RAVENSCOTE JUNIOR SCHOOL

Preventing Extremism and Radicalisation Safeguarding Guidance

Policy 2025 - 2027

Date of Approval		Date of Review	
September 2025		**September 2027**	
Signed	Amy Wells **Headteacher**	**Signed**	Emily Gibson **Chair of Governors**



Ravenscote Junior School

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PREVENT DUTY – HM GOVERNMENT STRATEGY

The aim of the PREVENT Strategy is to stop people becoming or supporting terrorists or their activities this can be achieved by challenging ideologies, protecting vulnerable individuals and supporting institutions, such as schools. It is part of the National Counter Terrorism Strategy known as CONTEST

The PREVENT Strategy has three main objectives:

- Tackle the ideological causes of terrorism
- Intervene early to support people susceptible to radicalisation
- Enable people who have already engaged in terrorism to disengage and rehabilitate

At Ravenscote Junior School we recognise our responsibilities in this ever-present threat and undertake an annual risk assessment that covers our whole school community with respect to our PREVENT duties (this can be located in Appendix A). Staff undertake training to comply with our duties, our Trustees/Governors have also received training.

Ravenscote Junior School is committed to providing a safe and secure environment for pupils, where children not only feel safe and are kept safe. All adults in our school recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not. In adhering to this guidance staff and visitors will contribute to our school's delivery of the outcomes to all children, as set out in section 10 of the Children Act 2014. Our Ravenscote Preventing Extremism and Radicalisation Safeguarding guidance is one element within our safeguarding strategy of all pupils within Ravenscote Junior School in line with our statutory duties set out at section 175 of the Education Act 2002. Our school's Preventing Extremism and Radicalisation Safeguarding guidance also draws on guidance in the DfE Guidance "Keeping Children Safe in Education," "PREVENT- Resources Guide", "Tackling Extremism in the UK", Department of Education and Surrey Safeguarding Children Partnership.

The physical, mental health and emotional well-being of children; the protection of children from harm and neglect; the education, training and recreation of children; the contribution made by them to society; and their social and economic well-being. Our Ravenscote Junior School ethos and practice accepts the UK Governmental definition of extremism as published in March 2024, which is outlined below.

The definition of Extremism

Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:

1. Negate or destroy the fundamental rights and freedoms of others or
2. Undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights or
3. Intentionally create a permissive environment for others to achieve the results in (1) or (2).

The types of behaviour below are indicative of the kind of promotion or advancement which may be relevant to the definition, and are an important guide to its application.



Behaviour that could constitute extremism

Aim 1 (negate or destroy fundamental rights and freedoms): Behaviour against a group, or members of it, that seeks to negate or destroy their rights to live equally under the law and free of fear, threat, violence, and discrimination. Including:

- Using, threatening, inciting, justifying, glorifying or excusing violence towards a group in order to dissuade them from using their legally defined rights and freedoms.

Aim 2 (undermine, overturn or replace liberal democracy): Attempts to undermine, overturn, or replace the UK's system of liberal parliamentary democracy and democratic rights. Including:

- Advocating that the UK's parliamentary democracy and democratic values and rights are not compatible with their ideology, and seeking to challenge, overthrow, or change our political system outside of lawful means.
- Using, threatening, inciting, justifying, glorifying or excusing violence towards citizens, in order to dissuade them from participating freely in the democratic process.
- Subverting the way public or state institutions exercise their powers, in order to further ideological goals, for example through entryism, or by misusing powers or encouraging others to do so.
- Using, threatening, inciting, justifying, glorifying or excusing violence towards public officials including our armed forces, police forces and members of local, devolved or national legislatures, in order to dissuade them from conducting their obligations freely and fearlessly, without external interference.
- Establishing parallel governance structures which, whether or not they have formal legal underpinning, seek to supersede the lawful powers of existing institutions of state.

