

RYHALL CE ACADEMY



BRITISH VALUES & THE PREVENTION OF RADICALISATION POLICY

Formulation date: July 2017

Responsibility: Headteacher

Next Review Date: July 2018

Associated Documentation:

- [The Prevent Duty: departmental advice for schools \(2015\)](#)
- [Leicester, Leicestershire and Rutland Safeguarding Board procedures](#)
- [Counter Terrorism and Security Act \(2015\)](#)
- [Keeping Children Safe in Education \(2016\)](#)
- [Working Together to Safeguard Children \(2015\)](#)
- Acceptable Use (ICT)
- Anti-Bullying
- Behaviour
- Collective Worship
- Ethos Statement
- Home-School Agreement
- RE
- Safeguarding/Child Protection
- (Staff) Code of Conduct
- Curriculum
- Whistle-blowing

Summary:

This policy is part of our commitment to keeping children safe. Since the 'Education and Inspections Act 2006' schools have a duty to promote community cohesion. Over the last few years, global events have led to a growth of extremist viewpoints, including advocacy of violent extremism. Schools and academies have an important part to play in both educating children and young people about extremism and recognising when pupils are at risk of becoming radicalised. In March 2015, new statutory duties were placed on schools by the Counter Terrorism and Security Act (2015) which means schools must work to prevent children being drawn into extremism. Safeguarding children from all risks of harm is an important part of a school's work and protecting them from extremism is one aspect of that.

Ryhall CE Academy is committed to providing a secure environment for pupils, where pupils feel safe and are kept safe. All adults at Ryhall CE Academy 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. It is the individual responsibility of every member of staff to read, understand and implement this policy, together with their responsibilities as outlined in the Trust's (PDET) Whistle Blowing Policy, the Code of Conduct and Child Protection Policy.

NON-STATUTORY

1. ETHOS

Ryhall CE Academy provides a learning environment that embraces excellence and academic rigour. Set within a framework of spiritual, intellectual, physical, emotional, moral, social and cultural development, we aim to:

ignite a passion for life-long learning;

develop great thinkers who embrace challenge;

promote curiosity, enthusiasm, independence, self-belief and confidence.

Our strong Christian ethos encourages:

**endurance,
compassion,
friendship,
trust and
respect.**

We also teach the British values of democracy, justice and the rule of law, and mutual respect for those of different faiths and beliefs, and for those without faith and individual liberty.

At Ryhall CE Academy we ensure that through our distinctive Christian school vision, values, broad, balanced and diverse curriculum and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. The local governing board also ensures that this ethos is reflected and implemented effectively in the school's policy and practice and that there are effective risk assessments in place to safeguard and promote pupils' welfare.

We have a duty to prepare our pupils for life in modern Britain and to keep them safe.

Pupils who attend our school have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

There is no place for extremist views of any kind in our school, whether from internal sources, pupils, staff or governors, or external sources, school community, external agencies or individuals. Our pupils see Ryhall CE Academy as a safe place where they can explore all issues safely and where our teachers encourage and facilitate this, we have a duty to ensure this happens. As a school, we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for pupils 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.

At Ryhall CE Academy we will actively challenge pupils, staff or parents expressing opinions contrary to fundamental British Values, including those expressing 'extremist' views.

2. DEFINITIONS

2.1 Extremism is defined as the holding of extreme political or religious views. In the 2011 Prevent Strategy it 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".

The introduction of the Prevent Duty, (statutory guidance issued under the Counter-Terrorism and Security Act 2015) places a duty on certain bodies ("specified authorities" listed in Schedule 6 to the Act), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism".

The Governing Board of Ryhall CE Academy has a zero tolerance approach to extremist behaviour for all school community members. Our Christian values guide our work and provide effective pastoral care in order to support children in recognising negative influences and therefore helping protect them.

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

2.3 British Values are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

At Ryhall CE Academy British Values are reinforced regularly and in the following ways:

I. Democracy

Pupils are actively encouraged to have a voice and share their views and opinions regularly. Our active School Council is one such example. At the start of the academic year we hold an election (in-class) when the candidates for class representatives on the School Council pitch their election manifesto to the rest of their class. A secret ballot ensues and the results are announced in a special assembly. The School Council representatives (2 per class) meet regularly then take the ideas from the meeting back to their classes for discussion. A whole school election is taken to determine House, Sport Captains and Eco Leaders.

