



Diocese of Salisbury  
Academy Trust

*'Beyond expectations for all of God's children'*

# PREVENT RADICALISATION AND EXTREMISM POLICY

Policy Date: September 2021

Review Date: September 2024

*This policy is to be adopted by each Academy and the associated Risk Assessment is to be adapted by each Academy*

## 1. Rationale

In today's modern world, children may be exposed to many radical and extremist views, both through the people they meet and through a wide range of media.

Prevent is part of the UK's counter terrorism strategy, aimed at preventing people from becoming involved in terrorism or supporting terrorism. From 1 July 2015 all schools, registered early years childcare providers and registered later years childcare providers are subject to a duty to have "due regard to the need to prevent people from being drawn into terrorism". Protecting children from the risk of radicalisation should be seen as part of schools' and childcare providers' wider safeguarding duties.

## 2. Policy and Procedure

Pupils within the Diocese of Salisbury Academy Trust are privy to a host of avenues where radicalisation and extremism is discussed.

- Collective worship and the curriculum cover topics where pupils learn about what radicalisation and extremism are, with examples in the world. They are also taught about having their own voice and not always heeding the views of other people, especially if they have doubts about them.
- The PSHE curriculum covers aspects of radicalisation and extremism, including the close links to bullying and rights.
- Pupils are supported in their spiritual, moral, social and cultural development across all Key Stages and pupils learn about the rights and wrongs in society at a level appropriate to their age.

Our academies have an internal referral process whereby staff can flag up any concerns they have around radicalisation and extremism as stated in the Child Protection Policy. Any colleague with concerns should complete the Radicalisation and Extremism Concern Form attached and forward immediately to the Headteacher.

The concern is logged and a timeline started. The Police and Social Services will be contacted.

The Trust has a risk assessment in place which is personalised by each Academy and also identifies pupils who may be at risk of Radicalisation and Extremism.

Please see Radicalisation and Extremism Concern Form and Risk Assessment attached at Appendix 1 and Appendix 2.

The Trust works closely with the Police and their PREVENT Agenda (please see Appendix 3 and Appendix 4).

The Trust ensures that all staff and volunteers within their schools have adequate training to identify the signs of radicalisation and know how to refer to the appropriate agencies.





## Radicalisation and Extremism Risk Assessment

Does the school have a policy?	Yes – Trust Wide Policy	
Does the school work with outside agencies on R and E?	Police and Social Care, external safeguarding training (Babcock)	
Does the school have a nominated R and E Lead?	Holly Doswell	
Do staff have a process to voice their concerns?	Yes – usual channels as safeguarding (My Concern)	
Do pupils have a process to voice their concerns	Classteacher, TAs, ELSAs, School Council, pupil voice/concern box in class	
Are there opportunities for students to learn about R and E?	PSHE and Collective Worship, RE	
Are there documented cases of R and E at the school?	No	
Is the school particularly prone to R and E	No	
Other opportunities Our wider curriculum vision themes aim to promote diversity and challenge inequality and prejudice. In particular, our themes called ‘Strength in Self’, ‘Strength in Difference’, ‘Together in our Communities’, ‘Together in our World’ and ‘Be heard’ specifically promote these ideas		
Evaluation	HIGH RISK MODERATE RISK <b>LOW RISK</b>	Policy to be reviewed by the Trust Board regularly.

## The Pupils

Are students aware of what R and E is?	Collective worship led by SLT on topic and delivered through PSHE and other subjects	
Are individual students risk assessed?	If an R and E concern form is filled in. Students who are perceived to be vulnerable are identified early and flagged up to all staff.	
Students at risk	None	
Other		
Evaluation	HIGH RISK MODERATE RISK <b>LOW RISK</b>	Staff to continue to monitor and continue to educate via appropriate curriculum content.

## The Community

The local communities (13 different villages) which the school serves consists of families who are mainly White British with relatively few families of differing cultures and backgrounds. There exists some levels of deprivation in certain parts of the community.		
Evaluation	HIGH RISK MODERATE RISK	The school will continue to work with parents on R and E

	<b>LOW RISK</b>	through the Parent Forum and through sharing work done in school on our wider curriculum themes and in PSHCE.
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## PREVENT - SELF-ASSESSMENT

<b>SCHOOL NAME: Dunbury Academy</b>	
<b>Name of assessor(s): Holly Doswell</b>	
<b>Date of assessment: 17/07/2023</b>	
<b>To be reviewed: 09/2024</b>	
PREVENT OBJECTIVE 1	Clear leadership and accountable structures are in place and visible throughout the organisation
PREVENT OBJECTIVE 2	Staff and the Governing Body have been appropriately trained according to their role
PREVENT OBJECTIVE 3	An appropriate reporting and referral process is in place and referrals are being managed effectively
PREVENT OBJECTIVE 4	A broad and balanced curriculum that helps protect students against extremism and promotes community cohesion

Evidence	Tick as appropriate and details	Self-Assessed Rating Red/Amber/Green
<b>1. Clear leadership and accountable structures are in place and visible throughout the organisation</b>		
There is an identified strategic PREVENT lead within the school	Yes - HT	Green
The Strategic Lead understands the expectations and key priorities to deliver PREVENT and that this is embedded within Safeguarding Procedures	Yes	Green
There is a clear awareness of roles and responsibilities throughout organisation regarding PREVENT	Yes	Green
The PREVENT agenda and its objectives have been embedded within the appropriate Safeguarding processes	Yes	Green
<b>2. Staff and the Governing Body have been appropriately trained according to their role</b>		
A plan is in place to include Workshop to Raise Awareness of PREVENT (WRAP) training so that key staff and Governors understand the risk of radicalisation and extremism and know how to recognise and refer children who may be vulnerable	Yes for staff Yes for safeguarding governors and chair but not all governors	Amber – governor and new staff training
Details of WRAP courses, including frequency and availability, are cascaded to all relevant staff	Yes when communicated to school	Amber
Further training on the PREVENT agenda is made available to the Strategic PREVENT Lead and Safeguarding Leads where appropriate	Yes	Green
There is appropriate staff guidance and literature available to staff on the PREVENT agenda	Yes	Amber – posters to raise awareness in bases.
<b>3. An appropriate reporting and referral process is in place and referrals are being managed effectively</b>		
Ensure that preventing young people from being exposed to radicalisation or extremism is part of the school's safeguarding policies and procedures	Yes	Green
A single point of contact (SPoC) for any PREVENT concerns raised by staff within the school has been	Yes - HT	Green

Evidence	Tick as appropriate and details	Self-Assessed Rating Red/Amber/Green
identified		
An appropriate internal PREVENT referral process has been developed	Yes part of safeguarding process – policy with forms uploaded to my concern in resources	Green
Partner agency communication channels have been developed – PREVENT Lead at Police are first port of call when outside agencies need to be consulted or for making a Channel referral	Display of number in offices at both bases	Amber – as never referred before
An audit trail for notification reports / referrals exists	Yes	Green
<b>4. A broad and balanced curriculum that helps protect students against extremism and promotes community cohesion</b>		
Academy has a range of initiatives and activities that promote the spiritual, moral, social and emotional needs of students aimed at protecting them from radicalisation and extremist influences	Yes	Green
Students are aware of the benefits of community cohesion and the damaging effects of extremism on community relations	Yes – age appropriate levels	Green
Staff are able to provide appropriate challenge to students, parents or governors if opinions are expressed that are contrary to fundamental British values and promotion of community cohesion	Yes	Green