Aim 3 (enabling the spread of extremism): Intentionally creating a permissive environment for behaviour in aim 1 or aim 2. Including:

- Providing an uncritical platform for individuals or representatives of groups or organisations that have demonstrated behaviour in either aim 1 or aim 2.
- Facilitating activity of individuals or representatives of groups or organisations that have demonstrated behaviour in either aim 1 or aim 2, including through provision of endorsement, funding, or other forms of support.
- The dissemination of extremist propaganda and narratives that call for behaviour in either aim 1 or aim 2.
- Attempts to radicalise, indoctrinate and recruit others to an ideology based on violence, hatred or intolerance, including young people.
- Consistent association with individuals or representatives of groups or organisations that have demonstrated behaviour in either aim 1 or aim 2 without providing critical challenge to their ideology or behaviour.
- If any behaviour listed in aim 1 or aim 2 has occurred previously, a refusal by the individual, group or organisation that conducted the behaviour to rescind, repudiate or distance themselves from the behaviour.

Further information regarding the definition of extremism can be found HERE.

There is no place for extremist views of any kind in Ravenscote Junior School, whether from internal sources – pupils, staff or Trustees/Governors, or external sources. Our pupils see Ravenscote Junior School as a safe and secure environment where they can explore controversial issues safely and where our teachers encourage and facilitate this. As a school, we recognise that extremism and exposure to



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

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful tool against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way. We provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized. We are also aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times pupils may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language. Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with our Code of Conduct for staff.

Safeguarding from Extremism

The school has a dedicated DSL (Mrs Natalie Butcher) who deals with any incidents of extremism and/or terrorism within our school community. As is the school's responsibility under law, we will do our utmost to safeguard our pupils from being drawn into extremism and terrorism.

The school has strong relationships with our local safeguarding partners, and will involve them at the earliest opportunity if safeguarding issues arise.

As part of our wider safeguarding responsibilities all Ravenscote staff will be alert to:

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where pupils have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images.
- Pupils accessing extremist material online, including social networking sites.
- Parental reports of changes in behaviour, friendship or actions
- Requests for assistance from other schools, local authority services
- Police reports of issues affecting pupils in other schools or settings
- Pupils voicing opinions drawn from extremist ideologies and narratives use of extremist or 'hate' terms to exclude others or incite violence, intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture.

Procedures for Referrals

Ravenscote Junior School will closely follow all agreed procedures, as set out by Surrey's Safeguarding Children Partnership's processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation. In the event of concerns about a person becoming radicalised, the following process will be followed:

- It is important for staff to be constantly vigilant and remain fully informed about the issues which affect the local area. All staff understand, through safeguarding training, that 'it could happen here' and safeguarding is 'everyone's business'. They are encouraged to be 'professionally inquisitive' where concerns arise, referring any concerns to the DSL.



- We believe that it is possible to intervene to protect people who are vulnerable. Early intervention is vital and staff must be aware of the established processes for front line professionals to refer concerns about individuals and/or groups. We must have the confidence to challenge, the confidence to intervene and ensure that we have strong safeguarding practices based on the most up-to-date guidance and best practice.

- The school's Designated Safeguarding Leads and the Headteacher will deal swiftly with any referrals made by staff or with concerns reported by staff.

- The Head Teacher and the Designated Safeguarding Leads will discuss the most appropriate course of action on a case-by-case basis and will decide when a referral to Channel is needed.

Channel is a panel drawn from agencies, such as Surrey Police, education and health agencies which meets to address issues of individuals who have been identified as being at risk of radicalisation, but have not committed any terrorism offence. The Channel Panel meets when a referral has been made and referrals can be made by anyone who has a concern. Channel and Prevent Multi-Agency Panel (PMAP) Guidance

Where there are concerns of extremism or radicalisation pupils and staff will be encouraged to make use of our internal systems to Whistle Blow or raise any issue in confidence, the procedures are within the Ravenscote Whistle Blowing Policy. Staff at Ravenscote Junior School will be alert to the fact that whilst extremism and radicalisation is broadly a safeguarding issue there may be some instances where a child or children may be at direct risk of harm or neglect. For example; this could be due to a child displaying behaviours in terms of the activities they are involved in or the groups they are associated with or staff may be aware of information about a child's family that may equally place a child at risk of harm. Therefore, all staff working at Ravenscote Junior School (including visiting staff, volunteers' contractors, and students on placement) are required to report instances where they believe a child may be at risk of harm or neglect to the Designated Safeguarding Lead or Headteacher. Designated Safeguarding Lead works in line with the responsibilities as set out in the Surrey Safeguarding guidance and DfE Guidance 'Keeping Children Safe in Education'. The Designated Safeguarding Lead (and/or deputy DSL's) and Headteacher are the focal contacts for those who may have concerns about an individual child's safety or well-being including responsibilities of the PREVENT strand of the Government's counter-terrorism strategy.

