Preventing Extremism and Radicalisation Guidance

Implementation date:		November 2020	
Last review date:		November 2020	
Next Review date:		July 2022	
Date	Version	Reason for change	Source
13.11.20	V1.4	Updates	Trust

To be read alongside all relevant Matrix Academy Trust policies and procedures

1. Introduction

1.1 Since 2011, when the Government published the revised Prevent Strategy, there has been an awareness of the 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.

1.2 Matrix Academy Trust values freedom of speech and the expression of beliefs 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.

1.3 Matrix Academy Trust is committed to providing a secure environment for pupils, where children and young people feel safe and are kept safe. All professionals at the school recognise that safeguarding is everyone's responsibility irrespective of their role they undertake or whether their role has direct contact or responsibility for children or not.

1.4 This Preventing Extremism and Radicalisation guidance 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/S175 of the Education Act 2002.

1.5 Each school's Preventing Extremism and Radicalisation guidance also draws upon the guidance produced by the Birmingham Children Safeguarding Partnership (BCSP), DfE Guidance "Keeping Children Safe in Education, September 2020", HM government document "Prevent Duty: A guide for local partners in England" and the "Counter Terrorism and Security Act 2015".

1.6 The Counter-Terrorism and Security Act 2015 express 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 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).

1.7 The Department for Education has set up a helpline for teachers who have questions and/or concerns about extremism. Teachers can call: 0207 340 7264 or email: counter.extremism@education.gsi.gov.uk

2. Trust Ethos and Practice

2.1 When operating this guidance, the 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 acceptance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas'.

2.2 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 see 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.

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

2.4 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.

2.5 Therefore, each school 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.

2.6 Please see notes on associated terminology in addendum 1.

3. The Counter Terrorism and Security Act July 2015

3.1 The Counter Terrorism and Security Act 2015 was published on 12th February 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.

3.2 Schools leaders (including Trustees) 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. Local safeguarding arrangements, 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 local safeguarding arrangements 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 speakers

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

4. Recognising the indicators of vulnerability to radicalisation

4.1 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.

4.2 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.

4.3 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 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 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.

4.4 More critical risk factors could include:
- Being in contact with extremist recruiters;
- 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.

4.5 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 the Behaviour Policy for pupils and the Code of Conduct for Employees and Disciplinary Policy for Employees.

4.6 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.

4.7 Each school is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism. **A SPOC is identified in each school. Please refer to the schools prevent plan in addendum 4 for each schools named SPOC.**

4.8 When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC or Head teacher. 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 schools will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

4.9 Each school will closely follow the locally agreed procedure as set out by their local safeguarding arrangements for safeguarding individuals vulnerable to extremism and radicalisation.

5. Teaching Approaches

5.1 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 extremist narratives and influences. In our schools this will be achieved by good teaching, primarily via 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.

5.2 Each school 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.

5.3 We will also work with local partners, families and communities in our efforts to challenge extremist views and to assist in the broadening of our pupils' experiences and horizons.

6. Use of External Agencies and Speakers

6.1 The Trust encourages the use of external agencies 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. 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.

6.2 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 compete opposition to, the school's values and ethos.

6.3 Each school 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 the school 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 by the school to ensure that they are effective.

6.4 Therefore by delivering a broad and balanced curriculum, 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.

7. Whistleblowing

7.1 Where there are concerns of extremism or radicalisation pupils and staff will be encouraged to make use of our internal systems to whistle blow or raise any issue in confidence.
Please refer to the separate Whistleblowing Policy.

8. Recruitment

8.1 The arrangements for recruiting all staff, permanent and volunteers, to each school 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.

8.2 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 schools character and ethos. We are aware that such persons seek to limit the opportunities for pupils thereby rendering them vulnerable to extremist views and radicalisation as a consequence.

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

9. Role of Governance Advisory Board

9.1 The Governance Advisory Board of each school will undertake annual training led by the Designated Safeguarding Lead to ensure that they are clear about their role and the parameters of their responsibilities as members of the Governance Advisory Board.

9.2 The Governance Advisory Board of each school will support the ethos and values of each school and will support the school in tackling extremism and radicalisation.

