



# **Prevent Toolkit for Sunderland Schools**

A step-by-step guide to implementing the Prevent duty through a whole school approach

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## Summary of Government Definitions

<b>Prevent</b>	Stop people becoming terrorists or supporting terrorism. Safeguarding vulnerable people from radicalisation is no different from safeguarding from other forms of harm.
<b>Extremism</b>	Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
<b>Radicalisation<sup>1</sup></b>	A process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

## About the Toolkit

This Prevent toolkit includes ideas, resources and practical approaches to support primary and secondary school practitioners to understand the principles of the Prevent strategy and implementing the Prevent duty as part of a whole school approach.

The toolkit offers suggested guidance developed from the Department of Education's 'Educate Against Hate' portal and effective best practice developed by schools nationally (e.g. based on a Schools Prevent toolkit developed in Ealing and adapted by South Tyneside).

We hope this toolkit provides you with the necessary support to address the new Ofsted inspection framework that sets out new expectations for schools to: have a clear approach to implementing the Prevent duty; have an appropriate response to risks posed by extremism; and are keeping children and learners safe from the dangers of radicalisation and extremism.

- **Section 1: Background information** and a summary of issues
- **Section 2: The 6 step guide:** step-by-step guide and suggested approaches to implementing the Prevent duty
- **Section 3: Appendices.** A resources section consisting of useful numbers and links; checklists, self-assessment templates, example action plans etc.

<sup>1</sup> During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

## Section 1: Background

### What does the Prevent duty mean for schools?

Prevent is about **safeguarding** people from being drawn into terrorism.

The Prevent duty is about ensuring that appropriate support is available for individuals who may demonstrate vulnerabilities to radicalisation. This is an extension of the safeguarding process in the same way that schools need to help safeguard young people from neglect, child sexual exploitation, domestic abuse, substance misuse and other forms of harm.

The **Prevent duty** (in the Counter-Terrorism and Security Act 2015) is the duty on specified authorities, in the exercise of their functions, **to have due regard to the need to prevent people from being drawn into terrorism** ( DfE, [The Prevent duty, Departmental advice from school and childcare providers, 2015](#) ).

The [Prevent duty guidance](#) is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

- Schools are expected to **assess the risk** of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools to have distinct policies on implementing the Prevent duty.
- The duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should **ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board**. Effective engagement with parents / the family should also be considered as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms. Schools should also discuss any concerns in relation to possible radicalisation with a child's parents in line with the individual school's safeguarding policies and procedures unless they have specific reason to believe that to do so would put the child at risk.

- The Prevent guidance refers to the importance of Prevent **awareness training** to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Schools should ensure that children are safe from terrorist and extremist material when accessing the **internet** in schools.

Prevent works at the safeguarding stage by using **early intervention** to encourage individuals and communities to challenge extremist and terrorist ideology and behaviour. Children need to be protected from messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right/Neo Nazi/White Supremacist ideology and extremist Animal Rights movements.

**The Channel Programme:** [Channel](#) is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make Prevent referrals (**see Appendix 1**) if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. In addition to information sharing, if a staff member makes a Prevent referral, it will be considered to see if it meets the criteria for a Channel panel, and staff may be asked to attend the panel (chaired by the local authority) to discuss the individual referred to determine whether support is required. An e-learning channel awareness programme for staff is available at: [Channel General Awareness](#). Schools and colleges that are required to have regard to '[Keeping children safe in education](#)' are listed in the Counter Terrorism and Security Act 2015 as partners required to co-operate with local Channel panels.

## What are the risks?

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as:

- Family members or friends and/or direct contact with extremist groups and organisation
- The internet and the use of social media in particular has become a major factor in the radicalisation of young people such as sharing of extremist ideologies and views: it may take form of a 'grooming' process where the vulnerabilities of a young

person are exploited to form exclusive friendship, drawing them away from other influences that might challenge radical ideology

- Exposure to extremist groups increases risks of young people being drawn into criminal activity, and potential to cause significant harm.

There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities.

As with other safeguarding risks, staff should be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection. It is vital that staff working with children and young people are able to recognise those vulnerabilities. Some of the factors and behaviours associated with vulnerability to radicalisation are listed in the table below. Please note that the risk of radicalisation can develop over time and may relate to a number of factors. Identifying the risks requires practitioners to exercise their professional judgement and to seek further advice as necessary. The risk may be combined with other vulnerabilities or may be the only risk identified. Also see **Appendix 2** for guidance on assessing risk to children and young people under the Prevent agenda.

<b>Factors that may contribute to vulnerability</b>
• Rejected by peer, faith or social group/family or distanced from their cultural /religious heritage and experiences; a sense of isolation;
• Pressure from persons linked to extremism
• Victim or witness to race or religious hate crime
• Conflict with family over religious beliefs/lifestyle/politics
• Identity confusion; discomfort about their place in society; personal crisis; experiencing family tensions;
• Recent religious conversion; or they may be searching for answers to questions about identity, faith and belonging.
• Under-achievement; or low self-esteem;
• Experiencing high level of social isolation resulting in issues of identity/personal crisis.
• Experience of poverty, disadvantage or social exclusion
• Extremist influences or being in contact with extremist recruiters;
• Dissociated from their existing friendship group and become involved with a new and different group of friends;