Every pupil also contributes their ideas to the composition of their own class rules every year. This sets ground rules for classroom conduct and establishes the standards of behaviour pupils can expect from each other over the year ahead. All pupils also complete questionnaires which provide them with the opportunity to share their views and suggest ways in which the school could be improved further. Pupils are also encouraged to give their views regularly about a variety of topics through pupil voice interviews conducted by staff and governors.

II. The Rule of Law

The importance of law is consistently reinforced throughout the school day, as well as when dealing with behaviour and through school collective worship. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and the Fire Service are regular parts of our calendar and help reinforce this message. Our school behaviour policy helps us to teach the children the behaviour rules of

our school. Our School's golden rules are regularly shared with the children and are part of our behaviour policy. These are:

- Do always try your best in everything you do;
- Do take care of possessions and the building;
- Do listen to others;
- Do be gentle, kind and helpful;
- Do be honest;
- Do remember your manners;
- Don't interrupt;
- Don't hurt other people with words or actions;
- Don't waste or damage things;
- Don't hide the truth;
- Don't be rude;

As a church school we also agree to live by Jesus' Golden Rules:
Love God with all your heart, mind, soul and strength and love your neighbour as yourself.

III. Mutual Respect

Part of our school ethos and behaviour policy has revolved around Core Values, one of which is 'Respect'. Pupils have been part of discussions and assemblies related to what this means and how we can be respectful every day. Pupils learn that their behaviours have an influence on their own rights and those of others. All members of the school community will treat each other with respect.

IV. Tolerance of Those of Different Faiths and Beliefs

Ryhall CE Academy is situated in an area which is not culturally diverse; therefore, we place a great emphasis on promoting diversity with the children. RE and PSHE reinforce this. Each year the pupils explore at least one other world faith alongside their learning about Christianity. By the time they leave us all pupils have learnt about the beliefs and practices of people of the following world faiths; Judaism, Sikhism, Hinduism, Islam and Christianity – children also explore the values and beliefs of those with no faith. Members of different faith groups are encouraged to share their knowledge to enhance learning within the school and visits to places of worship are integrated into the curriculum.

3. ROLES AND RESPONSIBILITIES

3.1 Role of the Local Governing Board (LGB)

It is the role of the LGB to ensure that the school meets its statutory duties with regard to preventing radicalisation.

The LGB has a nominated person, Ms Victoria Crosher, who will liaise with the Headteacher and other staff about issues to do with protecting pupils from radicalisation.

3.2 Role of the Headteacher

It is the role of the Headteacher to:

- Ensure that staff have appropriate training related to preventing radicalisation and extremism;
- Ensure that the school and its staff respond to preventing radicalisation and extremism on a day-to-day basis;
- Ensure that the school's curriculum addresses the issues involved in radicalisation and extremism;
- Ensure that staff conduct is consistent with preventing radicalisation and extremism.

3.3 Role of Designated Safeguarding Lead

It is the role of the Designated Safeguarding Lead to:

- Access Prevent training and disseminate learning to staff;
- Ensure that staff understand the issues of radicalisation and extremism, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns;
- Receive safeguarding concerns about pupils and young people who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation;
- Make referrals to appropriate agencies with regard to concerns about radicalisation and extremism;
- Support staff who may have to refer concerns;
- Liaise with partners, including the local authority and the police;
- Report to the LGB on these matters.

3.4 Role of staff

It is the role of staff to understand the issues of radicalisation and extremism, be able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns.

Ryhall CE Academy is fully committed to safeguarding and promoting the welfare of all its pupils. As a school we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. All staff are expected to uphold and promote the fundamental principles of British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

As part of wider safeguarding responsibilities school 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 through social networking sites;
- Parental reports of changes in behaviour, friendship or actions and requests for assistance;
- Other schools, local authority services, and 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;
- Attempts to impose extremist views or practices on others;
- Anti-British views.