9.3 The Trustees will review this guidance prior to the start of a new academic year (on an annual basis) but may amend and adopt any amendments outside of this timeframe in accordance with any new legislation or guidance. A Trustee is the Trust's DSL in Governance.

9.4 The Governance Advisory Board will consider and monitor the Prevent Plan of their school.

10. Standards for Teachers

10.1 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.

10.2 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 students **'democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs'**.

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

11.1 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 **addendum 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.**

11.2 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 in **addendum 3, 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 the schools Multi Agency Safeguarding Hub, this might then escalate the case to Channel where a case de-confliction is carried out that determines threshold for Channel. The Channel panel will suggest appropriate intervention if required. This will be from a safeguarding perspective around a number of issues that will encompass extremism vulnerabilities. If any responses/discussions give further indicators for concern around extremism then the Local Security and Partnership Officer will be contacted.

12. Links and Supporting Documents

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://www.gov.uk/government/uploads/system/uploads/attachment_data/file/440450/How_social_media
_is_used_to_encourage_travel_to_Syria_and_Iraq.pdf

Promoting British Values through SMSC
https://www.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-extremism-taskforce

Channel Guidance
http://www.acpo.police.uk/documents/TAM/2012/201210TAMChannelGuidance.pdf

Prevent Duty (new guidance and consultations doc)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/388934/45584_Prevent_duty_guidanc e-a_consultation_Web_Accessible.pdf

Keeping Children Safe in Education September 2020
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912592/Keeping_children_safe_in_education_Sep_2020.pdf

Addendum 1 – 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

Channel A key element of the Prevent Strategy; Channel is about safeguarding children and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from the risk they face before illegality occurs

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

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

Resilience The ability to recover quickly from change, or misfortune

Right wing A conservative or reactionary element in a political party or other organisation, 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.

XFR Extreme far right

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

Dear Parent/Carer

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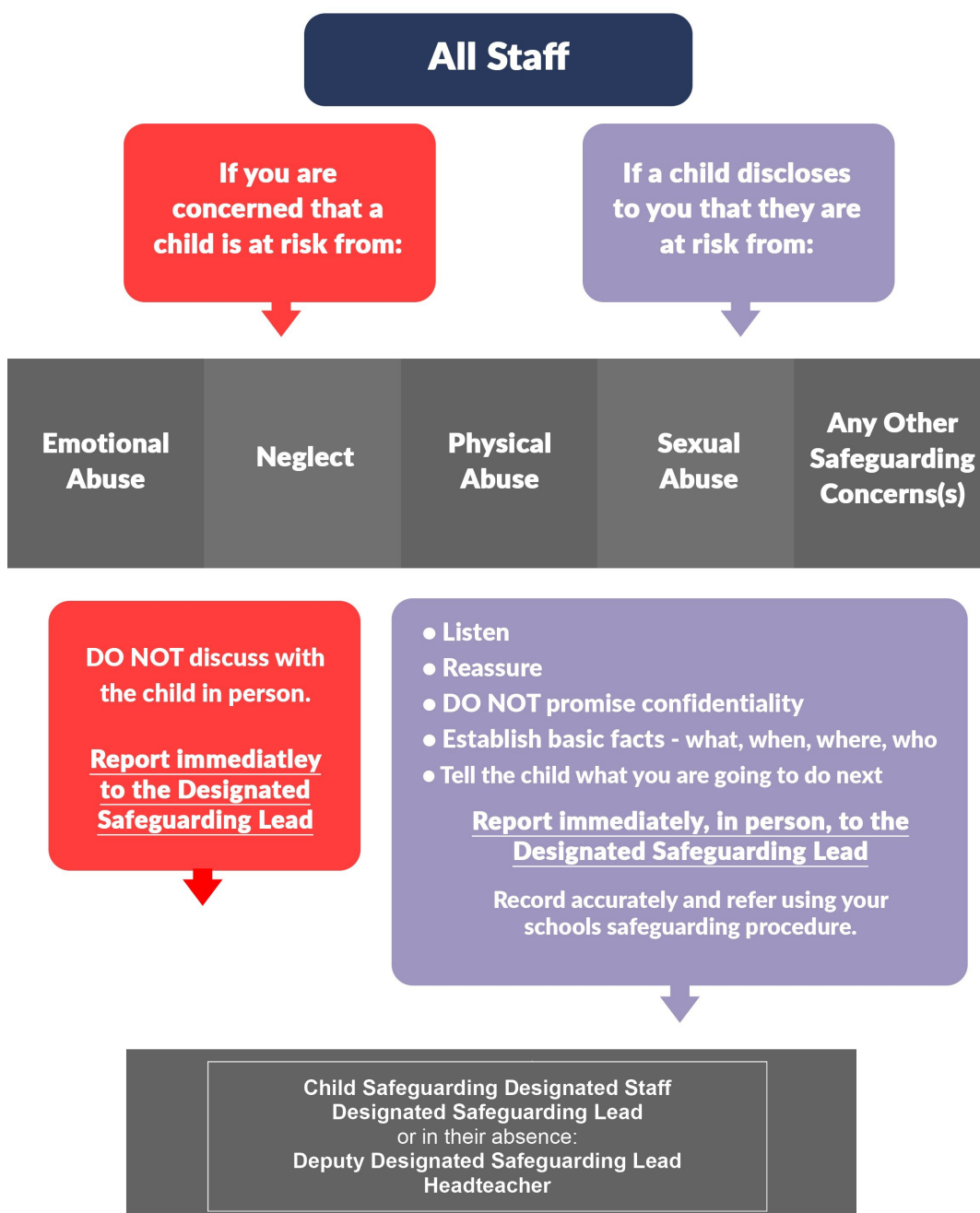
We are aware that in some countries travel for British Nationals can mean increased risk of terrorist attack. Please see the link below of the latest advice and risks associated to a number of destinations. https://www.gov.uk/foreign-travel-advice

