SAPIENTIA EDUCATION TRUST

OLD BUCKENHAM
HIGH SCHOOL

Achieving excellence together

OLD BUCKENHAM HIGH SHOOL

PREVENTING EXTREMISM
AND
RADICALISATION POLICY (PREVENT)

Author / Edited by	Mr A Fell
Date	September 2021
Executive summary	This policy has been reviewed and amendments made in order to comply with Trust requirements and those of the Local Authority
Review Body	School
Endorsed by	Governing Body
Review frequency & next review due	Every year – September 2022
Comments	This policy is available on our school website and is available on request from the school office. This policy will be reviewed in full by the Governing Body on an annual basis.

Endorsed by **Old Buckenham High School** Governing Body on 11th October 2021

Reviewed October 2021

Background

The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including schools and colleges, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). The Prevent duty reinforces existing duties placed upon educational establishments for keeping children safe by:

- Ensuring a broad and balanced curriculum is in place to promote the spiritual, moral, social and cultural development of pupils.
- Assessing the risk of pupils being drawn into extremist views.
- Ensuring safeguarding arrangements by working in partnership with local authorities, police and communities.
- Training staff to provide them with the knowledge and ability to identify pupils who may be vulnerable to radicalisation.
- Keeping pupils safe online by using effective filtering and usage policies.

This policy is available on our school website and in hardcopy from the school office on request.

The policy is provided to all staff and should be read in conjunction with the following policies:
- Attendance Policy
- Anti-Bullying
- E-safety Policy
- Health and Safety Policy
- Safeguarding incorporating Child Protection Policy
- Safety of Pupils Management Policy
- Security and Access Management Policy
- Single Equality Scheme
- Staff Code of Conduct
- Use of School Premises/Lettings
- Whistle-blowing

This policy will be reviewed in full by the Governing Body on an annual basis as part of the review of the Safeguarding & Child Protection Policy. This policy was last reviewed on 11th October 2021. It is due for review in September 2022.

Signature ACrfell   Headteacher   Date: 11th October 2021

Signature   Chair of Governors   Date: 11th October 2021

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Reviewed October 2021

1. PURPOSE & AIMS

1.1 Old Buckenham High School is fully committed to safeguarding and promoting the welfare of all its pupils. We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society.

1.2 Our school fully recognises the contribution it can make to promoting the welfare of children and protecting them from harm. This policy sets out our strategies and procedures to protect vulnerable pupils from being radicalised or exposed to extremist views. The elements of our policy are prevention, protection and support.

1.3 At Old Buckenham High School we will ensure that:
- All staff, volunteers and governors, have an understanding of what radicalisation and extremism is and why we need to be vigilant in school.
- Through training, staff, volunteers and governors will know what the school policy is on tackling extremism and radicalisation and how to respond when concerns arise.
- Through our curriculum, we will promote the spiritual, moral, social and cultural development of pupils.
- Parents/carers and pupils will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews these systems to ensure they are appropriate and effective.

1.4 This policy applies to all pupils, staff, parents, governors, volunteers and visitors.

1.5 A glossary of related terms and indicators of vulnerability to extremism can be found in Appendices 1 & 2 of this policy.

2. ROLES AND RESPONSIBILITIES

2.1 It is the responsibility of *every* member of staff, volunteer and regular visitor to our school to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the pupils at this school.

2.2 The Governing Body of Old Buckenham High School is accountable for ensuring the effectiveness of this policy and our compliance with it. The Governing Body will ensure that:
- This policy is reviewed annually alongside our Safeguarding & Child Protection Policy.

- All staff undertake appropriate training that equips them with the skills to identify and respond appropriately to concerns regarding extremism and radicalisation.
- The Headteacher and Designated Safeguarding Lead will assess the risk of pupils being drawn into extremist views. The risk assessment may include consideration of the school's curriculum, the use of school premises by external agencies and any other local issues relating to the school community.
- A broad curriculum is in place to deliver the spiritual, moral, social and cultural development of pupils.
- Appropriate safeguarding arrangements are in place by working in partnership with other agencies and communities as required.
- There are systems in place for keeping pupils safe from extremist material when accessing the college's internet by using effective filtering and usage policies.