4. CURRICULUM

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our pupils to be inquisitive learners who are open to new experiences and are tolerant of others. Our curriculum promotes respect and diversity. Pupils are encouraged to express themselves through discussions, debates and consultations. The RE, PSHE, Citizenship and SMSC provision is embedded across the curriculum, and underpins the ethos of our school. Pupils learn about all major faiths and visit places of worship wherever possible. They are also taught about how to stay safe when using the internet.

Whilst our curriculum will enable pupils to become well-rounded individuals we recognise the importance of resilience in preventing pupils being drawn into extremist ways of thinking. 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 all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches pupils may experience elsewhere may make it harder for them to challenge or question these radical influences.

Our Christian values support the development of the whole pupil as a reflective learner within a calm, caring, happy and purposeful atmosphere. Teaching the schools core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

5. APPROACHES

- Pupils are encouraged to adopt and live out our Christian Values of compassion, endurance, friendship, respect and trust. We believe that these complement the key British Values;
- Pupils are helped to understand the importance of democracy and freedom of speech, through our collective worship & assemblies programme, through the curriculum and through the elected School Council members;
- Pupils are taught how to keep themselves safe, in school and when using the internet;
- Pupils participate in local community events so that they appreciate and value their neighbours and friends who may not share their faith background;
- Pupil's wellbeing, confidence and resilience are promoted through our planned curriculum and extra-curricular learning opportunities;
- Pupils are supported in making good choices from a very young age, so they understand the impact and consequences of their actions on others.

6. INTERNET SAFETY

The internet provides pupils and young people with access to a wide-range of content, some of which is harmful. Extremists use the internet, including social media, to share their messages. The filtering systems used in our school blocks inappropriate content, including extremist content.

We also filter out social media, such as Facebook. Searches and web addresses are monitored regularly and senior staff are alerted by email from the filtering system where there are concerns and prevent further access when new sites that are unblocked are found.

Where staff, students or visitors find unblocked extremist content they must report it to a senior member of staff.

We are aware that pupils and young people have access to unfiltered internet when using their mobile phones at home. Staff are alert to the need for vigilance when pupils are discussing use of their phones or talk about unmonitored use of the internet.

The Acceptable Use of ICT Policy refers to preventing radicalisation and related extremist content. Pupils and staff are asked to sign the agreement annually to confirm they have understood what is acceptable (as part of the Home-School Agreement). Pupils and staff know how to report internet content that is inappropriate or of concern.

7. STAFF TRAINING

Staff are given training to help them understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. This information also forms part of induction safeguarding training. All staff complete the Channel online training (<https://www.elearning.prevent.homeoffice.gov.uk/>) and are updated as necessary in regular safeguarding briefings.

8. SAFER RECRUITMENT

We ensure that the staff we appoint to the school are suitable. Our recruitment procedures are rigorous and we follow the statutory guidance published in part 3 of Keeping Children Safe in Education (2016). Vetting and barring checks are undertaken on relevant people, including governors and volunteers.

9. VISITORS

Visitors to the school are made aware of our safeguarding and child protection policies on arrival at the school and are given information about what to do if they are concerned about any aspect of child welfare.

9.1 Use of External Speakers

At Ryhall CE Academy we encourage the use of external agencies or speakers to enrich the experiences of our pupils. Visitors who are invited to speak to pupils will be informed about this policy and relevant vetting checks will be undertaken; references will be obtained prior to visiting and DBS records will be checked (where a DBS is not available, alternative identity checks will be undertaken including checks against the 'barred list'). Such vetting is to ensure that we do not unwittingly use agencies that contradict each

other with their messages or that are inconsistent with, or are in opposition to, the school's 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 pupils. Our school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to pupils are consistent with the ethos of the school and do not marginalise any communities, groups or individuals;
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies;
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication;
- Activities are matched to the needs of pupils;
- Activities are carefully evaluated by the school to ensure that they are effective.

Speakers will be supervised at all times and will not be allowed to speak to children without a member of staff being present.

