

Radicalisation and Extremism Protocol

Document control table

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Radicalisation and Extremism Protocol

Rationale

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

Policy and Procedure

Children at our academies are privy to a host of avenues where radicalisation and extremism is discussed.

- Students have SLT assemblies on the topic and 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 LIFE curriculum covers aspects of radicalisation and extremism too, as well as the close links to bullying and rights.
- Ethics is taught across all Key Stages and students learn about the right and wrongs in society.
- The school has an internal referral process whereby staff can flag up any concerns they have around radicalisation and extremism. Any colleague with concerns should complete a Concern Form and forward immediately to Vice Principal- DEEP Support.

The concern is logged and a timeline started.

The Police and Social Services will be contacted.

The school has a risk assessment in place and also identifies pupils who may be at risk of R and E.

Please see Radicalisation and Extremism Concern Form and Risk Assessment attached at Appendix I and Appendix II

The school works closely with the Police and their Prevent Agenda (please see Appendix III)

Appendix I

Radicalisation and Extremism Concern Form

Pupil Name:	Staff Logging Concern	Date:

Nature of Concern (please tick):

Inappropriate contact on phone/ student IT files	
Inappropriate material held by student	
Overheard conversation	
Propaganda material	
Gang mentality	

Describe in a much detail as possible your concern and note any behaviours observed

Once complete please email this form IMMEDIATELY to ##### - Vice Principal Deep Support



Radicalisation and Extremism Concern Form –Part 2

Actions Taken:

To be completed by VP Deep Support:

Referral to Social Care	Name of contact	
Phone call to police	Name of contact	
Discussed with Principal	Date and time	
Timeline started and risk assessment undertaken	Date and time	

VP Deep Support to describe the outcome and next steps taken to safeguard the student:



Signed:

Date:

Appendix II

Radicalisation and Extremism Risk Assessment

The Academy

Does the academy have a policy?	Yes	
Does the academy work with outside agencies on R and E	Yes	Police and Social Care
Has the academy got a nominated R and E lead?	Yes	VP Deep Support
Do staff have a process to voice concerns?	Yes	Internal Referral Form
Do students have a process to voice their concerns?	Yes	VMG Mentor, Learning Manager, Student Voice
Are their opportunities to learn about R and E?	Yes	LIFE lessons, assemblies
Are their documented cases of R and E at the academy?		
Evaluation	<u>LOW RISK</u>	Policy to be reviewed by each academic year. Assemblies and LIFE curriculum provide students with an understanding of R and E and what to look for.

The students

Are students aware of what R and E is?	Yes	Whole school assemblies, LIFE lessons
Are individual students risk assessed?	Yes	When an R and E issue is raised a risk assessment is produced for the students identified.
Students at risk		
Evaluation	<u>LOW RISK</u>	Staff to continue to monitor students and educate students of R and E issues.

The Community

Add a paragraph on the demographic of the local community

Evaluation	<u>LOW RISK</u>	The school will continue to work with parents on R and E through the Parent Voice
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Appendix III

PREVENT SELF ASSESSMENT

PREVENT OBJECTIVE 1: Clear leadership and accountability 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

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

Academy Name:

Name of Assessor: VP Deep Support

Date of Assessment:

To be reviewed:

Evidence	Y/N	Self - Assessment Rating
There is an identified strategic PREVENT lead in school		
The strategic lead understands the expectations and key priorities to deliver PREVENT and that this is embedded within Safeguarding Procedures		

SLT are aware of the PREVENT Strategy and its objectives	
There is a clear awareness of roles and responsibilities throughout the organisation regarding PREVENT	
PREVENT safeguarding responsibilities are explicit within the Schools Safeguarding Team	
The PREVENT agenda and its objectives has been embedded with the appropriate Safeguarding Processes	

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

Evidence	Y/N	Self - assessed Rating
A plan is in place to include a 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		
Details of WRAP course are cascaded to all staff		
Further training in the PREVENT agenda is made available to strategic PREVENT lead and Safeguarding Leads		
Appropriate staff guidance and literature on the PREVENT agenda		

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

Evidence	Y/N	Self - assessed Rating
Ensure that preventing young people from being exposed to radicalisation or extremism is part of the school's safeguarding policies and procedures.		
A single point of contact [SPoC] for any PREVENT concerns raised by staff within the school has been identified		

An appropriate internal PREVENT referral process has been developed	
Partner agency communication channels have been developed – PREVENT Lead at Local Police are first port of call when outside agencies need to be consulted or for making a Channel referral.	
An audit trail for notification reports/referrals exists	
PREVENT referrals/notifications are being managed or overseen by relevant staff	
A process is in place to identify and develop 'lessons learnt'	

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

Evidence	Y/N	Self - assessed Rating
School has a range of initiatives and activities that promote the spiritual, moral, social and emotional needs of children aimed at protecting them from radicalisation and extremist influences		
The school delivers training that helps develop critical thinking skills around the power of influence, particularly on-line and through social media.		
Students are aware of the benefits of community cohesion and the damaging effects of extremism on community relations		
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		