2.3 The Sapientia Education Trust will review Old Buckenham High School Prevent policy and procedures as part of the annual safeguarding audit and review process.

2.4 The Designated Safeguarding Lead (DSL) will carry out their role in accordance with the responsibilities outlined in *'Keeping Children Safe in Education'.* As part of this responsibility, the DSL will act as the point of contact within our school for any concerns relating to radicalisation and extremism.

2.5 The DSL and Safeguarding team at Old Buckenham High School will make referrals in accordance with Norfolk Channel procedures to the CADS team where appropriate and will represent our school at Channel meetings as required.

2.6 The DSL is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedures they need to follow. They will ensure that all staff have received appropriate training.

3. TRAINING
3.1 Through training, we will ensure that all of our staff are made fully aware of the threats, risks and vulnerabilities that are linked to radicalisation. Staff will be able to identify children at risk of being drawn into extremism and develop the confidence to challenge extremist ideas. All staff will understand how we can provide support to ensure that our pupils are resilient and supported to resist involvement in radical or extreme activities.

3.2 Our governing body will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our school.

4. THE ROLE OF THE CURRICULUM
4.1 At Old Buckenham High School we will provide pupils with a broad and balanced curriculum and promote the spiritual, moral, social and cultural (SMSC) development of our pupils. Pupils will be encouraged to regard people of all faiths, races and cultures with respect and tolerance.

4.2 Through our curriculum we will aim to:
• enable students to develop their self-knowledge, self-esteem and self-confidence;
• enable students to distinguish right from wrong and to respect the civil and criminal law of England;
• encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
• enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
• further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
• encourage respect for other people; and
• encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

4.3 We will also achieve this through an explicit PREVENT curriculum delivered through PSHE in Years 7-11 (Appendix 5) and through assemblies in Years 7-11.

5. VISITORS AND THE USE OF SCHOOL PREMISES

5.1 At Old Buckenham High School we recognise the role that external agencies and speakers can play in enhancing the learning experiences of our pupils. Where we use external agencies and individuals in this way, we will positively vet them to ensure that their messages are consistent with, and not in opposition to, the school's values and ethos.

5.2 Our 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 schools to ensure that they are effective.

5.3 Any guest speakers or external agencies will be provided with a copy of our safeguarding procedures on arrival at the school and will be appropriately supervised at all times.

5.4 When an agreement is made to allow non-school groups or organisations to use the school premises, appropriate checks will be made before agreeing the contract. Usage will be monitored and in the event of any behaviour not in-keeping with the

Tackling Extremism and Radicalisation Policy, the school will contact the police and terminate the arrangement.

6. PROCEDURES FOR MANAGING CONCERNS

6.1 Old Buckenham High School adheres to the procedures that have been agreed locally through the Norfolk Children's Safeguarding Partnership for safeguarding individuals vulnerable to extremism and radicalisation. Please also refer to our Safeguarding & Child Protection Policy for further information about our wider safeguarding responsibilities.

6.2 We recognise that staff at our school play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. **All staff are advised to maintain an attitude of '*it could happen here*' where safeguarding is concerned and this includes vulnerability to radicalisation.**

6.3 At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2018).

6.4 The Designated Safeguarding Lead (DSL) or members of the Safeguarding team should be used as a first point of contact for any safeguarding concerns in our school. Any member of staff or visitor to the school who receives a disclosure of or suspects that a child is at risk of radicalisation must report it immediately to the DSL or a member of the safeguarding team. In the absence of any of the above, the matter should be brought to the attention of the most senior member of staff.

6.5 Following receipt of any information raising concern about vulnerability to radicalisation, the DSL will consider what action to take and will follow the Norfolk Channel procedures by making a referral via the CADS as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.