The Role of the Curriculum

At Ravenscote Junior School we strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the exposure or approaches to radicalisation that some children may experience elsewhere may make it harder for them to challenge or question these radical influences.

Within Ravenscote Junior School this will be achieved by good teaching, primarily via PSHE, assemblies and role modelling by all staff, but also by adopting the strategies outlined in the HM Government's guidance 'Teaching approaches that help build resilience to extremism among young people' DfE 2011. We will ensure that all of our teaching approaches help our pupils build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skill. We will ensure that all of our staff are equipped to recognize extremism and are skilled and confident enough to challenge it. We will be flexible enough to adapt our teaching approaches, as appropriate, so as to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation.



This will work in conjunction with our schools' approach to the spiritual, moral, social and cultural development of pupils as defined in Ofsted's School Inspection Handbook and will include the use of assemblies to help further promote this rounded development of our pupils. Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution. We will achieve this by using a curriculum that includes: Citizenship programmes, discussion and debate on anti-violence and a restorative approach addressed throughout our curriculum.

We will also work with local partners, agencies, families and communities in our efforts to ensure our school understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our pupil's experiences and horizons. We will help support pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a pupil is being directly affected by extremist materials or influences we will ensure that that pupil is offered mentoring. Additionally, in such instances our school will seek external support from local partnership structures, such as Surrey Police, Surrey Social Services and HM Government working to prevent extremism.

At Ravenscote Junior School we will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage pupils to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our pupils safe and prepare them for life in modern multi-cultural Britain and globally.

External Visitors and Speakers

We encourage the use of external agencies or speakers to enrich the experiences of our pupils, however, we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils.

To do this we will use Surrey Safeguarding and HM Government guidance for engagement with external agencies. Vetting is to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in complete opposition to our Ravenscote School values and ethos. We must be aware that in some instances the work of external agencies may not directly be connected with the rest of the school curriculum, so we need to ensure that this work is of benefit to all pupils.

Ravenscote Junior School will attempt 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. The 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 matched to the needs of pupils. Activities are carefully evaluated by schools to ensure that they are effective. We recognise, however, that the ethos of our school is to encourage pupils to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this. By delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we will strive to ensure our pupils recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help pupils develop the critical thinking skills needed to engage in informed debate.

Prevent Duty Training

Whole school in-service training on Safeguarding and Child Protection will be organised for staff and governors annually and will comply with the prevailing arrangements agreed by Surrey's Safeguarding Children Partnership and will, in part, include training on extremism and radicalisation and its



safeguarding implications. All staff are required to complete the Government Prevent Duty training annually.

The Designated Safeguarding Lead will attend training courses and Surrey safeguarding briefings, as necessary and the appropriate inter-agency training organised by the Surrey Safeguarding Children Partnership at least every two years, again this will include training on extremism and radicalisation and its safeguarding implications.

Safer Recruitment

The arrangements for recruiting all staff, permanent and volunteers, to Ravenscote Junior School will follow National and Surrey's guidance for safer recruitment best practice in education settings, including, but not limited to, ensuring that DBS checks are always made at the appropriate level, that references are always received and checked and that we complete and maintain a single central record of such vetting checks. We will apply safer recruitment best practice principles and sound employment practice in general and in doing so will deny opportunities for inappropriate recruitment or advancement. We will be alert to the possibility that persons may seek to gain positions within our school so as to unduly influence our schools' character and ethos. We are aware that such persons seek to limit the opportunities for our pupils thereby rendering them vulnerable to extremist views and radicalisation as a consequence. Therefore, by adhering to safer recruitment best practice techniques and by ensuring that there is an on-going culture of vigilance within our school and staff team we will minimise the opportunities for extremist views to prevail.

The Local Advisory Committee of Ravenscote Junior School will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities as Governors, including their statutory safeguarding duties. The Local Advisory Committee of Ravenscote Junior School support the ethos and values of our school and support the school in tackling extremism and radicalisation. In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education' the Local Advisory Committee will challenge the school's senior leadership team on the delivery of its policies and monitor its effectiveness. Governors will review this guidance regularly and may amend and adopt it outside of this timeframe in accordance with any new legislation or guidance or in response to any quality assurance recommendations pertaining to the delivery of this guidance and the overall safeguarding arrangements made.

