at the very least bi-annually and a record of each audit files and kept in school.

Appendix 2 - Supporting children who are travelling/have travelled abroad to specific locations

Dear Parent

Travel Abroad

Name of Pupil has advised us that he/she will be travelling to (destination) on (Date) to (Date).

Travel abroad can be a fantastic learning experience and we encourage pupils to broaden their life experiences to give them a deeper understanding of how other people live around the world. Any trip during term time is discouraged so that it does not negatively impact children's education, but we do consider any requests on a case by case basis.

We are aware that in some countries travel for British Nationals can mean increased risk of terrorist attack. Please see the link below of the latest advice and risks associated to a number of destinations.

https://www.gov.uk/foreign-travel-advice

There have been numerous incidents of young UK nationals travelling abroad which breached current UK legislation, and also legislation of the country of destination if arriving illegally though unsupervised border crossings.

In a handful of cases parents were unaware of their child's plans to travel so this is one of the reasons that we have contacted you to confirm you are fully aware and are happy with the proposed travel arrangements.

Your child's safety is paramount to the school and travel abroad is covered within safeguarding protocols and current legal duties placed upon educational institutions.

Please do not hesitate to contact (insert name) on any issues relating to the content of this letter

Yours sincerely

Insert name

Appendix 3 – Associated terminology

Al-Qaeda - An international organization of loosely affiliated groups/cells that carry out attacks and bombings in the attempt to disrupt the economies and influence of Western nations and advance Islamic extremism

British- People who are the inhabitants of Britain (e.g. citizens of England, Scotland, Wales, Northern Ireland, the Isle of Man or one of the Chanel Islands, collectively known as the United Kingdom) or an inhabitant of a British overseas territory

English Defence League (EDL) - The English Defence League is a far right, street protest movement, which opposes what it considers to be a 'spread of Islamism', and Islamic extremism in the United Kingdom.

Ethnicity - This is linked to distinctive shared social, linguistics, physical (e.g. skin colour) cultural and geographical heritage and norms. Religious belonging may be part of these norms. Every person has an ethnicity. To belong to an ethnic group, an individual must see themselves as a member and be seen as others as being a member of the group

Extremism - One who advocates or resorts to ideologies and measures beyond the norm, in politics and religion often using violence and terror tactics to make their views known, or to gain power. According to KCSIE (2019:85), it 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*'

Ideology- A set of ideas and beliefs of a group, religious or political party

Identity - An umbrella term used to describe an individual's understanding of him or herself; identity is influenced by many factors, gender, ethnicity, religion, nationality, culture, family etc.

Media - The means of communication that reaches large numbers of people e.g. the television, newspapers, and the internet

Propaganda - Ideas or statements that are often false or exaggerated and that are spread in order to help a cause

Islamophobia - A hatred or fear of Muslims, their religion and sometimes-related politics or culture.

Islamist - A western term used to describe an extreme Muslim usually politicised

Jihad- Personal struggle in everyday life; striving to achieve a goal; also used to mean taking up arms if necessary

Nationalism - a feeling that people have of being loyal to and proud of their country often with the belief that it is better and more important than other countries

Nationality - The status of belonging to a particular nation by origin, birth, or naturalization

Racism - This term refers to the deeply rooted but groundless belief that certain groups are inherently inferior to others. Racism is expressed through attitudes, behaviours and institutional policies and

procedures. It disadvantages certain groups in terms of housing, job opportunities and education. Some White people experience racism (for example people from Irish, Jewish or Traveller backgrounds).

Radical - A word that describes a person who favours extreme or fundamental change in existing institutions or in political, social, or economic conditions

Radicalisation – This terms refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups (KCSIE, 2019:85)

Resilience - The ability to recover quickly from change, or misfortune

Right wing - A conservative or reactionary element in a political party or other organization, often associated with fascism, nationalism and racism.

Social media - Forms of electronic communication (web sites, social networking and blogging) through which users create online communities to share information, ideas, personal messages, and other content e.g. videos.

Stereotypes - This involves making generalised assumptions about a person or group; applying these assumptions; expecting people to conform to them

Terrorism - The unlawful use or threatened use of force or violence by a person or an organised group against people or property with the intention of intimidating individuals, coercing societies or governments, often for ideological or political reasons.

Terrorist - One that engages in acts or an act of terrorism

Xenophobia - An unreasonable fear or hatred of foreigners or strangers, or of that, which is different, foreign or strange.

Staff member identifies a potential concern

Clarify concern, provide context and fully record.
Seek advice from DSL

Concern remains?

IMMEDIATE ACTION REQUIRED

- **Cause harm to self or danger to the public**
- **Serious aggravating features (evidence on mobile phone, possession of an item)**
- **Potential to travel**

NOT IMMEDIATE

Discuss with

- **Police 101**
- **Channel Safeguarding team**

- **Call 999**
- **Call Counter Terrorism hotline – 0800 789 321**

No further action

Concern identified, multi-agency support

Act on advice

Complete Channel referral form and send to them

Action required – agree plan with Channel team and other professional agencies

Document concerns, conversations with the young person, family, friends, community etc

The incident form should document all professional judgments

PLEASE BE AWARE THAT THE COUNTER TERRORISM UNIT / VARIOUS POLICE FORCES MAY HOLD EXISTING INTELLIGENCE ON INDIVIDUALS AND WE MUST EXERCISE CAUTION IN RELAYING / REFERRING TO OTHER AGENCIES AS THIS COULD IMPINGE ON OTHER INTELLIGENCE / INVESTIGATIONS