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

Addendum 3

MATRIX ACADEMY TRUST

Safeguarding **Procedures**

All Staff

If you are concerned that a child is at risk from:

If a child discloses to you that they are at risk from:

Emotional Abuse	Neglect	Physical Abuse	Sexual Abuse	Any Other Safeguarding Concerns(s)

DO NOT discuss with the child in person.

Report immediatley to the Designated Safeguarding Lead

- Listen
- Reassure
- DO NOT promise confidentiality
- Establish basic facts - what, when, where, who
- Tell the child what you are going to do next

Report immediately, in person, to the Designated Safeguarding Lead

Record accurately and refer using your schools safeguarding procedure.

Child Safeguarding Designated Staff
Designated Safeguarding Lead
or in their absence:
Deputy Designated Safeguarding Lead
Headteacher

Members of staff with Advanced Level Child Safeguarding and Multi Agency Working training are identified for each school within the schools individual appendix.

<u>Prevent Plan</u>

Date Plan Implemented – October 2016   **Date Plan Reviewed – Yearly**   **Current Date: November 2020**

"There is no place for extremist views of any kind in our school, whether from internal sources (pupils, staff or governors) or external sources (school community, 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 and all staff recognise their responsibility to challenge and tackle all forms of radicalisation."

<u>Risk Assessment</u>
Barr Beacon School has adopted the Preventing Extremism and Radicalisation Guidance prepared by Walsall Council and has used this as the basis for its initial risk assessment, 'Prevent audit for primary and secondary schools' and structure of its plan'. This working document outlines how we are continually updating and refining our practice to keep everyone in our school safe in line with national strategies.
<u>Background</u>
The national assessment for the risk of terrorism is **'SUBSTANTIAL'**. This means that a terrorist attack is likely. The local risk assessment is based largely on the recently published (November 2019) Counter Terrorism Local Profile CTLP which suggests Walsall is a 'tier two' local authority, therefore carrying an increased risk of both radicalisation and terrorist related crime.
Recent arrests linked with radicalisation or terrorist activity within Walsall and surrounding area.
- An explosive device was found at a Mosque in the Walsall area.
- A right-wing group known as the English Defence League (EDL) are present within the Walsall area and have held several anti-Islamic demonstrations.
- In 2014 it was announced that Birmingham City Council and the Government were investigating a number of 'Trojan Horse' schools. The resulting reports identified issues all schools should be aware of.
- National / Global: Paris, Nice, Barcelona, London, Manchester, New Zealand attacks.
- A Birmingham man was sentenced to life for attempting to make a bomb.