This guidance was considered and adopted by the Local Advisory Committee in line with their overall duty to safeguard and promote the welfare of children as set out in the DfE guidance 'Keeping Children Safe in Education' Parents will be issued with a hard copy of this guidance on request. This guidance will also be made available to parents via the school website. The Headteacher will actively evaluate the effectiveness of this guidance by monitoring the staff group's understanding and application of the procedures within this guidance as their overall duty to safeguard children.

Further guidance from Surrey Police on how to stay safe from terrorism can be located here: Staying safe from terrorism | Surrey Police

What the threat levels mean

Threat levels are designed to give a broad indication of the likelihood of a terrorist attack. They are as follows:-

- LOW means an attack is unlikely.
- MODERATE means an attack is possible, but not likely



- SUBSTANTIAL means an attack is a strong possibility
- SEVERE means an attack is highly likely
- CRITICAL means an attack is expected imminently

The key National advice is:-
'If you see anything that causes you concern or raises your suspicions do not hesitate to call the Police confidentially on 0800 789 321 or in an emergency 999. If you get caught up in the rare event of a weapons attack we urge you to follow the Run, Hide, Tell advice.'

For further information and guidance, please visit the National Counter Terrorism Security Office webpage https://www.protectuk.police.uk/



APPENDIX A

RAVENSCOTE JUNIOR SCHOOL

PREVENT RISK ASSESSMENT

Introduction

Everyone who comes into contact with children and their families has a role to play in safeguarding children. Schools have a duty of care to their pupils and staff which includes safeguarding them from risk of being drawn into terrorism. This includes not just violent extremism but also nonviolent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of the terrorist ideology and learn how to challenge these ideas.

School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance Working Together to Safeguard Children and Keeping Children Safe in Education. Schools and colleges should work with Social Care, the Police, Health Services and other services to promote the welfare of children and protect them from harm. Radicalisation is listed as a specific safeguarding issue within this statutory guidance and is addressed within the Government Prevent Strategy. The Counter-Terrorism and Security Act 2015 places a duty on Schools to have "due regard to the need to prevent people from being drawn into terrorism"

The Prevent Strategy has three main objectives:

- Respond to the ideological challenge of terrorism and the threat we face from those who promote it
- Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support
- Work with sectors and institutions where there are risks of radicalisation which we need to address

Ravenscote Junior School recognises that it has a duty under Section 26 of the Counter-Terrorism and Security Act, 2015, in the exercise of its functions, to have due regard to the need to prevent people from being drawn into terrorism.



RISK AREA 1: LEADERSHIP & PARTNERSHIP				
	Risk	**Who is at risk?**	**Actions in place to significantly reduce risk**	**Who is responsible?**
LEADERSHIP	The values and ethos of the school are unsuitable for promoting resilience against extremist ideologies and promoting British values	Children and staff	The school values clearly set out our commitment to British values. Our School values are Respect, Responsibility, Honest, Teamwork, Excellence and Happiness. Children have weekly values assemblies. The school has a clear set of rules: Ready, Respectful and Safe. School values are shared with parents in newsletters and on our school website. Values include a commitment to tolerance, diversity and mutual respect. Children learn about British values through the school curriculum including PSHE, RAW, values assemblies, Democracy Day and year group displays.	All staff
LEADERSHIP	The values and ethos of the school are unsuitable for promoting resilience against extremist ideologies and promoting British values	Children and staff	School leaders are aware of their duty to prevent children being drawn into terrorism, and make sure all staff know the same. School Leaders engage in annual Prevent Duty training, this comprises of both the Home Office training (Awareness, Referrals and Channel) as well as a National College training unit). School leaders stay up to date with local developments and risks. The school is in communication with local police. The school has clear safeguarding referral policies and processes. DSL attends termly DSL network meetings.	DSL team