<ul style="list-style-type: none"> <li>• Unmet aspirations e.g. the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;</li> </ul>
<ul style="list-style-type: none"> <li>• Experiences of criminality e.g. involvement with criminal groups; imprisonment; and poor resettlement/reintegration on release</li> </ul>
<ul style="list-style-type: none"> <li>• Special Educational Needs where pupils may experience difficulties with: social interaction; empathy with others; understanding the consequences of their actions and awareness of the motivations of others</li> </ul>
<ul style="list-style-type: none"> <li>• A series of traumatic events global, national or personal e.g. migration; local community tensions; 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</li> </ul>
<ul style="list-style-type: none"> <li>• May possess literature related to extreme views or be accessing violent extremist websites, especially those with a social networking element</li> </ul>
<b>Examples of behaviours attached to vulnerability</b>
<ul style="list-style-type: none"> <li>• Uncharacteristic or significant change of appearance; and / or behaviour due to new influences</li> </ul>
<ul style="list-style-type: none"> <li>• Angry</li> </ul>
<ul style="list-style-type: none"> <li>• New circle of friends</li> </ul>
<ul style="list-style-type: none"> <li>• Change in language</li> </ul>
<ul style="list-style-type: none"> <li>• Depressed</li> </ul>
<ul style="list-style-type: none"> <li>• Absence</li> </ul>
<ul style="list-style-type: none"> <li>• Asking inappropriate questions</li> </ul>
<ul style="list-style-type: none"> <li>• Scripted speech</li> </ul>
<ul style="list-style-type: none"> <li>• New found arrogance</li> </ul>
<ul style="list-style-type: none"> <li>• Tattoos</li> </ul>
<ul style="list-style-type: none"> <li>• Withdrawn</li> </ul>
<ul style="list-style-type: none"> <li>• Short tempered</li> </ul>
<ul style="list-style-type: none"> <li>• Fixated on a subject</li> </ul>
<ul style="list-style-type: none"> <li>• Closed to new ideas or conversation</li> </ul>
<ul style="list-style-type: none"> <li>• Change of routine</li> </ul>
<ul style="list-style-type: none"> <li>• Joining or seeking to join extremist organisations</li> </ul>
<ul style="list-style-type: none"> <li>• Saying inappropriate things/ a call to violent action; justifying the use of violence to solve societal issues; or using extremist narratives and a global ideology to explain personal disadvantage</li> </ul>

## Section 2: Step-by-step guide to Implementing Prevent

Implementing the Prevent strategy is simple but improper planning can cost you time and result in confusion amongst staff, pupils, parents and the school community. Follow the **6 simple steps below** in order to help ensure your approach is successful, sustainable and has buy-in parents, pupils and staff:

1. Organise a Prevent working group and/or identify a Prevent Lead
2. Plan and prepare your policy and practice
3. Promoting British values
4. Promoting Online Safety
5. Communication
6. Review, monitor and evaluate

### STEP 1: Organise a Prevent working group and/or identify a Prevent Lead

In order to develop a holistic approach to implementing the Prevent duty, you will need to involve the whole school community. You can begin this process in the early planning stages by setting up a Prevent working group or by nominating a named Prevent lead who can begin to set out a clear and shared vision and can include your school:

- Senior Leaders
- Designated safeguarding lead
- Pastoral lead
- PSHE Coordinator
- CPD/ staff training lead
- Governing body
- Student council

Alternatively ask the Senior Leadership Team or an existing safeguarding forum to incorporate the Prevent duty in their regular meetings and include it as an on-going agenda item.



The school Prevent lead should be someone with senior leadership responsibility. For example, this could be the school's designated safeguarding lead. The key lies in effective communication by the Prevent lead, ensuring that all stakeholders are regularly updated on any developments and given opportunities to share progress or concerns

Before you begin, consider carrying out a baseline self-assessment to aid compliance with Prevent duty as a health check for the Senior Leadership Team within school to assess if Prevent has been adopted into schools mainstream processes (e.g. safeguarding training, IT firewalls, hire of premises etc.). See **Appendix 3** for a sample Prevent Baseline Planning Survey for you to adapt.

## STEP 2: Plan and prepare your policy and practice

When you start planning your next step it is important to ensure your approach is embedded into the school culture. You will need to review your school policy and practices around Prevent, and can track this by referring to the Government's [Prevent Policy Guidance for Schools](#):<sup>2</sup> and the updated '[Keeping Children Safe in Education](#): Statutory guidance for schools and colleges (September 2016)<sup>3</sup>. **Appendix 2** sets out a helpful **Prevent Self-Assessment Checklist for schools** with links to relevant advice and guidance.

## STEP 3: Promoting British values

In November 2014, the Department of Education produced non-statutory guidance on how schools should promote British values as part of spiritual, social and cultural (SMSC) development. **“Schools should promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs”**

Ofsted has updated the inspection handbook to set out what inspectors to look out for:

**Paragraph 138 says inspectors should assess the social development of children by their:**

Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs, they demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

<sup>2</sup> <https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

<sup>3</sup> [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/550511/Keeping\\_children\\_safe\\_in\\_education.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf)

**Paragraph 141 says that in making the judgment for schools, inspectors will consider:**

How well the school prepares pupils positively for life in modern Britain and promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and those without faith.

*(School Inspector Handbook - updated 23<sup>rd</sup> August 2016)*

Ofsted will be looking for evidence of how British values are spread throughout the school. Below are some suggestions, resources and case studies for schools to consider in planning their approach:

**How can curriculum subject leaders demonstrate this in lessons?**

- The curriculum provides many opportunities for promoting British values. Many schools will already be addressing these through subjects such as PHSE, RE, Citizenship, English, Geography, Mathematics, Politics, Social Science, Media, ICT, Modern Foreign Languages and other subjects across KS3, KS4 and KS5.
- Identify any other opportunities across subjects and outside the curriculum where these values can be demonstrated
- Review schemes of work and highlight topics which broadly reflect these values.

**Beyond the curriculum:** A holistic approach can develop a strong school ethos to promote these values e.g. via:

- Assemblies and collective worship sessions to address how British values are relevant to all pupils. These can include a series of themes around building blocks of extremism or radicalisation e.g. power, control, fairness, respect, faith and other issues contained within the British values concept.
- You can introduce discussions around themes introduced in your assembly during circle time, to promote critical thinking opportunities for dialogue to discuss current affairs and topical issues; and to provide a safe space for pupils to exchange ideas, address sensitive issues and reinforce values contained within the British value concept.
- International days to celebrate and promote awareness of different cultures
- Fundraising initiatives to raise awareness for global humanitarian issues
- Debating clubs to discuss local, national and global issues
- Using teaching resources from a wide variety of sources to help pupils understand a range of faiths, and consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values.