6.6 All Channel referrals will be made using the referral form that can be found at Appendix 3.

6.7 If an allegation is made or information is received about an adult who works in our setting which indicates that they may be unsuitable to work with children because of concerns relating to extremism and radicalisation, the member of staff receiving the information should inform the Headteacher or the Trust's CEO immediately in line with the procedures outlined in our Safeguarding Policy and the Whistleblowing Policy.

7. RELEVANT POLICIES

7.1 To underpin the values and ethos of our school and our intent to ensure that pupils at our school are appropriately safeguarded, the following policies should be read in conjunction with this policy:
- Attendance Policy

- Anti-Bullying
- E-safety Policy
- Health and Safety Policy
- Safeguarding incorporating Child Protection Policy
- Safety of Pupils Management Policy
- Security and Access Management Policy
- Single Equality Scheme
- Staff Code of Conduct
- Use of School Premises/Lettings
- Whistle-blowing

8. STATUTORY FRAMEWORK

8.1 This policy has been devised in accordance with the following legislation and local and national guidance:

- Norfolk Channel Procedures
- The Counter-Terrorism & Security Act 2015
- 'The Prevent Duty Guidance: for England & Wales' , HM Government 2021
- 'The Prevent Duty: Departmental Advice for Schools and Childcare Providers' , DfE 2015
- 'Keeping Children Safe in Education' , DfE 2021
- 'Promoting fundamental British values as part of SMSC in schools' , DfE 2014
- 'Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children', DfE 2018, updated 2019
- 'Information Sharing: advice for safeguarding practitioners' DfE 2018

Further Guidance:
A website providing support and advice to combat radicalisation has been launched by the Eastern Region Counter Terrorism Intelligence Unit (CTIU) Prevent Team.

The Let's Talk About It website provides information enabling people to learn more about the Government's Prevent strategy with an aim to safeguard those who may be vulnerable to radicalisation. There is a range of supportive material on the website which also provides links to partner agencies to help people spot the signs of radicalisation at an early stage and provide communities with advice as to what to do. **http://ltai.info**

Appendix 1: Glossary of Terms[1]

'Extremism' is defined in the 2011 Prevent Strategy as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our

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[1] Taken from Prevent Duty Guidance: England & Wales, HM Government 2015

definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

'**Non-violent extremism**' is extremism, as defined above, which is not accompanied by violence.

'**Prevention**' in the context of the Prevent duty means reducing or eliminating the risk of individuals becoming involved in terrorism. Prevent includes but is not confined to the identification and referral of those at risk of being drawn into terrorism into appropriate interventions. These interventions aim to divert vulnerable people from radicalisation.

'**Radicalisation**' refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

The current UK definition of '**terrorism**' is given in the Terrorism Act 2000 (TACT 2000). In summary this defines terrorism as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

'**Terrorist-related offences**' are those (such as murder) which are not offences in terrorist legislation, but which are judged to be committed in relation to terrorism.

'**Vulnerability**' describes the condition of being capable of being injured; difficult to defend; open to moral or ideological attack. Within Prevent, the word describes factors and characteristics associated with being susceptible to radicalisation.

Appendix 2: Warning Signs/Indicators of Concern

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 vital that school staff are able to recognise those vulnerabilities. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

Factors which may make pupils more vulnerable may 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; 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**: involvement with criminal groups, imprisonment, poor resettlement or 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.