<u>Barr Beacon School –School Roles and Responsibilities</u>
<u>Leadership Team</u>
Dame Maureen Brennan   -Chief Executive Officer
Mrs L Draycott   -Headteacher
Mr J Phillips   -Deputy Headteacher
Mrs K Hibbs   -Deputy Headteacher   Mrs C Eardley   -Assistant Headteacher
Miss L Lloyd   -Deputy Headteacher   Mrs M Sorensen   -Assistant Headteacher
Miss R Beards   -Deputy Headteacher   Mr K Shilton   -Assistant Headteacher
Mr P Kilvert   -Deputy Headteacher   Mr S Foster   -Assistant Headteacher
Mr D Lowbridge-Ellis   -Deputy Headteacher   Mrs R Hill   -Assistant Headteacher

<u>Designated Safeguarding Staff</u>
Mrs L Draycott   -Headteacher
Mrs M Sorensen   -Designated Safeguarding Lead

Mrs S Saunders   -Deputy Designated Safeguarding Lead
Miss T Marklew   -Deputy Designated Safeguarding Lead

Governors
Dr D Park   - Chair of Governance Advisory Board
Mrs D Williams   - Matrix Trustee responsible for Safeguarding and E-Safety (WRAP trained)

Single Point of Contact (SPOC)
Mrs Michelle Sorensen   -Designated Safeguarding Lead

Prevent Plan
Barr Beacon School has adopted the four broad principles of Walsall Councils 'Preventing Extremism and Radicalisation Guidance' as the following objectives:
1. **Leadership – Clear leadership and accountable structures are in place and visible throughout the organisation.**
2. **Training – The Staff and governing body have been appropriately trained according to their role.**
3. **Referrals – An appropriate reporting and referral process is in place and referrals are being managed effectively.**
4. **Curriculum – A broad and balanced curriculum that helps protect students against extremism and promotes community cohesion.**

Barr Beacon School **Completion Date: October 2016** **Current Date: November 2020** **Guidance reviewed yearly**	**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	**Colour code**	**Evidence & Actions**
There is an identified strategic Prevent Lead within the school.		Mrs M Sorensen is Prevent Lead and SPOC (Single Point of Contact) within the school. All teaching staff received Prevent Training on 3rd June 2019. This was delivered by Dave Chadwick, Walsall Prevent Officer.
The strategic Prevent Lead understands the expectations and key priorities of PREVENT and these are embedded and explicit within safeguarding policies.		In line with 'Keeping Children Safe in Education' (September 2018) the school's Safeguarding Policy has been updated with explicit Prevent information and expectations. This information has also been delivered to staff in training sessions.

		The school has a clear emergency evacuation plan in place in case of a bomb threat, explosion or chemical hazard. This is in addition to our Crisis Management Policy. The school has a clear emergency procedure plan in the event of an intruder on site.
The Senior Leadership Team have a clear understanding and commitment to the Prevent Strategy and its key objectives.		DSL organised PREVENT training for all teaching staff, key support staff such as; LSAs, House PAs on 3rd June 2019. This was delivered by Dave Chadwick, Walsall Prevent Officer. A school Development Plan objective for 2019-20 is to develop every pupil as a 'Barr Beacon pupil'. They are unafraid to **B**e themselves, be **E**qual to everyone, **A**ct responsibly, have **C**onsideration for others and the environment, **O**wn what they do and **N**ever discriminate.
The PREVENT agenda and its objectives are embedded within the appropriate safeguarding processes established and used in school.		All staff are aware via PREVENT and Safeguarding Level 1 training of the issues. Staff are aware of how Prevent is to be considered as another safeguarding issue and how to identify any concerns or vulnerabilities of a child or their family and who to report these concerns to. Barr Beacon School follows protocol from the Local Authority, making a referral to the Multi-Agency Screening Hub (MASH), using the Multi-Agency Referral form (MARF) and all designated safeguarding staff are aware of how they access the form. All staff, including new staff, have received awareness of the school Prevent procedure during Level 1 Safeguarding Training. Teaching staff, Leadership and three members of the Governance Advisory Board have received full WRAP training via new staff CPD. Leadership have also organised teaching staff CPD on 'Preventing Radicalisation' and 'Challenging Extremist Views: the Local Context' which was delivered by Bob Spencer (previous Walsall Prevent Coordinator). All staff received Prevent Training on 3rd June 2019. This was delivered by Dave Chadwick, Walsall Prevent Officer. Training will also be organised for new staff. In addition, staff CPD has included on 'Tackling and Challenging Islamophobia' and is embedded within the PSHE schemes of work and via pupil assemblies.
There is an effective framework for managing guest speaker requests.		Robust procedures are in place for guest speakers. There is a proforma in place for checks before guest speakers are allowed onto school premises. Material is viewed before arrival and background and DBS checks are made. Guests are accompanied by staff <u>at all times</u>.

