



PREVENT Policy (Whole School including EYFS)

Independent Day School

Our Lady of Sion School

Last Reviewed: January 2025

Frequency of Review: Annually

Next review: January 2026

PREVENTING EXTREMISM and RADICALISATION POLICY

Our Lady of Sion School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Our Prevent Lead is Anthony Faulkner (Senior Leader Head of Pastoral Care and Designated Safeguarding Lead).

1. Introduction

What is PREVENT?

The PREVENT Strategy is a cross-Government policy that forms one of the four strands of **CONTEST**: the United Kingdom's Strategy for Counter Terrorism. It includes the anti-radicalisation of vulnerable adults and children.

<https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>

<https://www.gov.uk/government/publications/counter-terrorism-strategy-contest-2018>

CONTEST as a counter-terrorism strategy organised around four work streams, each comprising a number of key objectives:

PURSUE: To stop terrorist attacks;

PREVENT: To stop people becoming terrorists or supporting terrorism.

PROTECT: To strengthen our protection against a terrorist attack; and

PREPARE: To mitigate the impact of a terrorist attack.

Prevent addresses radicalisation to all forms of extremism and terrorism, including the extreme right-wing, for example, and seemingly non-violent extremism, which can popularise divisive and harmful views that terrorists exploit. Action to address forms of extremism such as these should be prioritised locally according to the risks faced. To assist in this the objectives of the Prevent strategy, as from 2018, are to:

- Tackle the causes of radicalisation and respond to the ideological challenge of terrorism
- Safeguard and support those most at risk of radicalisation through early intervention, identifying them and offering support
- Enable those who have already engaged in terrorism to disengage and rehabilitate

2. Sussex Police

Working with other organisations, the police protect vulnerable people from being exploited by extremists through a Home Office programme called Prevent.

The role of their Prevent Officers is to help people vulnerable to radicalisation move away from extremism. It can be hard to know what to do if you're worried someone close is expressing extreme views or hatred, which could lead to them harming themselves or others. Sussex Police provide offer, help, and advice.

Our Sussex Police Prevent officers have helped many people to move away from extremism and find a new direction by putting the right package of support in place, which could be from a doctor, through a school, or with a local community group or mentor.

Sussex Police Prevent Officers work with a range of partners including:

- local authorities
- schools and colleges
- faith leaders
- community groups, including women's groups and youth groups
- voluntary services
- health practitioners

3. Spotting the signs

The journey to becoming radicalised is different for everyone and there are many reasons why someone becomes vulnerable. Radicalisation can take place very quickly, or over a long period of time.

More important than any one specific sign is the sense that something is not quite right with the person you're worried about. You could spot one sign or a combination of signs that seem to be increasing in intensity.

However, there are certain behaviours you can watch out for that we often see when someone is being led down the path of extremism.

Visit [ACT Early](#) to find out more about the signs that someone may be vulnerable to radicalisation.

4. Secure environment

Our Lady of Sion School is committed to providing a secure environment for all of our students, staff and stakeholders.

The current threat from terrorism extremism in the United Kingdom can involve the exploitation of vulnerable people, including children, young people and vulnerable adults to involve them in terrorism or activity in support of terrorism.

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Our Lady of Sion values freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society's values. Both students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of extremism and terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Our school is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Our school's Preventing Extremism and Radicalisation Policy draws upon the guidance contained in the DfE Guidance "Keeping Children Safe in Education, September 2023 and Prevent Duty Guidance: for England and

Wales (July 2015) (Prevent), The Prevent duty: Departmental advice for schools and child-minders (June 2015) and The use of social media for on-line radicalization (July 2015).

Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are to be found in Appendix 1.

In adhering to this policy, and the procedures therein, staff, governors, volunteers, and visitors will contribute to the school's delivery of the outcomes to all children, as set out in the Children Act 2004.

The school also has its own risk assessment, detailing any specific concerns for our community.

Notice: Check: Share:

Notice: A recognisable change (refer to <https://actearly.uk/spot-the-signs-of-radicalisation/what-to-look-for/> and Appendix 1).

Check: Are these changes linked to other safeguarding concerns? Share with your DSL.

Share: Possible radicalisation is identified. Contact local Police Prevent team or County Prevent Coordinator if further clarification is needed.

5. Staff Training

The DSL provides regular safeguarding updates and training to all adults working at Our Lady of Sion School.

Students and Pupils also receive training through PSHEE (Personal Development at Sion), assemblies and tutor-time activities.

Staff are regularly encouraged to visit the Government's "Educate Against Hate" website:
<https://educateagainsthate.com/teachers/>

This is an invaluable resource which provides information and resources to enable staff to remain updated around their Prevent Duty and how to notice signs of young people being radicalized or experiencing the grooming activities so common with this action.