Pupils who are vulnerable to radicalisation may also be experiencing:
• Substance and alcohol misuse
• Peer pressure
• Influence from older people or via the Internet
• Bullying
• Domestic violence
• Race/hate crime

Behaviours which may indicate a child is at risk of being radicalised or exposed to extremist views could include:

- Being in contact with extremist recruiters and/or spending increasing time in the company of other suspected extremists;
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- Pupils accessing extremist material online, including through social networking sites;
- Possessing or accessing materials or symbols associated with an extremist cause;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Pupils voicing opinions drawn from extremist ideologies and narratives, this may include justifying the use of violence to solve societal issues;
- Graffiti symbols, writing or art work promoting extremist messages or images;
- Significant changes to appearance and/or behaviour increasingly centred on an extremist ideology, group or cause;
- Changing their style of dress or personal appearance to accord with the group;
- Attempts to recruit others to the group/cause;
- Using insulting to derogatory names for another group;
- Increase in prejudice-related incidents committed by that person – these may include:
    - physical or verbal assault
    - provocative behaviour
    - damage to property
    - derogatory name calling

- possession of prejudice-related materials
- prejudice related ridicule or name calling
- inappropriate forms of address
- refusal to co-operate
- attempts to recruit to prejudice-related organisations
- condoning or supporting violence towards others.
- Parental reports of changes in behaviour, friendship or actions and requests for assistance;
- Partner schools, local authority services, and police reports of issues affecting pupils in other schools.

Appendix 3:

Person Vulnerable to Radicalisation (VTR) Referral Form

REFERRAL PROCESS	
By sending this form you consent for it to arrive with both your dedicated Local Authority safeguarding team & Prevent policing team for a joint assessment. Wherever possible we aim to give you feedback on your referral, please be aware, however, that this is not always possible due to data-protection & other case sensitivities. Once you have completed this form, please email it to**: preventreferrals@norfolk.pnn.police.uk** If you have any questions whilst filling in the form, please call: **The Prevent Team on 01953 423905 or 01953 423896**	
INDIVIDUAL'S BIOGRAPHICAL & CONTACT DETAILS	
Forename(s):	First Name(s)
Surname:	Last Name
Date of Birth (DD/MM/YYYY):	D.O.B.
Approx. Age (if DoB unknown):	Please Enter
Gender:	Please Describe
Known Address(es):	Identify which address is the Individual's current residence
Nationality / Citizenship:	Stated nationality / citizenship documentation (if any)
Immigration / Asylum Status:	Immigration status? Refugee status? Asylum claimant? Please describe.
Primary Language:	Does the Individual speak / understand English? What is the Individual's first language?
Contact Number(s):	Telephone Number(s)
Email Address(es):	Email Address(es)
Any Other Family Details:	Family makeup? Who lives with the Individual? Anything relevant.

DESCRIBE CONCERNS	In as much detail as possible, please describe the specific concern(s) relevant to Prevent.
Please Describe	
FOR EXAMPLE: · How / why did the Individual come to your organisation's notice in this instance? · Does it involve a specific event? What happened? Is it a combination of factors? Describe them.	

- Has the Individual discussed personal travel plans to a warzone or countries with similar concerns? Where? When? How?
- Does the Individual have contact with groups or individuals that cause you concern? Who? Why are they concerning? How frequent is this contact?
- Is there something about the Individual's mobile phone, internet or social media use that is worrying to you? What exactly? How do you have access to this information?
- Has the Individual expressed a desire to cause physical harm, or threatened anyone with violence? Who? When? Can you remember what was said / expressed exactly?
- Has the Individual shown a concerning interest in hate crimes, or extremists, or terrorism? Consider *any* extremist ideology, group or cause, as well as support for "school-shooters" or public-massacres, or murders of public figures.
- Please describe any other concerns you may have that are not mentioned here.

COMPLEX NEEDS	Is there anything in the Individual's life that you think might be affecting their wellbeing or that might be making them vulnerable in any sense?
Please Describe	

FOR EXAMPLE:

- Victim of crime, abuse or bullying.
- Work, financial or housing problems.
- Citizenship, asylum or immigration issues.
- Personal problems, emotional difficulties, relationship problems, family issues, ongoing court proceedings.
- On probation; any erratic, violent, self-destructive or risky behaviours, or alcohol / drug misuse or dependency.
- Expressed feelings of injustice or grievance involving any racial, religious or political issue, or even conspiracy theories.
- Educational issues, developmental or behavioural difficulties, mental ill health (see **Safeguarding Considerations** below).
- Please describe any other need or potential vulnerability you think may be present but which is not mentioned here.