Staff must not invite speakers into school without first obtaining permission from the Headteacher.

10. WHISTLE BLOWING

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

The arrangements for recruiting all staff, permanent and volunteers, to our school will follow safer recruitment best practice in education settings guidelines, 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 be alert to the possibility that persons may seek to gain positions within our school so as to unduly influence our school's 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.

Although serious incidents involving radicalisation have not occurred at Ryhall CE Academy to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the region in which we teach. Staff are reminded to suspend any professional disbelief that instances of radicalisation / extremism "could not happen here" and to refer any concerns to the Headteacher as the Designated Safeguarding Lead (or one of the Deputy DSL's in her absence).

NSPCC National Whistleblowing Helpline 0800 028 0285 - this line is available from 8:00 AM to 8:00 PM, Monday to Friday and E-mail: help@nspcc.org.uk.

11. SIGNS OF VULNERABILITY

There are no known definitive indicators that a pupil is vulnerable to radicalisation, but there are number of signs that together increase the risk. Signs of vulnerability include:

- Underachievement;
- Being in possession of extremist literature;
- Poverty;
- Social exclusion;
- Traumatic events;
- Global or national events;
- Religious conversion;
- Change in behaviour;
- Extremist influences;
- Conflict with family over lifestyle;
- Confused identify;
- Victim or witness to race or hate crimes;
- Rejection by peers, family, social groups or faith.

12. RECOGNISING EXTREMISM

Early indicators of radicalisation or extremism may include:

- Showing sympathy for extremist causes;
- Glorifying violence, especially to other faiths or cultures;
- Making remarks or comments about being at extremist events or rallies outside the school;
- Evidence of possessing illegal or extremist literature;
- Advocating messages similar to illegal organisations or other extremist groups;
- Out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent);
- Secretive behaviour;
- Online searches or sharing extremist messages or social profiles;
- Intolerance of difference, including faith, culture, gender, race or sexuality;
- Graffiti, art work or writing that displays extremist themes;
- Attempts to impose extremist views or practices on others;
- Verbalising anti-British views;
- Advocating violence

13. REFERRAL PROCESS

Staff and visitors to the school must refer all concerns about pupils and young people who show signs of vulnerability or radicalisation which must be passed to the Designated Safeguarding Lead using the usual methods for reporting other safeguarding concerns. When there are significant concerns about a pupil, the Designated Safeguarding Lead will make a referral to the appropriate body.

14. ASSESSING THE SCHOOL LEVEL OF RISK

At Ryhall CE Academy we have assessed the level of risk of radicalisation and extremism to be low. Our judgement has been made after a review of our IT systems, curriculum and whole staff training (see Appendix A).

15. MONITORING AND REVIEW

This policy will be monitored by the LGB at least annually by receiving a report from the Designated Safeguarding Lead.

This is not a statutory policy and will be reviewed at an appropriate time not later than two years after ratification by the LGB.

Appendix A

Prevent Self-Assessment

Objective: Adoption of Prevent into Mainstream Processes

Governance

No.		Evidence	RAG Status
1.1	Does the Institution have a nominated Staff (and Governor) Prevent Lead?	K Walker – Headteacher V Crosher – Safeguarding Governor	

Risk Assessment

No.		Evidence	RAG
2.1	Do the Senior Leadership team and Governors have an understanding, shared with partners, of the potential risk in the local area, in order to be able to assess the risk of pupils being drawn into terrorism, including support for the extremist ideas that are part of terrorist ideology?	Discussed at Prevent Training with LA - 26 th June 2017 (K Walker). Need to identify opportunity for Prevent Governor to attend training as relevant. Govs (as relevant) attending LA safeguarding training - 27 th / 30 th Sept	
2.2	Is Prevent included within the Institution's Safeguarding Policy?	Page 29 of Safeguarding Policy Feb 2017	
2.3	Is Prevent included the within the Institution's Safer Recruitment Policy?	Page 4, 7.3; Appendix 2 – advertising the vacancy and preparing the application pack; link to Prevent Duty on header page	
2.4	Is Prevent included within the Institution's venue hiring policy? Are due diligence checks conducted on groups/individuals seeking to hire/use school premises?	No lettings policy currently in place as we do not currently have this facility	