### Other examples where schools can promote British values include:

- Include in suitable parts of the curriculum, age appropriate material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries
- Ensuring that all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils
- Use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view
- Holding regular assemblies to address extremism, online safety, radicalisation and how British values are relevant to all pupils
- The school mission statement and behaviour policy revolve around ‘moral and social responsibility’ with humanity and respect as core values – this is reinforced regularly through assemblies
- Organising drop-in sessions run by pupil peer mentors where pupils can ask questions and discuss issues or concerns such as online safety, bullying or discrimination in a safe space
- Empowering pupils to develop a strong sense of identity and become positive role models through social action, volunteering, delivering assemblies, cyber-mentoring, community and fundraising projects for charities
- Talking to parents and carers about the risks of possible radicalisation
- Arranging visits from authorities such as the police and youth justice organisations where they can reinforce the importance of the rule of law

### Resources

- There is Government departmental advice on promoting basic important British values as part of pupils’ spiritual, moral, social and cultural (SMSC) development. See <https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc>
- The Government has launched **educate against hate** <http://educateagainsthate.com>, a website designed to equip school and college leaders, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people. The website provides information on training resources for teachers, staff and school and college leaders, such as Prevent e-learning, via the [Prevent Training catalogue](#).

## STEP 4: Promoting Online Safety

Online safety is a whole school issue.

It can only be effectively addressed through collective critical thinking and a social, cultural and educational approach. The following useful online safety resources can help empower your school community with the knowledge and skills to stay safe and build resilience online as part of a whole school approach:

### Resources:

- **Trust Me:** Childnet has created a resource designed to support teachers in exploring critical thinking online. The '[Trust Me](http://www.childnet.com/resources/trust-me)' resource <http://www.childnet.com/resources/trust-me> has been created with teachers in mind after hearing from schools that they wanted a resource which would start the conversations around extremism and extreme online content. It has a primary pack and a secondary pack with lesson plans and activities to empower teachers and young people to discuss themes around Content, Contact and Propaganda. It is ideal for PSHE citizenship and digital literacy with application across the curriculum [www.childnet.com/resources/trust-me](http://www.childnet.com/resources/trust-me)
- **CEOP Thinkuknow:** The CEOP [Thinkuknow](http://www.thinkuknow.co.uk) website has lots of resources for all ages, including cyber-bullying, relationships, sex and the internet [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- The **UK Safer Internet Centre** has tips, advice, guides and resources for parents, carers, teachers and other professionals on how to help keep children and young people safe online <https://www.saferinternet.org.uk/advice-centre>
- **360 degree safe:** This is an online safety self-review tool for schools <https://360safe.org.uk/> which is a free tool available to assess your school's wider online safety provision and used by over 7,000 UK schools.
- **Extreme Measures** is an article that explores the dangers to children's wellbeing posed by political extremists on social media and outlines the steps schools can take to protect students from indoctrination online [http://www.leadermagazine.co.uk/articles/extreme\\_measures/](http://www.leadermagazine.co.uk/articles/extreme_measures/)

## STEP 5: Communication

Clear communication and consistent messages will create awareness of your strategy/ approach and get buy in from the whole school community. Below are some ideas and activities to help:

- **Run an INSET session / train your staff around Prevent:**
  - Contact Sunderland City Council to enquire around school staff attending a face-to-face hour-long **Workshop to Raise Awareness of Prevent** (WRAP). To reserve a place please visit the schools learning hub <https://schools-hub.org.uk/> The WRAP3 training can be found within the “ Training” section under “Policies and Procedures”. If you have not previously used the site please log in using your firstname.surname. The password to use is Password1! Once you are logged in you will then be able to edit your profile. The cost of the course is £15pp. On completion your school will be invoiced in accordance with Sunderland City Council procedures.
  - Alternatively, school staff can complete the Home Office’s Prevent e-learning <https://www.elearning.prevent.homeoffice.gov.uk/> This offers an introduction to the Prevent duty, and explains how it aims to safeguard vulnerable people from being radicalised to supporting terrorism or becoming terrorists themselves. It addresses all forms of terrorism and non-violent extremism. This package has been designed for those in the education sector with case studies that focus on pupils; school and college environments; and means for sharing concerns within an educational setting. To access the training, the weblink above needs to be copy and pasted into Google Chrome browser in order for the vimeo videos to play
  - Other training resources aimed at parents, teachers and school governors/leaders with links to other resources are available on the Educate Against Hate website <http://educateagainsthate.com>
  - Check out the Home Office Approved Resources in the Prevent Training Catalogue <https://www.gov.uk/government/publications/prevent-duty-catalogue-of-training-courses> . Many of the training resources are free, such as e-learning courses. This catalogue has been produced by the Home Office to highlight some of the training courses to help individuals covered by the requirements of the Prevent Duty. The courses within this catalogue aim to support frontline staff in increasing their understanding and awareness of radicalisation and how it can be prevented.
  - You can also raise awareness of British values and ask staff to identify opportunities where they can promote these. This can be used by Senior Leadership Team or Prevent leads to evidence cross curricular delivery, shared with Ofsted, and included in your school delivery plan.
  
- **Reinforce key messages and update staff on developments:** Regular updates can be shared at staff briefings, CPD sessions and electronically via email or staff message boards; now a requirement in 'Keeping Children Safe In Education' (2016)

- **Ensure staff are all aware of the referral route and key contacts:** Disseminate and display the Sunderland Process Map for Reporting a Prevent Concern for a Vulnerable Child or Adult (see **Appendix 1**). Display a copy in the staffroom on A3 paper and include a copy in your staff induction pack
- **Update your governors:** Leadership is a theme that appears heavily within the Home Office Prevent duty advice. As well as including developments in your governor reports, you can encourage governors to attend any relevant staff training (listed above), parent awareness sessions and assemblies. Invite governors to be your critical friend and regularly scrutinise policy and practice, to ensure the school has embedded, and is practicing the Prevent duty.
- **Hold regular assemblies and run a circle time discussion**

## **STEP 6: Review, monitor and evaluate**

It is important to factor-in some time to review, monitor and evaluate to assess your strategy/ approach. Encourage your Prevent lead/ working group to share developments and consider creative way to gather feedback from the wider school community. This could include:

- **Regular Reviews:** Your Prevent working group or Prevent lead should continue to engage with staff at least half termly to discuss developments. Find out more from staff about what they feel is working and what could be improved in terms of Prevent and promoting British values. Also ask the student council and governing body for suggestions and feed this back to staff.
- **Evaluate impact:** At the start, you may have undertaken a Prevent self-assessment and developed a Prevent action plan to identify your aims and objectives for your Prevent working group or nominated Prevent lead. You might want to carry out a staff survey after some time to assess the impact of your strategy / approach, and share results with staff and governors
- **Monitoring:** Ensure that you continue to refer to this step-by-step guide to implementing Prevent, and use the Prevent working group / Prevent lead checklist below, or your self-assessment and Prevent Action Plan to help keep on track.