Staff and the Governing Body have been appropriately trained according to their role

Evidence	Colour code	Evidence and Actions
All staff and Governors know who the Prevent Lead is in school.		All members of staff and Governors are aware that Mrs M Sorensen is Barr Beacon School's SPOC (Single Point of Contact and Designated Safeguarding Lead) following their Level 1 Safeguarding Training. The Walsall Prevent Education Co-ordinator is Neil Markham and the Walsall Prevent Officer is Dave Chadwick.
They understand the risk of radicalisation and extremism and know how to recognise and refer children who may be at risk.		All Trustees have received Level 1 Safeguarding training which includes raising awareness on 'PREVENT'.
There are appropriate policies, staff guidance and literature readily available to all staff on PREVENT		Safeguarding posters, outlining the procedures of reporting, are widely displayed around school for staff, pupils, visitors and parents/carers. These can also be found on the school website and staff area, alongside the Child Safeguarding Policy. All staff are issued with 'KCSIE- Keeping Children Safe in Education' Part 1. All visitors are issued with a visitor's booklet at reception upon arrival to school and are asked to read and sign for this.
Staff are confident and able to provide appropriate challenge to students, 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.		Staff are aware that they have a duty of care for the children in our school and are responsible for acting on any concerning language or behaviours with regards to radicalisation or terrorism.

Staff are fully aware and are reminded through a variety of communication methods including staff briefings and staff CPD sessions about the referral process, on the steps they must take in order to effectively safeguard our children. |
| Regular, continuous CPD updating training on PREVENT is available to the Strategic Prevent Lead and safeguarding leads where appropriate. | | All staff receive awareness of the school Prevent procedure during Level 1 Safeguarding Training.

Teaching staff and key support staff have received PREVENT training via staff CPD on 3rd June 2019. This was delivered by Dave Chadwick, Walsall Prevent Officer.

Staff have also received CPD delivered by Bob Spencer (previous Walsall Prevent Coordinator) on 'Preventing Radicalisation' and 'Challenging Extremist Views: the Local Context'.

New staff are scheduled to receive PREVENT training within the first term of their employment.

A member of the safeguarding team attends the Local Authority's 'Prevent' workshops held at the Education Development Centre in Walsall.

In addition, staff CPD has included 'Tackling and Challenging: Islamophobia'. |

An appropriate reporting and referral process is in place and referrals are being managed effectively		
Evidence	**Colour code**	**Action, when and responsibility**
An appropriate internal PREVENT referral process has been developed.		Staff with any concerns regarding radicalisation, terrorist activity or the vulnerability of a child, are aware of the safeguarding referral process to a member of the Safeguarding Team and SPOC (DSL).
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.		School can refer any concerns to the Multi-Agency Screening Hub (MASH) or liaise with Prevent Coordinator for advice and guidance as well as the Prevent Team at West Midlands Police.
Evidence of notification reports and/or referrals exists in school.		All concerns and referrals are fully documented, dated and referenced. Each referral can be found with case notes as evidence.
Prevent notifications or referrals are managed or overseen by designated staff e.g. the Prevent Lead.		All staff concerns are discussed initially with the Designated Safeguarding (Prevent) Lead (SPOC/DSL), Mrs M Sorensen.
A process is in place to identify, and develop 'lessons learnt'; a reflective process that will inform future action.		The Designated Safeguarding Lead (Prevent Lead / SPOC/DSL) discusses all referrals with the Headteacher. Information is shared when appropriate with Senior Leadership Team. Following this, reflections and considerations are made for future incidents.