OTHER INFORMATION	Please provide any further information you think may be relevant, e.g. social media details, military service number, other agencies or professionals working with the Individual, etc..
Please Describe	

PERSON WHO FIRST IDENTIFIED THE CONCERNS	
Do they wish to remain anonymous?	Yes / No
Forename:	Referrers First Name(s)
Surname:	Referrers Last Name
Professional Role & Organisation:	Referrers Role / Organisation
Relationship to Individual:	Referrers Relationship To The Individual
Contact Telephone Number:	Referrers Telephone Number
Email Address:	Referrers Email Address
PERSON MAKING THIS REFERRAL (if different from above)	
Forename:	Contact First Name(s)
Surname:	Contact Last Name
Professional Role & Organisation:	Contact Role & Organisation
Relationship to Individual:	Contact Relationship to the Individual
Contact Telephone Number:	Contact Telephone Number
Email Address:	Contact Email Address
REFERRER'S ORGANISATIONAL PREVENT CONTACT (if different from above)	
Forename:	Referrers First Name(s)
Surname:	Referrers Last Name
Professional Role & Organisation:	Referrers Role / Organisation
Relationship to Individual:	Referrers Relationship To The Individual
Contact Telephone Number:	Referrers Telephone Number
Email Address:	Referrers Email Address

RELEVANT DATES	
Date the concern first came to light:	When were the concerns first identified?
Date referral made to Prevent:	Date this form was completed & sent off?

SAFEGUARDING CONSIDERATIONS	
Does the Individual have any stated or diagnosed disabilities, disorders or mental health issues?	Yes / No
Please describe, stating whether the concern has been diagnosed.	

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Have you discussed this Individual with your organisations Safeguarding / Prevent lead?	Yes / No
What was the result of the discussion?	
Have you informed the Individual that you are making this referral?	Yes / No
What was the response?	
Have you taken any direct action with the Individual since receiving this information?	Yes / No
What was the action & the result?	
Have you discussed your concerns around the Individual with any other agencies?	Yes / No
What was the result of the discussion?	

INDIVIDUAL'S EMPLOYMENT / EDUCATION DETAILS	
Current Occupation & Employer:	Current Occupation(s) & Employer(s)
Previous Occupation(s) & Employer(s):	Previous Occupation(s) & Employer(s)
Current School / College / University:	Current Educational Establishment(s)
Previous School / College / University:	Previous Educational Establishment(s)
THANK YOU	
Thank you for taking the time to make this referral. Information you provide is valuable and will always be assessed. If there is no Prevent concern but other safeguarding issues are present, this information will be sent to the relevant team or agency to provide the correct support for the individual(s) concerned.	

This form is to help you refer concerns about an individual who may be vulnerable to being drawn into terrorism. Below are questions which may help you to quantify and structure your concerns. The list is not exhaustive and other factors may be present but they are intended as a guide to help communicate your professional judgement about what has led you to make this referral.

Faith / ideology

Are they new to a particular faith / faith strand?

Do they seem to have naïve or narrow religious or political views?

Have there been sudden changes in their observance, behaviour, interaction or attendance at their place of worship / organised meeting?

Have there been specific examples or is there an undertone of "Them and Us" language or violent rhetoric being used or behaviour occurring?

Is there evidence of increasing association with a closed tight knit group of individuals / known recruiters / extremists / restricted events?

Are there particular grievances either personal or global that appear to be unresolved / festering?

Has there been an increase in unusual travel abroad without satisfactory explanation?

Personal / emotional / social issues

Is there conflict with their families regarding religious beliefs / lifestyle choices?

Is there evidence of cultural anxiety and / or isolation linked to insularity / lack of integration?

Is there evidence of increasing isolation from family, friends or groups towards a smaller group of individuals or a known location?