## **Prevent Working Group/Nominated Prevent Lead Checklist:**

### **Step 1: Organise a Prevent Working group/identify a Prevent Lead**

- Who will lead on Prevent in school?
- Who will be part of the Prevent working group?
- How often will they update staff on Prevent developments?

### **Step 2: Plan and prepare your policy and practice: (Appendix 4 includes a Prevent School Self-Assessment Checklist)**

- Have you carried out a survey/risk assessment to identify your aims?
- Have you updated your policies and are they reflected in your practice?
- Have you considered training needs for ALL staff?
- Are staff, pupils and parents clear about how/where to report Prevent concerns and use the “Sunderland Prevent Referral Map for Reporting a Prevent Concern for a Vulnerable Person” (**Appendix 1**) and is this referral process widely promoted and understood?

### **Step 3: Promote British values**

- Have you mapped opportunities across and beyond the curriculum?
- How will you address any gaps identified?
- Are staff/ pupils/parents/ governors familiar with these values and how are they demonstrated?

### **Step 4: Promote online safety**

- Have you updated your acceptable user policy to reflect changes in technology and legislation?
- How will you raise awareness of online risk and promote safe practice across and beyond the curriculum?
- Are all staff, pupils and parents clear about how/where to report concerns and use the referral process?

### **Step 5: Communicate**

- Have you planned a staff INSET, including Prevent as part of new staff induction; and as an on-going item in staff briefing?
- Have you considered which topics will be covered in pupil assemblies and across circle time?
- Have you arranged a parent safeguarding session to raise awareness of safeguarding issues – including Prevent?

### **Step 6: Review, monitor and evaluate**

- Is your Prevent group/lead sharing developments regularly?

- Have you carried out a survey to assess the impact of your strategy / approach?
- Are you referring to your risk assessment model to keep you on track?

**Appendix 5** and **Appendix 6** include useful contact numbers and links to key resources and further guidance. **Appendix 7** is an example of a school Prevent action plan which would be developed following the completion of the self-assessment checklist (**Appendix 4**)



## **Section 3: Appendices**

Appendix 1: Sunderland's process map for reporting a Prevent concern for a vulnerable child or adult at risk

Appendix 2: Assessing risk to children and young people under the Prevent agenda

Appendix 3: Prevent baseline survey planning suggestions

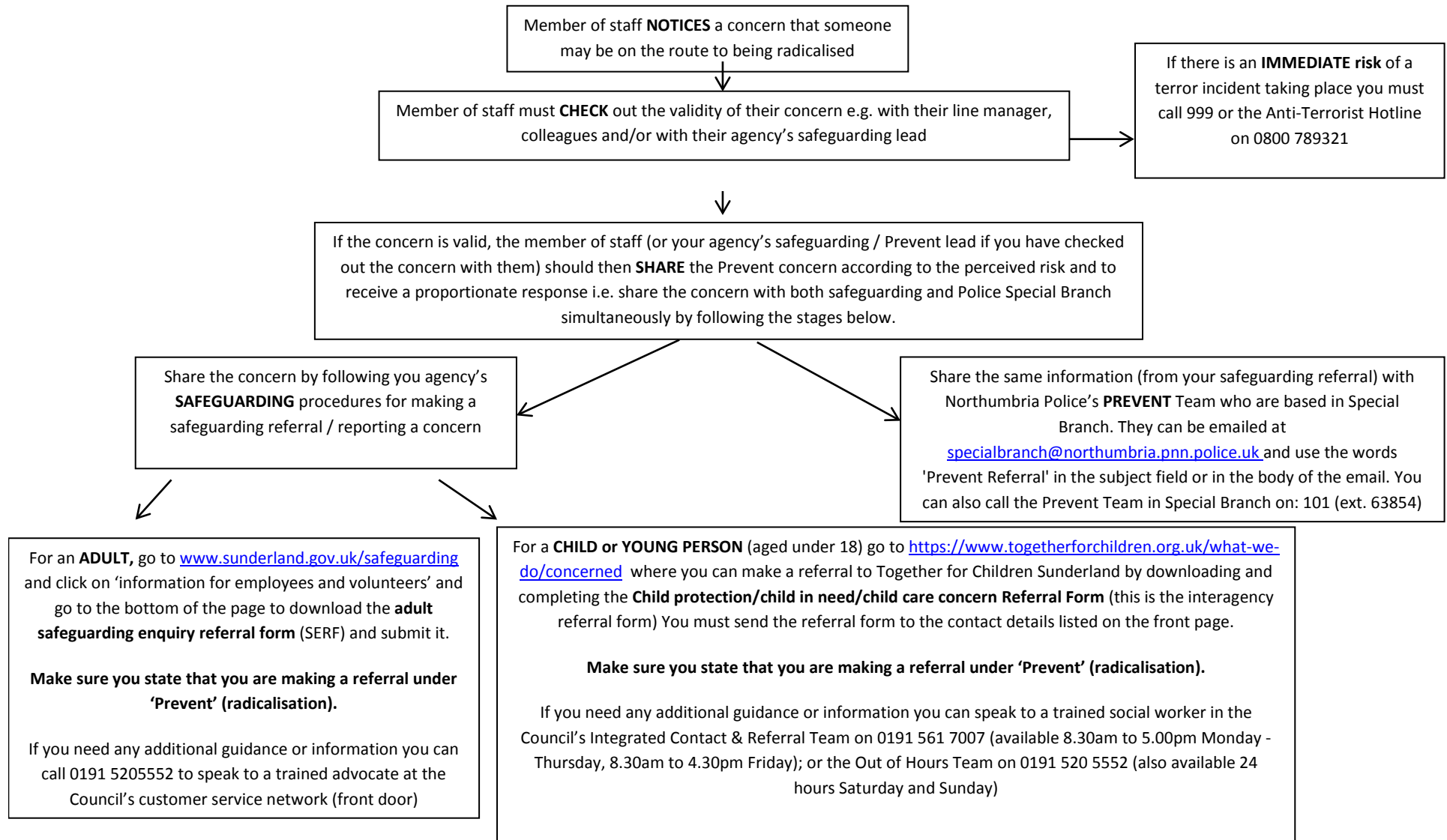
Appendix 4: School Prevent duty self-assessment checklist

Appendix 5: Useful numbers

Appendix 6: Resources and links

Appendix 7: Example of a school Prevent duty action plan

**Appendix 1: Sunderland’s Process for Reporting a Prevent Concern for a Vulnerable Child or Adult**



## Appendix 2: Assessing risk to children and young people under the Prevent agenda

Children and young people may express support for extremist and/or terrorist organisations but, as with adults, they may express strong opinions without understanding those opinions and may also express entirely contradictory views at different times. The expression of strong or even offensive views on a range of issues can be part of growing up – testing the boundaries of what it OK to say / testing out ideas / provoking a reaction / seeking to create a distinctive identity and rebelling against adults. For these reasons, it is important that professionals and volunteers consider a range of factors when assessing the risk in relation to a child/young person who expresses or is reported to have expressed extremist views.