2.5	Is Prevent included within the Institution's Visitors Policy? Are due diligence checks conducted on visitors to the school? Does the policy set out clear protocols for ensuring that any visiting speakers – whether invited by staff or by pupils themselves – are suitable and appropriately supervised within school?	All school volunteers undergo DBS checks. We do not have a separate policy for visitors to the school although procedure is that identification checks are undertaken and visitors are supervised at all times. All visitors are given a copy of safeguarding procedures in school and are asked to sign to acknowledge understanding and agreement to follow procedures. The school uses companies whereby appropriate DBS checks have also been undertaken and these can be verified.	
2.6	Is Prevent included within the Institution's Contractors Policy? Are due diligence checks conducted on contractors working at the school or providing extracurricular activities? Does the policy set out clear protocols for ensuring that any visiting contractors are suitable and appropriately supervised within school?	As above, all contractors must comply with identification checks and work cannot begin until this has been undertaken. A contractor without DBS is unable to work unsupervised during the school at any time when children are on school site. Evidence of such records are held in the school office.	
2.7	Is Prevent an agenda item of relevant meetings / planning processes?	See Staff INSET days timetable.	
2.8	Is there a clear referral route for vulnerable individuals to receive support through the Channel process?	Leicester, Leicestershire and Rutland referral procedures are followed with individual named contacts for support (Rutland and Leicestershire)	
2.9	Are fundamental British values promoted in the delivery of the curriculum and extra-curricular activities and reflected in the general conduct of the school?	School Values include, Respect, Friendship, Compassion and Trust (and Endurance) all of which are interlinked with British Values and promoted across the curriculum – children are celebrated for their promotion. Evidence in SMSC class folders and in staff planning.	
Working In Partnership			
No		Evidence	RAG
3.1	Does the Institution have engagement with wider Prevent work through their local Prevent Partnership?	K Walker (Headteacher) has attended Prevent Training (26 th June 2017) and this continues to be discussed at Heads/LA conference meetings. See notes of meeting 19 th June 2017.	

3.2	Is Prevent included within Information sharing protocols / MOU?	With LA - yes	
3.3	Is the Institution included in an agreed Prevent Partnership Communication Policy?	Unaware of this specifically although schools/academies are working with the LLRLSCB in the Prevent Delivery Plan 2016-17 – further discussion with LA to be had.	
3.4	Do the safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the Local Safeguarding Children Board (LSCB)?	Yes. As above plan. We are also committed to the safeguarding arrangements of the multi-academy trust (PDET).	
3.5	Do the child protection policies describe procedures which are in accordance with government guidance and refer to locally agreed interagency procedures put in place by the LSCB?	Yes – see Safeguarding Policy, Feb 2017 which refers to all four Local Authorities with whom we work.	
Staff Training			
No		Evidence	RAG
4.1	Does the Institution have an annual policy and training review process in place?	With regards Safeguarding including Prevent – yes.	
4.2	Does the institution regularly assess Prevent Training needs to raise their awareness of Prevent issues with staff and the Governing body? Do staff members have sufficient training to give them the knowledge and confidence to identify children at risk of being drawn into terrorism and challenge extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups?	Annual self-assessment (this policy document) with resulting risk assessment and action plan. Staff training 29 th Aug 2017	
4.3	Are staff members aware of Prevent issues and the referrals process into the Channel process?	See Staff training presentation 29 th August 2017	
Safety Online			
No		Evidence	RAG

5.1	Does the School IT system have appropriate levels of filtering to ensure children are safe from terrorist and extremist material when accessing the internet in school?	Yes, documentation can be provided and regular checks undertaken.	
5.2	What processes and procedures are in place to ensure children use the internet responsibly?	E-Safety programme mapped out across the curriculum but also followed during all use of IT within school.	
5.3	Do staff, pupils and carers receive any Internet Safety awareness training?	See school website for information shared with parents/carers http://www.ryhallceacademy.co.uk/page/?title=E-Safety&pid=71 Where a number of links, publications and presentations are highlighted. Children participate in E-Safety programme as well as annual involvement in Internet Safety Day (February).	