Is there history in petty criminality and / or unusual hedonistic behaviour (alcohol/drug use, casual sexual relationships, and addictive behaviours)?

Have they got / had extremist propaganda materials (DVD's, CD's, leaflets etc.) in their possession?

Do they associate with negative / criminal peers or known groups of concern?

Are there concerns regarding their emotional stability and or mental health?

Is there evidence of participation in survivalist / combat simulation activities, e.g. paint balling?

Risk / Protective Factors

What are the specific factors which are contributing towards making the individual more vulnerable to radicalisation? E.g; mental health, language barriers, cultural anxiety, impressionability, criminality, specific grievance, transitional period in life etc.

Is there any evidence of others targeting or exploiting these vulnerabilities or risks?

What factors are already in place or could be developed to firm up support for the individual or help them increase their resilience to negative influences? E.g. positive family ties, employment, mentor / agency input etc.

Old Buckenham High School

Appendix 4: Extremism and radicalisation risk assessment

Scope- this assessment considers the risk presented to students through extremism and radicalisation.

Harm- The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make young people vulnerable to future manipulation and exploitation. Old Buckenham High School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern. Old Buckenham High School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups and extremist Animal Rights movements. An associated harm to the school as a whole, may be through an unintended association with an extremist group or individual.

Risk control strategy- the school has adopted an approach based on prevention, protection, response

- Prevention- education, awareness, training and policy
- Protection- defensive systems, security settings, monitoring
- Response- investigation, referral to external agencies, disciplinary action, review of arrangements

This assessment will be reviewed annually or in event of any related incident or increased threat.

Location	Old Buckenham High School and off site visit locations	Assessment date	Date of assessment
Activity	As set out in the scope	Assessment by	People making the assessment
Date	Term and holiday time	Review date of assessment:	Insert date

Hazards	How harm might occur	Existing risk control measures	Current risk rating	Additional risk control measures required	Outcome risk rating
Exposure to on line material and/or sharing of such with others	• Students accessing extremist material	• Security settings for internet access • Safeguarding arrangements • Mobile phone agreement • Pastoral care/ students raising concerns • Student education and understanding of the risk through PSHE curriculum and assemblies			
Exposure to off line material or views	• Hard copy material • Visiting speakers	• Student supervision • Staff awareness • Safeguarding arrangements			

Hazards	How harm might occur	Existing risk control measures	Current risk rating	Additional risk control measures required	Outcome risk rating
	• DVDs etc	• School control over visitors and speakers • Pastoral care/ students raising concerns • Staff Prevent training *See SCR* • Ongoing staff awareness through annual safeguard training and updates • Student education and understanding of the risk through PSHE curriculum and assemblies			
Normalisation and trivialisation of the image and messages of violent extremism	Display of imagery, symbols or the language of such extremism	• Staff supervision and awareness • Safeguarding arrangements • Pastoral care/ students raising concerns • Staff Prevent training *See SCR* • Ongoing staff awareness through annual safeguard training and updates • Student education and understanding of the risk			

Hazards	How harm might occur	Existing risk control measures	Current risk rating	Additional risk control measures required	Outcome risk rating
		through PSHE curriculum and assemblies			
Exposure to extremism from with the local community or when off site	Display of imagery, symbols or the language of such extremism when off site	• Off site visits approval system • Site security arrangements with regard to visitors • Pastoral care/ students raising concerns • Raising awareness for Parents/Carers			
Association of School with extremism through a facility hire by external group	Booking taken for group with extremist links/views	• Pre booking checks			

Lead member of staff signature and name..