<b>Concerns regarding a child/young person may arise as a result of the following:</b>			
<ul style="list-style-type: none"> <li>• They express strongly held and intolerant views towards people who do not share his/her religious or political views</li> <li>• They express verbal support for extremist views, some of which may be in contradiction to British law (e.g. they may from time to time support racist, sexist, homophobic or other prejudiced views and link these with a religion or ideology)</li> <li>• They express intolerant views towards peers which lead to their being socially isolated</li> </ul>			
<b>Concerns for a child/young person may INCREASE where:</b>	<b>Yes</b>	<b>Concerns may LESSEN where:</b>	<b>Yes</b>
1. They have an association through family, friends and/or fellow pupils with members of extremist organisations		1. They are open to other views	
2. Friends or family have travelled to conflict zones and (i) they went to support, or otherwise be involved in, extremist activity; or (ii) there's no information as to why they went; or (iii) although reasons given for travelling don't involve support of extremist activity, they lack credibility.		2. Their family holds sexist, homophobic or otherwise prejudiced views derived from an interpretation of their religion but they are not hate filled	
3. They appear to have an in-depth knowledge of extremist ideology from known extremist texts/websites; or there is evidence of them sharing extremism websites		3. They have a range of friends who do not appear to share their views.	
4. They have age-inappropriate knowledge		4. Their behaviour has not changed	
5. They have seen violent videos / possess literature related to extreme views		5. They lose interest quickly	
6. They refuse to engage, or respond negatively, when their views are questioned/challenged		6. They appear to have superficial knowledge of the issues	
7. They talk with fixed, scripted ideas that are un-swayed and won't accept alternative views		7. Their family challenge their views and/or behaviour	
8. They use phrases or sound-bites from extremist websites/groups which appear to have been learned and are not necessarily understood			
9. Their behaviour has changed in accordance with the extremist views they support, for example, their dress has changed and/or they object to associating with people who don't share their views; or there is evidence of homophobic; religion based or racist bullying			
10. They try to enforce their views on others – e.g. advocating separate spaces on the basis			

of gender or prioritising space on the basis of ethnicity			
11. Their friendship group shares their views			
12. Their family seem unconcerned and/or supportive of their child's views and behaviour			

### **Appendix 3: Prevent Baseline Survey Planning Suggestions:**

Below are some suggested questions you could include in your staff baseline survey to identify your aims and objectives for the Prevent working group or Prevent lead. You might want to carry out a survey after some time to assess the impact of your strategy / approach. These results could be shared with staff and governors.

- Do staff have a basic understanding of the Prevent strategy aims?
- Are staff confident to discuss how vulnerability can occur?
- Do staff understand how this can sometimes reveal itself in certain behaviours?
- Do staff understand how advice can be sought and referrals can be made within the school policy?
- Do staff have a basic understanding of the term British values, and the values of the school?
- Do staff understand how these values are promoted within every year group, as part of a whole school approach?
- Do staff understand how these values are promoted within subject areas beyond the curriculum?
- Has the school asked staff where they may need personal development or more information about extremism issues?

## Appendix 4: A School Prevent Self-Assessment Checklist

This self-assessment checklist has been developed for schools as a health-check for the Senior Leadership Team and governors to assess if Prevent has been adopted and embedded into their school's mainstream policies, and procedures

Prevent self-assessment checklist for schools	YES	NO	Advice/Guidance	Evidence and Further Action
Does your <b>safeguarding policy</b> make explicit that the school sees protection from radicalisation and extremist narratives as a safeguarding issue?			DofE advice states that it is not necessary for schools to have distinct policy on implementing the Prevent duty but it should at least be incorporated into the existing safeguarding policy. The Prevent duty requires schools to be compliant around risk assessment; working in partnership; staff training; IT policies; and building children's resilience to radicalisation. Do you have a specific risk assessment for Prevent or is it included as part of your wider risk assessment procedures?	
Are the <b>lead Prevent roles and responsibilities</b> clearly identified in the policy? <ul style="list-style-type: none"> <li>• Prevent Safeguarding Lead</li> <li>• Prevent Governor Lead</li> <li>• Prevent Curriculum Lead</li> <li>• Responsibility for checking visitors to the school</li> <li>• Responsibility for checking premises use by outsiders?</li> <li>• Responsibility for record keeping?</li> </ul>			As well as nominating a safeguarding/ curriculum lead it is important to recognise who has responsibility for corporate security - with responsibility for checking visitors to the school premises and school premises used by outsiders, ensuring record keeping is compliant and appropriate checks are done.	
Does the school's strategic lead for Prevent <b>understand the expectations</b> and key priorities to deliver Prevent?			You will need to review your school policy and practices around Prevent, and can track this by referring to the Government's <a href="#">Prevent Policy Guidance for Schools</a> ; and the updated ' <a href="#">Keeping Children Safe in Education</a> '; Statutory guidance for schools and colleges ( September 2016). It is important that the school's senior leadership team and all staff are aware of the Prevent duty and what it means for schools, as set out in the above	