Further (free) Government training can be found at:
<https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>

All new staff at Our Lady of Sion School have to complete online safeguarding training which is provided by an external company. Part of this training covers the Prevent Duty. There is also a separate Prevent course on the National College Website that all new staff must complete and all existing staff must complete when updates and changes are introduced.

There is an annual Prevent update to all staff as part of the annual safeguarding INSET before the new academic year commences.

6. School Ethos and Practice

There is no place for extremist views of any kind in our school, whether from internal sources – students, staff or governors, or external sources - school community, external agencies or individuals. Our school's ethos of 'Consideration Always', embraces all members of our community.

It is imperative that our students and parents see our school as a safe place where they can discuss and explore controversial issues safely and in an unbiased way 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 our students. We also recognise that if we fail to challenge extremist views, we are failing to protect our students.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

We will provide a broad and balanced curriculum that meets the needs of our pupils and students, delivered by skilled professionals, so that they are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalised.

We are 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 students 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 students, staff, visitors or parents will always be challenged and where appropriate dealt with. Where misconduct by a teacher is proven the matter will be referred to the National College for Teaching and Leadership for their consideration as to whether a Prohibition Order is warranted.

As part of wider safeguarding responsibilities, school staff will be alert to:

- Disclosures by students 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 students have not actively sought these out;
- Graffiti symbols, writing or artwork promoting extremist messages or images;
- Students accessing extremist material online, including through social networking sites;
- Parental reports of changes in behaviour, friendship or actions and requests for assistance;
- Local schools, Local Authority services, and police reports of issues affecting pupils in other schools or settings;
- Students 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-Western or Anti-British views.

7. Teaching Approaches

We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches children may experience elsewhere may make it harder for them to challenge or question these radical influences. In our school this will be achieved by good teaching, primarily during PD lessons in Year 10.

We will ensure that all of our teaching approaches help our students build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills. We will ensure that all of our staff are equipped to recognise 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 to become even more relevant to the current issues of extremism and radicalisation.

This approach will be embedded within the ethos of our school so that students know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our school's approach to the spiritual, moral, social and cultural development of our students. Where students are concerned about possible attempts to radicalise through the internet they know to report to their teacher or the pastoral team. Posters are displayed around the school to remind them of this. We also educate parents of the risk of radicalisation through newsletters, the learning platform and briefings during Parents' evenings.

We will also work with local partners, 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. This will be reviewed through our Prevent Risk Assessment. We will help support students who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a student is being directly affected by extremist materials or influences, we will ensure that that student is offered mentoring.

We will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. This is fundamental to our School's ethos and aims where 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. We give focus and attention to promoting fundamental British values as part of SMSC in Schools Nov 2014 – Appendix 3.

8. Use of External Agencies and Speakers

At Our Lady of Sion School, we encourage the use of external agencies or speakers to enrich the experiences of our students, however, within the limits of our capacity we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils.

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 complete opposition to, our 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 our students.

We recognise, however, that the ethos of our school is to encourage students 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.

Therefore, by delivering a broad and balanced curriculum tailored to our school's ethos and aims, augmented by the use of external sources where appropriate, we will strive to ensure our students recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help students develop the critical thinking skills needed to engage in informed debate.

Please see Appendix 2 for the Visiting Speaker Policy and forms.

9. Risk reduction

The Headteacher, the Senior Designated Safeguarding Lead (also the Prevent Lead) and the Safeguarding Governor will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, e-Safety policy, visiting

speakers, the use of school premises by external agencies and anti-bullying policy. All staff will receive regular training in identifying students who are at risk of being radicalised.

The school will screen staff, visitors, and volunteers to ensure that they will not deliver messages of extremism or radicalisation.

This risk assessment will be reviewed as part of the annual Safeguarding report to governors.

10. Response

Any concerns in relation to protecting individuals from radicalisation and involvement in terrorism should be reported to the School's Designated Safeguarding Lead. All staff will have responsibilities in regard to the prevention of radicalisation and these are mentioned within our risk assessment.

11. Thresholds for Channel Referral

These can never be fixed; however, the school will use its developing expertise to identify those who may be potentially vulnerable to extremism and radicalisation and will work with local agencies to seek advice about potential referrals.

12. Making a Channel referral in West Sussex

The Prevent Duty

The school's or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral and that our school/college is subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism".

This duty is known as the PREVENT Duty.

The PREVENT Duty will be seen as part of schools' and colleges' wider safeguarding obligations.

Our Designated Safeguarding Leads and other senior leaders will familiarise themselves with the revised Prevent Duty Guidance <https://www.gov.uk/government/publications/prevent-duty-guidance> especially paragraphs 57-76, which are specifically concerned with schools and childcare.

The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.

There is additional guidance: [Prevent duty guidance: for further education institutions in England and Wales](#) that applies to colleges.