WORKING IN PARTNRSHIP	Staff do not feel comfortable or capable working with external agencies and sharing concerns about extremism externally	Children and staff	We work and communicate with local safeguarding partners and other relevant agencies regarding concerns about extremism. The DSL is aware of the process to contact other agencies and expedite concerns about extremism. Records of referrals are kept and logged on CPOMS, and referrals are followed up appropriately. Staff work with agencies to support children following any referrals made.	DSL
WORKING IN PARTNRSHIP	Parents/carers do not feel comfortable or capable working with the school to sharing concerns about extremism externally	Parents and children	We have a Family Link Worker in school whom parents and carers can ask for advice and support and who can signpost parents to external agencies for support. Family Link Worker is available during each school day and visible outside to parents at drop-off and pick up for ease of access. Staff work in partnership with parents and encourage parents to communicate with us. Staff are available on the gates each morning and afternoon (the front gate is always staffed by a member of the senior leadership team, and a member of SLT is usually available on the back gate).	FLW



RISK AREA 2: CAPABILITIES				
	Risk	**Who is at risk?**	**Actions in place to significantly reduce risk**	**Who is responsible?**
TRAINING	School staff are unaware of their responsibilities under the Prevent duty, and the need to promote British values	Children and staff	All staff read our Child Protection and Safeguarding Policy and at least Part 1 and Annex B of Keeping Children Safe in Education annually. All staff have Prevent training annually. Staff members are aware that they can go to Designated Safeguarding Leads for advice, support, and to escalate concerns. The school staff have an excellent knowledge of the community it serves and DSLs consider contextual factors when delivering training to staff and Governors.	All staff
TRAINING	School staff are unaware of their responsibilities under the Prevent duty, and the need to promote British values	Children and staff	All governors read our Child Protection and Safeguarding Policy and all of Keeping Children Safe in Education annually. We have a dedicated Safeguarding Governor that oversees our compliance with the Prevent duty. All Governors carry out annual Prevent training. Prevent is a standing item on the agenda at termly Safeguarding Governor meetings.	Governors



RISK AREA 2: CAPABILITIES				
	Risk	**Who is at risk?**	**Actions in place to significantly reduce risk**	**Who is responsible?**
INFORMATION SHARING	Staff do not share information with relevant external agencies regarding radicalisation in a timely manner.	Children and staff	The DSL and all DDSL's have received appropriate training and are aware of how to make a Prevent referral. The DSL is aware of the process to contact other agencies and expedite concerns about extremism. Records of referrals are kept and logged on CPOMS, and referrals are followed up appropriately. Staff work with agencies to support children following any referrals made.	DSL Team All staff



RISK AREA 3: REDUCING PERMISSIVE ENVIRONMENTS				
	Risk	**Who is at risk?**	**Actions in place to significantly reduce risk**	**Who is responsible?**
BUILDING CHILDREN' S RESILIENCE TO RADICALISATION	The curriculum teaches damaging material or fails to challenge extremist ideologies and promote British values	Children	Opportunities to promote British values are clearly identified within all curriculum areas. Use of PSHE and RAW lessons for sensitive and supportive discussions on radical issues and extreme ideologies. The schools uses Jigsaw to deliver a robust PSHE curriculum which promotes British values. Children are taught to know their own minds, to operate from a position of self-awareness and self-valuing, and to develop the capacity to empathise with others. Children develop the skills and confidence in Jigsaw to have respectful discussions around sensitive subjects, and in upper KS2 this includes lessons around topics such as belonging, peer pressure, changing relationships and gangs, which can be built upon in more specific lessons when they reach secondary school.	PSHE leader RAW leader SLT
BUILDING CHILDREN' S RESILIENCE TO RADICALISATION	A culture of inequality or abuse is allowed to grow, enabling extremist ideology and hate to develop	Children	Our Positive Behaviour Policy clearly sets out a commitment to tolerance and compassion. Staff know how to respond to witnessing harassment and abusive behaviour. Children are encouraged to challenge harassment or abusive behaviour among their peers. The school has mapped out texts that are used in all year groups which promote protected characteristics at an age-appropriate level.	SLT



RISK AREA 3: REDUCING PERMISSIVE ENVIRONMENTS				
	Risk	**Who is at risk?**	**Actions in place to significantly reduce risk**	**Who is responsible?**
BUILDING CHILDREN' S RESILIENCE TO RADICALISATION	British values are not promoted outside of the classroom	Children	British Values are promoted through the school - • Children participate in democracy through school council and other council elections, with democracy explicitly taught and celebrated on Democracy Day • Values assemblies promoting diversity, human rights, British Values and respect • Celebrations from multiple religions and cultures are celebrated around the school • RAW display is updated regularly to inform and celebrate a variety of religions, worldviews and religious celebrations	Headteacher RAW leader
BUILDING CHILDREN' S RESILIENCE TO RADICALISATION	Staff do not support the school's values and ethos, or they support and promote extremist ideas	Children and staff	The staff recruitment process reflects the school's values and promotes good safeguarding practice. School values and commitment to safeguarding are included in job advertisements. Safer recruitment procedures are followed e.g. online checks, DBS checks, values-based interview questions, 128 checks, barred list check, references The Single Central Record is updated for all new staff and monitored monthly by the DSL, and termly by the safeguarding governor.	Headteacher School Business Manager DSL Safeguarding governor