Prevent self-assessment checklist for schools	YES	NO	Advice/Guidance	Evidence and Further Action
			guidance.	
<p><b>Have ALL staff received appropriate training on Prevent</b> approved by the DfE and Home Office, such as WRAP (Workshop to Raise Awareness of Prevent); Home Office e-learning on Prevent; e-learning on Channel, and other resources via the educate against hate website?</p> <ul style="list-style-type: none"> <li>• Does this include support staff?</li> <li>• Are there provisions for new staff induction?</li> </ul>			<p>The Government has launched <b>educate against hate</b> <a href="http://educateagainsthate.com">http://educateagainsthate.com</a>, a website designed to equip school and college leaders, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people. The website provides information on training resources for teachers, staff and school and college leaders, such as Prevent e-learning <a href="https://www.elearning.prevent.homeoffice.gov.uk/">https://www.elearning.prevent.homeoffice.gov.uk/</a> via the <a href="#">Prevent Training catalogue</a>.</p>	
<p>Have <b>Governors</b> received a Governor Prevent briefing and/or training so that they also understand the risk of radicalisation and extremism and know how to recognise and refer children who may be vulnerable ?</p>			<p>See above. Training resources aimed at parents, teachers and school governors/leaders with links to other resources are available on the Educate Against Hate website <a href="http://educateagainsthate.com">http://educateagainsthate.com</a></p>	
<p>Has the <b>designated Safeguarding Officer /team</b> received Prevent training?</p>			<p>Contact Sunderland City Council to enquire around school staff (especially safeguarding leads) attending a face-to-face hour-long <b>Workshop to Raise Awareness of Prevent</b> (WRAP). To reserve a place please visit the schools learning hub <a href="https://schools-hub.org.uk/">https://schools-hub.org.uk/</a> The WRAP3 training can be found within the "Training" section under "Policies and Procedures". If you have not previously used the site please log in using your firstname.surname. The password to use is Password1! Once you are logged in you will then be able to edit your profile. The cost of the course is £15pp. On completion your school will be invoiced in accordance with Sunderland City Council procedures</p>	
<p>Is there appropriate <b>staff guidance and literature</b></p>			<p>Display <b>Appendix 1</b> in relevant places (e.g. school staff room) which sets out Sunderland's referral map for reporting a Prevent</p>	

Prevent self-assessment checklist for schools	YES	NO	Advice/Guidance	Evidence and Further Action
available to staff on the Prevent agenda?			concern for a vulnerable child and/or adult	
<p>Is your Safeguarding Policy explicit around <b>how Prevent concerns should be reported</b> within schools?</p> <p>Does an <b>audit trail</b> for notification reports/referrals exists, and are Prevent <b>referrals/notifications being managed or overseen</b> by relevant staff?</p>			<p>Ensure staff are aware that Prevent referrals involve following your school's existing child protection procedures, using the notice- check -share guidance set out in detail in Sunderland's referral map for reporting a Prevent concern for a vulnerable child and/or adult <b>-see Appendix 1</b></p>	
<p>Have you checked that all staff know <b>what to do if they have a Prevent concern</b> and to whom to report it? (see <b>Appendix 1</b>)</p>			<p>See above (<b>Appendix 1</b>). Consider carrying out a dip sample with staff to check they know how to make a Prevent referral and understand the 'notice-check-share' response. Useful contact numbers are:</p> <ul style="list-style-type: none"> <li>• <b>Northumbria Police's Prevent Team</b> Tel: 101 extension 63854 or email <a href="mailto:specialbranch@northumbria.pnn.police.uk">specialbranch@northumbria.pnn.police.uk</a></li> <li>• <b>Integrated Contact and Referral Team</b> (Together for Children) Tel: 0191 561 7007 (or out of hours 0191 520 5552)</li> <li>• <b>Adult Safeguarding</b> (Council customer service network) Tel: 0191 5205552</li> <li>• <b>Anti- Terrorist Hotline</b> Tel:0800 789 321</li> <li>• <b>Department of Education Counter Extremism helpline</b> Tel: 020 7340 7264 to enable staff and governors to raise concerns relating to extremism directly. Concerns can also be raised by email to <a href="mailto:counter.extremism@education.gsi.gov.uk">counter.extremism@education.gsi.gov.uk</a></li> </ul>	
<p>Do you have a clear statement about how the Prevent agenda is addressed preventatively <b>through the curriculum/other activities?</b></p>			<p>The school's curriculum helps protect pupils against extremism and promotes community cohesion.</p>	
<p>Does your policy specify how</p>			<p>The Prevent duty guidance states that schools should promote</p>	

Prevent self-assessment checklist for schools	YES	NO	Advice/Guidance	Evidence and Further Action
<p><b>British values</b> are addressed through the curriculum and other activities?</p>			<p>the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. You will find Departmental advice on promoting basic important British values as part of pupil's spiritual, moral, social and cultural (SMSC) development: <a href="https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc">https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc</a></p> <p>This guidance describes the understanding and knowledge expected of pupils as a result of schools promoting fundamental British values and provides a list of different actions that schools can take.</p>	
<p>Have Prevent <b>curriculum interventions</b> been mapped across age range and subject areas?</p>			<p>Schools will have 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. You will find Departmental advice on promoting basic important British values as part of pupil's spiritual, moral, social and cultural (SMSC) development: <a href="https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc">https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc</a></p> <p>Pupils also need to be aware of the benefits of community cohesion and the damaging effects of extremism on community relations</p>	
<p>Are key staff <b>confident to hold difficult conversations</b> with pupils, or discuss incidents that could give rise to fears and grievances?</p>			<p>Please see the PSHE Association guidance that could assist teaching staff in holding conversation and discussing specific incidents with pupils: <a href="http://www.pshe-association.org.uk/curriculum-and-resources/resources/generic-framework-discussing-terrorist-attack">www.pshe-association.org.uk/curriculum-and-resources/resources/generic-framework-discussing-terrorist-attack</a></p> <p>Staff should be able to provide appropriate challenge to pupils, parents or governors if opinions are expressed that are contrary to fundamental British values and promotion of community cohesion.</p> <p>School should also deliver training that helps develop critical thinking skills around power of influence, particularly on-line and</p>	