A broad and balanced curriculum that helps protect students against extremism and promotes community cohesion		
Evidence	**Colour code**	**Action, when and responsibility**
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.		School allows pupils in all years to explore different elements of the curriculum which are creative and age appropriate (see PSHE/RSE/SMSC curriculum map). Pupils have also been made aware of e-safety and the dangers that exist on the internet and ways in which they can stay safe. Specific PSHE/ 'Beacon Values' assemblies are delivered to all pupils and is embedded within the ethos of the school. Equality and diversity is highly valued as a part of daily school life, 'Beacon Values' pupil representatives and receives a special focus every February. Each year there is an opportunity for parents to attend an e-safety presentation at Year 7 'Settling in Evening'. There are regular e-safety updates sent to parents.
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.		Debating in lessons and PSHE is encouraged in a respectful manner. Community cohesion is greatly valued within school and is passed onto our pupils. Pupils are taught to understand that we are all different and have our opinions and that it does not make us any less of a person. Pupils, within the curriculum, are expected to

		research and be aware of different aspects of the local, national and global media, such as war for example.
		Year 7, 8 and 9 have workshops with Street Teams on Prevent.
		Year 10 have workshops with the 'Tapestry Theatre Production Company' each year.
		Pupil Voice surveys after these workshops indicate that children found the workshop beneficial. Pupils made the following comments:
		• Year 9 Pupil - 'I thought that the workshop was relevant to real life topics teaching those to prevent an example of terrorism when they see it, and helped us to have a better understanding overall about terrorism. It also taught us about how grooming was a topic that slipped into terrorism'.
		• Year 9 Pupil - 'Overall the workshop to me was very important as it opened my eyes to the issues the world is facing. I think people need to know about what's happening and having this session allowed everyone to be open and learn new things in a safe environment'.
		• Year 10 Pupil - 'At times it was quite difficult to watch because of some of the abuse and some of the racist tones however, it made me think more deeply about the general attitude towards terrorism and its unfair association with the religion of Islam'.
		• Year 10 Pupil - 'Unbiased and allows you to have your own opinions on the show and lets you think about certain statements throughout the performance to make your own judgement'.
		• Year 10 Pupil – 'Extremism is a rising issue, it is vital that the topic was discussed within school'.
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.		E-safety working groups of KS3/4 and 5 pupils (Digital Leaders) plan and deliver House assemblies under the guidance of senior staff and raise awareness of online safety issues. They ensure other pupils know how to remain safe and where they can obtain advice and support if in need e.g. posters, PSHE, ICT lessons, information on the school website, 'top tips' in pupil planners. Barr Beacon has a robust E-Safety Policy and online monitoring system 'Futures Cloud'.

Resources, displays and literature provide balanced information, advice and alternative views for pupils and students.		School facilitates appropriate discussion, where curriculum appropriate, around these areas to encourage interest and educate pupils into different cultures.
Pupils demonstrate in their work and relationships with others an ability to recognise diversity and the problems and possibilities inherent within this.		Barr Beacon School is a multi-cultural, cohesive community. There are pupils and staff from a wide range of ethnic and socio-economic backgrounds.
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.		All of these aspects are addressed and revisited via specifically highlighted PSHE sessions and shared via displays, assemblies and the taught curriculum. Staff attend CPD sessions on how to deliver 'sensitive' topics. Also see the school's assembly rota.
Spiritual, Moral, Social and Cultural education 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 links and supporting guidance).		All curriculum areas have been mapped in terms of their coverage of PSHE/SMSC and staff attend CPD sessions on equality and diversity.

Points to note:
- Barr Beacon School has a whistleblowing policy which minimises the risk of potential radicalisation of staff
- Barr Beacon School has robust safeguarding procedures in place as part of its safer recruitment process.
- All new staff receive 'Prevent' training which is embedded in their Level 1 Safeguarding and Basic Awareness training.
- All visitors are checked at reception and ID / DBS certificates are checked for any visitors on school site. Visitors sign in and wear a visitors lanyard / badge.
- All visitors are accompanied by a member of staff on the school site.
- Active Lockdown Policy and Emergency Procedures in place.
- Please also refer to the Safeguarding/E-Safety/Equality and Diversity /Anti-Bullying/Relationships and Sex Education and the behaviour policy.