SUPPORTING MEASURES:
1. The Prevent self assessment tool will be used by the school to inform arrangements.
2. Radicalisation and extremism will be included within the Safeguarding Policy and associated training

MATRIX USED FOR RISK GRADING

		Potential severity of harm		
		Slightly Harmful 1	Harmful 2	Extremely Harmful 3
Likelihood of harm occurring	Highly unlikely 1	Trivial 1	Tolerable 2	Moderate 3
	Unlikely 2	Tolerable 2	Moderate 4	Substantial 6
	Likely 3	Moderate 3	Substantial 6	Intolerable 9

APPENDIX 5

Old Buckenham High School PSHE Prevent Curriculum

KS3 PD overview

ILT 30 mins per week – Combination of PSHE, RE, citizenship and careers

YEAR 7

Term	Area of learning	Independent learning	Additional sessions off timetable
Autumn 1	PSHE, citizenship	Transition – my new school	Internet Safety – Police Key Messages
Autumn 2	RE	Festivals	
Spring 1	Citizenship	Liberties in the UK (inc. British Values)	What's my job? Challenging stereotypes
Spring 2	Citizenship, PSHE	Healthy Living (inc. FGM)	
Summer 1	PSHE	Friendships and Anti-bullying	
Summer 2	PSHE, RE, citizenship	Case Studies related to the world around us	

Lessons 90 mins per fortnight

Area of learning	Units to be taught in lessons	Teacher
Citizenship	Democracy	MW RT
PSHE, RE	Puberty and Relationships (inc. forced marriage)	RT
RE	Christianity (inc parenting)	RT

YEAR 8

Term	Area of learning	Independent learning	Additional sessions off timetable
Autumn 1	Citizenship	Law and the justice system	Knife Crime - Police Key Messages
Autumn 2	Citizenship	County Lines workbook Covid	County Lines – Police Key Messages
Spring 1	Citizenship	Moral Thinking – Armageddon challenge Mel's Covid Resources yr9 PD unit 5	
Spring 2	Citizenship/careers	My Future	Speed Networking Event
Summer 1	RE	Signs and Symbols	
Summer 2	PSHE	Drugs and Alcohol	

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Lessons 90 mins per fortnight

Area of learning	Units to be taught in lessons	Teacher
RE	Pilgrimages	RT
RE	Islam	RT
PSHE	RSE	RT

SMSC – Year 10 Personal Development Overview

Different Political Systems & Extremism	Medical Ethics	Relationships & Sex Education	Identity & Diversity	Human Rights	World of Work
• Democracy • Voting & elections • Different types of government • Radicalisation • Extremism • Terrorism *Moral, Social & Cultural*	• Sanctity of life • Fertility treatment • Abortion • Cloning • Euthanasia • Suicide *Spiritual, Moral, Social, Cultural*	• Parenting issues • Teenage pregnancy • Sexual consent • Grooming & sexual exploitation • Pornography • Grief & Bereavement *Spiritual, Moral, Social, Cultural*	• What does it mean to be British? • Effects of migration • Racism, discrimination & prejudice *Spiritual, Moral, Social, Cultural*	• Moral, legal & human rights • Importance of human rights • UN convention • Poverty & human rights • Human rights violations *Moral, Social, Cultural*	• Employability • CV • Interview Skills • Transferable soft skills • Preparing for work experience *Moral, Social, Cultural*

All aspects of SMSC are present within each scheme of learning. Identified are the main themes within each topic.

SMSC – Year 11 Personal Development Overview

Careers	Crime & Criminality	Finance & Budgeting	Study Skills (revisited)	Preparation for exams	Preparation for exams
• Post 16 research • Helpyouchoose • Different pathways • Post 16 Applications • Interview skills • How to complete an application *Moral, Social & Cultural*	• Criminality • Legal System of the UK • Punishment • Life in prison • Terrorism *Spiritual, Moral, Social, Cultural*	• Financial risk & security • Budgeting • Managing debt • Risks associated with gambling *Moral, Social, Cultural*	• Revision techniques • Revision timetable • Successful students • Mindfulness & relaxation *Spiritual, Moral, Social, Cultural*	• Independent Revision	• Independent Revision

All aspects of SMSC are present within each scheme of learning. Identified are the main themes within each topic.

Reviewed October 2021