Prevent self-assessment checklist for schools	YES	NO	Advice/Guidance	Evidence and Further Action
			<p>through social media. Childnet has created a resource designed to support teachers in exploring critical thinking online called the 'Trust Me' resource <a href="http://www.childnet.com/resources/trust-me">http://www.childnet.com/resources/trust-me</a></p> <p>This resource helps start the conversations around extremism and extreme online content. It is ideal for PSHE citizenship and digital literacy with application across the curriculum.</p> <p>The PHSE Association has lesson plans on addressing extremism and radicalisation <a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/addressing-extremism-and-radicalisation-lesson">https://www.pshe-association.org.uk/curriculum-and-resources/resources/addressing-extremism-and-radicalisation-lesson</a></p>	
Is there a clear statement about the <b>range of interventions</b> the school can offer to individuals at risk?			<p>The school can offer safeguarding interventions to individuals at risk the same way it would with any safeguarding concern. The school should always make a Prevent referral (see <b>Appendix 1</b>) for anyone at risk of radicalisation. Relevant information is then gathered and shared to determine if there is any vulnerability to radicalisation. An initial safeguarding plan can be put in place and consideration will be given to the <a href="#">Channel Programme</a> Thresholds. Channel focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. See <a href="#">Channel General Awareness</a> elearning</p>	
Has the school ensured its <b>internet security</b> systems prevent access to unauthorised or extremist websites?			<p>The statutory guidance says schools in England and Wales are required to “ensure children are safe from terrorist and extremist materials when accessing the internet in school, including establishing appropriate levels of filtering “. The UK Safer Internet Centre has produced a helpful guide, aimed to help schools (and providers) comprehend what should be considered as “appropriate” filtering and monitoring; <a href="https://www.saferinternet.org.uk/advice-centre/teachers-and-school-staff/appropriate-filtering-and-monitoring">https://www.saferinternet.org.uk/advice-centre/teachers-and-school-staff/appropriate-filtering-and-monitoring</a> It is important to recognise that no filtering system can be 100% effective. Any online security system will need to be supported with good teaching and effective supervision.</p> <p>More generally, schools have an important role to play in</p>	

Prevent self-assessment checklist for schools	YES	NO	Advice/Guidance	Evidence and Further Action
			<p>equipping children and young people to stay safe online, both in school and outside. Internet safety will usually be integral to a school's ICT curriculum and can also be embedded in PSHE and SRE. General advice and resources for schools on internet safety are available on the <a href="#">UK Safer Internet Centre website</a>. As with other online risks of harm, every teacher needs to be aware of the risks posed by the online activity of extremist and terrorist groups.</p>	

## Appendix 5: Useful Numbers

### Useful Contact Numbers

- **Anti- Terrorist Hotline** Tel:0800 789 321
- **Department of Education Counter Extremism helpline** Tel: 020 7340 7264 to enable staff and governors to raise concerns relating to extremism directly. Concerns can also be raised by email to [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk)
- **Northumbria Police's Prevent Team** Tel: 101 extension 63854 or email [specialbranch@northumbria.pnn.police.uk](mailto:specialbranch@northumbria.pnn.police.uk)
- **Integrated Contact and Referral Team** (Together for Children) Tel: 0191 561 7007 (or out of hours 0191 520 5552)
- **Adult Safeguarding** (Council customer service network) Tel: 0191 5205552

If the child/ young person is at **immediate risk of harm**, the matter should be reported to the police straight away on 999 or by calling the **Anti-Terrorist hotline** on the number above.

## Appendix 6: Resources and Links

### Useful Links to Prevent Resources

- The **Prevent Strategy**: <https://www.gov.uk/government/publications/prevent-strategy-2011>
- The **Prevent duty guidance** (statutory) <https://www.gov.uk/government/publications/prevent-duty-guidance> (revised July 2015)
- **The Prevent duty: Departmental advice for schools and childcare providers** (June 2015) <https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>
- Home Office **Prevent e-learning** <https://www.elearning.prevent.homeoffice.gov.uk/>
- The **Channel Duty Guidance** (statutory): [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/425189/Channel\\_Duty\\_Guidance\\_April\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf)
- **On-line general awareness raising on Channel** [http://course.ncalt.com/Channel\\_General\\_Awareness](http://course.ncalt.com/Channel_General_Awareness)
- Home Office Approved Resources: **Prevent Training Catalogue** <https://www.gov.uk/government/publications/prevent-duty-catalogue-of-training-courses>
- Keeping Children Safe in Education: Statutory guidance for schools and colleges ( September 2016) <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- Together for Children **Sunderland's Child protection/child in need/child care concern Referral Form** <https://www.togetherforchildren.org.uk/what-we-do/concerned> (this is the interagency referral form and should be emailed to [safeguarding.children@sunderland.gcsx.gov.uk](mailto:safeguarding.children@sunderland.gcsx.gov.uk) (secure email only). Make sure you state that you are making a referral under 'Prevent' (radicalisation).

- For an **adult safeguarding referral for Prevent** go to [www.sunderland.gov.uk/safeguarding](http://www.sunderland.gov.uk/safeguarding) and click on 'information for employees and volunteers' and go to the bottom of the page to download the safeguarding adult concern (SAC) form and submit it. Make sure you state that you are making a referral under 'Prevent' (radicalisation).
- **NSPCC Protecting children from radicalisation:** advice for adults worried about a child <https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/protecting-children-from-radicalisation/>
- **The PSHE Association** has guidance on the management of sensitive issues. Visit <https://www.pshe-association.org.uk/> and type 'radicalisation' into the search box for a range of resources, lesson plans etc.
- **Keeping children safe in education: for schools and colleges.** Statutory guidance for schools and colleges on safeguarding children and safer recruitment <https://www.gov.uk/government/publications/keeping-children-safe-in-education-2>
- **Guidance on promoting British values in schools-** strengthened guidance on improving the spiritual, moral, social and cultural development of pupils <https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smc>
- The Department of Education '**Educate against hate**' website offers parents, teachers and school leaders practical advice to protect children from dangers of extremism, drawing on resources and guidance designed by the government and charities such as the NSPCC and Childnet. [www.educateagainsthate.com](http://www.educateagainsthate.com)
- **Show Racism the Red Card** educates and encourages young people and adults in school to challenge and prevent racism. Contact- Show Racism the Red Card Head Office on 0191 257 8591 or email [info@theredcard.org](mailto:info@theredcard.org) and website [www.srtc.org](http://www.srtc.org)
- The **UK Safer Internet Centre** has tips, advice, guides and resources for parents, carers, teachers and other professionals. <https://www.saferinternet.org.uk/advice-centre> to help keep children and young people safe online