Appendix B

Ryhall CE Academy

Prevent Risk Assessment & Action Plan 2017-18

Designated Safeguarding Lead (DSL) & Prevent Lead: Katy Walker (Headteacher)

Deputy DSL: Diane Jibb, Faye Johnson (currently on maternity leave from June 2017)

Safeguarding/Prevent Governor: Victoria Crosher

Risk Area	Hazard	Initial Risk H/M/L	Existing measures	Resulting Risk H/M/L	Proposed actions	Planned completion date
Welfare and safeguarding	Staff are not aware of the schools procedures for handling concerns and/or do not feel comfortable sharing issues internally	High	Staff receive appropriate training annually and are given regular (at least termly) updates. School staff acknowledge understanding of school's safeguarding policy and procedures (updated annually) and associated documentation e.g. KCSIE, 2016, Prevent Duty, 2015, Staff Code of Conduct	Low	Annual Training on calendar Training for Governors to be identified	29 th August 2017 End of September 2017

	Volunteers or contracted providers are not aware of the schools procedures for handling concerns and/or do not feel comfortable sharing issues internally	High	Safeguarding Procedures leaflet given to all volunteers/contractors to read – signing to ensure understanding. Display in main reception area.	Low	Register for signature of volunteer/ contractors	In place
	The school is not linked in with statutory partners and does not feel comfortable sharing extremist related concerns	High	DSL has regular contact with RAIS (Referral, Assessment & Intervention Service – Rutland). EHA coordinator regularly updated or used to seek advice. Training for Designated Safeguarding Leads (KJW already attended). Whole staff training on Channel and Prevent.	Low	In-house whole staff training to be scheduled. Arrange for DJi to attend further training as necessary	29 th August 2017
Curriculum and learning	Learners are exposed by school staff or others to messages supportive of terrorism or which contradicts “British Values”	High	Whistleblowing policy. Safeguarding policy. British values clearly displayed in main area and on school website. British values highlighted and taught through our curriculum – monitored through termly tracking – planning and books/work. British Values – core part of Ethos Statement. Visitors used carefully to enliven curriculum – drawn from known skills/	Low	Ensure children meet people of a variety or racial, cultural, religious and socio-economic contexts in order to have positive attitudes towards them. These individuals must be appropriately checked, supervised throughout and of	Whole school focus 31 st Aug/ 1 st Sept

			contexts wherever possible. Visitors not placed in unsupervised contexts. Whole school focus on British Values linked to Core School Values and within SMSC context		appropriate affiliation of groups (where relevant).	
	Behaviours which harm the ability of different groups and individuals to learn and work together are left unchallenged	Med	The schools core values are displayed across the school and promoted through collective worship. Values are promoted on school newsletter to all stakeholders. Anti-bullying processes well embedded to address any concerning interactions and avoid patterns.	Low	Opps. to explore morality of actions of others to be incorporated into PSHE cycle (age appropriate) to explore peaceful protest v criminal action	During 2017-18 academic year
Organisational culture	Staff or contracted personnel are not aware of or do not subscribe to the values of the school	Med	Interview questions about Christian Ethos. Induction policy. School values displayed around the school. Whistleblowing policy.	Low	If Lettings are to be considered then Lettings policy must include appropriate reference to Prevent	When Lettings Policy required
Management of space	Extremist or terrorist related materials is displayed within the school premises	High	All items displayed in school are linked to the curriculum. Only information relating to our local church and village organisations sent out if it is deemed acceptable.	Low	Clear display expectations reinforced to staff	September 2017

ICT and online resources	Learners access extremist or terrorist material whilst using school networks	High	School has secure filtering in place. Acceptable use policy in place. No visitors into the school can access our wifi or network without permission.	Low	Update E-Safety Policy	Sept 2017
	Online/social media communications relating to extremist or terrorist material feature the school's branding	High	School Twitter/Facebook accounts are managed by designated members of staff. No other social media accounts run from the school. Staff & Governors only use work based emails for work-related activities.	Low	None	