RISK AREA 3: REDUCING PERMISSIVE ENVIRONMENTS				
	Risk	**Who is at risk?**	**Actions in place to significantly reduce risk**	**Who is responsible?**
IT POLICIES AND PROCEDURES	Children use the school network or school hardware to access terrorist and extremist material	Children	Our Child Protection and Safeguarding Policy refers to the risks of online extremist material. Children are encouraged to report any material they come across online which makes them worried or uncomfortable. The school IT network has appropriate filters to block sites deemed inappropriate or unsafe, this is tested annually to ensure all terrorist content is blocked. The school uses SENSO to monitor and manage all computer activity in school. Any significant concerns or inappropriate usage are logged on CPOMS and appropriate actions are taken. All children are required to log into their RDP accounts when using school hardware to enable staff to identify the user easily should SENSO identify any concerns. School email accounts are monitored by SENSO cloud. An annual online safety audit and risk assessment is carried out.	DSL team ICT Technician



RISK AREA 3: REDUCING PERMISSIVE ENVIRONMENTS				
	Risk	**Who is at risk?**	**Actions in place to significantly reduce risk**	**Who is responsible?**
IT POLICIES AND PROCEDURES	Children access extremist material on their own devices or on social media, or are specifically targeted for online radicalisation	Children	The computing and PSHE curriculums include teaching children how to stay safe online. Parents are provided with support on how to help their children access the internet safely and spot the signs of online radicalisation. Parents are invited to attend online safety workshops annually.	DSL Computing lead PSHE lead
VISITORS AND EVENTS	Children are exposed to extremist ideologies by visiting speakers	Children	The school has a visiting speakers protocol which staff have to follow to vet speakers ahead of confirming them booking it; the DSL has to then approve the speaker. The school has a visiting speakers agreement. This is shared with speakers prior to any visits or workshops. The materials that visiting speakers deliver are checked prior to their visit. Visiting speakers are never left alone with children. Staff are always present during external speakers and know to interrupt and end the presentation if they have any concerns about the speaker violating their agreement.	DSL



RISK AREA 3: REDUCING PERMISSIVE ENVIRONMENTS				
	Risk	**Who is at risk?**	**Actions in place to significantly reduce risk**	**Who is responsible?**
VISITORS AND EVENTS	Non-approved visitors access the school site to spread extremist ideology	Children and staff	There are robust visitor procedures in place. All visitors to the school must be signed in at reception and wear ID badges Non-DBS/ checked visitors are to be accompanied around the school site by a member of staff at all times. Staff and children understand the lanyard colours visitors wear and whom should be accompanied; staff know to challenge anyone unaccompanied who should be accompanied or without a lanyard (or request SLT support to do so); children know to alert their nearest trusted adults. Lanyard posters around the school remind the school community of this. The site is surrounded by a secure fence and visitors are only able to access the school if they come through the gates, which are opened by the office.	Office
VISITORS AND EVENTS	The school site is used to host events which support extremist ideologies or promote hatred	Children and staff	All hiring and lettings agreements state that the school site will not be hired to groups who support extremist ideologies or promote hatred.	SBM



RISK AREA 3: REDUCING PERMISSIVE ENVIRONMENTS				
	Risk	**Who is at risk?**	**Actions in place to significantly reduce risk**	**Who is responsible?**
VISITORS AND EVENTS	Volunteers do not support the school's values and ethos, or they support and promote extremist ideas	Children and staff	The volunteer recruitment process reflects the school's values and promotes good safeguarding practice. Volunteers follow a recruitment process. Safer recruitment procedures are followed e.g. DBS checks, references, The Volunteer Policy explains appropriate conduct for all volunteers, including students on work experience.	Headteacher School Business Manager DSL