## Appendix 7: Example of a School Prevent duty Action Plan

Area of Responsibility	Actions to be Taken	Outcome	Deadline	Update
Leadership and Values	<ul style="list-style-type: none"> <li>• Creation of a 'Statement of Values' that respects learner and staff diversity, encourages freedom and openness and promotes learner voice</li> <li>• Development of rigorous recruitment policies which include core school values</li> <li>• Key individuals are appointed amongst governors, managers and staff with responsibility for safeguarding and understand the risk of extremism/ radicalisation.</li> <li>• Inclusion of radicalisation or extremism within the corporate risk register and the maintenance of an up-to-date risk assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• A safe learning environment is created across the school; and behaviours which harm the ability of different individuals and groups to work together are challenged</li> <li>• All new staff are aware of school's expectations and subscribe to its values</li> <li>• The school leadership takes ownership of extremism and radicalisation concerns and appropriate oversight is provide</li> <li>• Extremism/ radicalisation is considered as a risk at leadership level within the organisation with concerns relating to hate crime/ harassment, extremism and radicalisation being reported promptly to the Senior Leadership Team</li> </ul>		
Partnership	<ul style="list-style-type: none"> <li>• Creation of a single point of contact for radicalisation and extremism enquiries internally and arrangements to coordinate information sharing between different departments and curriculum areas.</li> <li>• Development of links between key school staff/ governors and external partners, including the local authority and police</li> </ul>	<ul style="list-style-type: none"> <li>• School communications and the sharing of concerns relating to extremism or radicalisation are coordinated effectively.</li> <li>• The school is able to benefit from existing best practice and resources</li> <li>• The school shares information and is able to access statutory assistance where necessary to support vulnerable individuals</li> </ul>		

Area of Responsibility	Actions to be Taken	Outcome	Deadline	Update
Safeguarding and pastoral care	<ul style="list-style-type: none"> <li>• Inclusion of radicalisation and extremism within safeguarding policy and procedures including reference to the Channel process</li> <li>• Development and implementation of rolling cross organisation training plan to increase organisational awareness</li> <li>• Consideration of a school safeguarding panel to assess and manage concerns relating to extremism and radicalisation</li> <li>• inclusion of a whistle blowing mechanism with safeguarding procedures</li> <li>• Inclusion of sub-contracted education providers within the safeguarding procedures</li> </ul>	<ul style="list-style-type: none"> <li>• All are aware of the safeguarding procedures and that radicalisation is included within it</li> <li>• All understand what is meant by the term radicalisation and extremism and are comfortable sharing concerns about radicalisation and extremism</li> <li>• A whole school approach is taken to the support of learners who may be vulnerable to violent extremist radicalisation</li> <li>• Staff feel confident and protected in raising any concerns which may place in safety of learners at risk</li> <li>• Learners are protected while studying/ working externally to the school</li> </ul>		
Pupil and learner resilience	<ul style="list-style-type: none"> <li>• Include activities within existing lesson structure to enhance pupil and learner resilience for example internet safety sessions and activities to improve critical thinking skills</li> <li>• Raise awareness and confident amongst tutors and enrichment colleagues about the importance of critical thinking skills.</li> <li>• Raise awareness of all colleagues and pupils or learners about their personal responsibilities in the online space particularly around freedom of speech</li> <li>• All staff receive appropriate training to educate and challenge on the principals of mutual respect and tolerance and encourage democratic participation</li> <li>• Opportunities to promote values are identified and utilised within the curriculum and within enrichment</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils and learners have good critical engagement skills and understands how to verify information online and the reasons why they should</li> <li>• Pupils and Learners feel comfortable sharing any concerns they have about behaviour or information in the online space with colleagues at the school.</li> <li>• All aware of their individual responsibilities in the online space especially regarding freedom of speech</li> <li>• All learners are encouraged to respect others with particular regard to protected characteristics and are educated in civic engagement</li> <li>• Learners understand what the school values mean in practice</li> </ul>		

Area of Responsibility	Actions to be Taken	Outcome	Deadline	Update
Internet safety	<ul style="list-style-type: none"> <li>• Inclusion of reference to terrorist and/or extremist material within ICT code of conduct, together with protection of legitimate study of this material</li> <li>• Deliver awareness raising training to library and ICT colleagues about what terrorist and extremist material looks like</li> <li>• Raise awareness of colleagues and pupil or learners about updated code of conduct, reasons why, and an explanation of how the policy was developed.</li> <li>• Appropriate filtering is in place to ensure that learners are unable to access terrorist and extremist material online through school service.</li> </ul>	<ul style="list-style-type: none"> <li>• Colleagues understand what terrorist/ extremist materials look like and are confident to share concerns through the appropriate processes if they do encounter access to this material</li> <li>• Learner study of extremist and terrorist material for legitimate purpose is protected</li> <li>• Pupils and learners understand the risk to accessing terrorist and extremist material online and understand the institutions duty and process in these areas</li> <li>• Learners are safe from accessing extremist or terrorist materials while using school servers</li> </ul>		
Reputation and brand	<ul style="list-style-type: none"> <li>• Development of policies which outline when the schools branding and the responsibilities which come with it use</li> <li>• Development of a protocol for monitoring the schools online presence which includes referencing terrorism and extremism</li> <li>• Delivery of awareness raising training to communications colleges</li> <li>• Delivery of awareness raising to all administration, teacher and pupils or learner advising of responsibility in the online space</li> </ul>	<ul style="list-style-type: none"> <li>• Any references to the school online are picked up quickly and referred for action if they have links to terrorist/extremist material.</li> <li>• School administration tutors and learners are aware of their responsibility in the online space regarding</li> </ul>		



Area of Responsibility	Actions to be Taken	Outcome	Deadline	Update
School Environment	<ul style="list-style-type: none"> <li>• Development of policies governing events organised by staff, learners or visitors on school premises.</li> <li>• Creation of a code of conduct policy and communication plan for setting expectations on learner behaviour</li> <li>• Development of a policy governing the display materials internally at the school</li> <li>• Development of a protocol manage the layout access and use of any space provided for the purpose of prayer and contemplation including an oversight committee or similar</li> </ul>	<ul style="list-style-type: none"> <li>• The school does not host events or speak supportive of, or, conducive to, terrorism</li> <li>• Learners are aware of the conduct expected by the school in creating a safe space for all groups on site</li> <li>• A safe learning space is created avoiding the display of inappropriate materials</li> <li>• Prayer and contemplation space is accessible to all learners on an equal basis and the school is aware of an able to manage any risks associated with the space.</li> </ul>		