We recognise that further information can be obtained from [WSCC Preventing Extremism](#) and also Keeping Children Safe in Education 2023 for national online training courses (pages 89-91).

If you become aware of an individual you feel is vulnerable to radicalisation, suspect someone is being radicalised or encouraged to support terrorism, or you are experiencing pressure from others regarding this, any of the following can provide advice and support.

Beverly Knight – Prevent Lead

beverly.knight@westsussex.gov.uk

Sussex Police Prevent Team

Email: prevent@sussex.police.uk

To talk to the Prevent Co-ordinator or Prevent Officers call 101 and ask for the Prevent Team

West Sussex County Council – Countering Extremism Team

prevent@westsussex.gov.uk

Or to make a referral as a professional, please use the Prevent National Referral Form found on the West Sussex Safeguarding Children Partnership website:

<https://www.westsussexscp.org.uk/professionals/child-exploitation-ce-including-child-sexual-exploitation-cse/radicalisation/channel>

Send the form to: Preventreferralwestsussex@sussex.police.uk

To report suspected terrorism:

To Sussex Police – call 999

<https://sussex.police.uk/advice/protect-yourself-and-others/counter-terrorism/>

<https://www.gov.uk/terrorism-national-emergency/reporting-suspected-terrorism>

<https://actearly.uk/>

<https://act.campaign.gov.uk>

Channel Programme – for those at risk of radicalisation

Our school recognises Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

Prevent referrals may be passed to a multi-agency Channel Panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel Panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

Our school designated safeguarding lead/senior staff will understand when it is appropriate to make a referral to the Channel programme.

Further information is available here:

- **Prevent and Channel Duty – A Toolkit for Schools**
- **Channel Guidance**
- **Making a Channel Referral in West Sussex**
- **Prevent Channel Referral Form**

Further advice and guidance regarding the PREVENT Duty and preventing radicalisation and violent extremism can be accessed on the West Sussex Service for Schools website:

<https://schools.westsussex.gov.uk/Services/3601>

13. What is Channel?

'Channel' is a key element of the *Prevent* strategy.

Channel is the name for the process of identifying and referring a person at risk of radicalisation for early intervention and support. It is a multi-agency approach to protect vulnerable people using collaboration between local authorities, statutory partners (such as education and health organisations, social services, children's and youth services and offender management services), the police and the local community. Channel operates to:

- identify people at risk of being drawn into terrorism;
- assess the nature and extent of that risk; and
- develop the most appropriate support plan for the individuals concerned.

Channel may be appropriate for anyone who is vulnerable being drawn into any form of terrorism. Channel aims to safeguard children and adults of any faith, ethnicity or background before their vulnerabilities are exploited by those that would want them to embrace terrorism. The emphasis is on early intervention to protect and divert people away from the risk they face before being drawn into committing terrorist-related activity.

Channel operates in the 'pre-criminal' space. It is not suitable for an individual who you believe has – or is about to – commit a criminal offence; this should be reported to the police. A referral to Channel will not result in an emergency response.

14. How to make a referral to Channel

- 1.1 Consult with any of the professionals above regarding the suitability of the referral. They can provide you with a 'Channel referral and assessment form' (see Appendix 4).
- 1.2 Complete the form and return it to the Channel Co-ordinator by email to:
channel@sussex.pnn.police.uk
- 1.3 The Police Channel Practitioner will then complete an extensive risk assessment. At no point will the person be created on the criminal records system, but a local intelligence report will be created.
The Sussex Police Counter Terrorism Intelligence Unit will also complete a case summary which is returned to the Prevent Engagement Officer and the referrer.

15. Consent

Participation in Channel is voluntary and requires consent to be given by the individual (or their parent or guardian in the case of anyone under 18) in advance of support measures being put in place.

All individuals who receive support through Channel must be made aware that they are receiving this as part of a programme to protect people from being drawn into terrorism and what to expect.

Where someone does not wish to continue with the process it may be appropriate to provide alternative support through other mainstream services.

Individuals (or their parent/guardian) must give their consent before any information is shared about them as part of the Channel programme.

If there are any issues with consent, ie, it is not (or unlikely to be) given, discuss this with any of the individuals named in Section 2.

16. The Channel panel

The role of the Channel panel is to develop an appropriate support package to safeguard those at risk of being drawn into terrorism based on an assessment of their vulnerability.

Channel assesses vulnerability using a consistently applied vulnerability assessment framework, built around an individual's engagement with an ideology or cause; their intent to cause harm and capability to cause harm.

The panel is responsible for managing the safeguarding risk, in-line with other multi-agency panels where risk is managed, such as Children and Adult Safeguarding panels and Multi-Agency Public Protection Arrangements (MAPPA).

For Crawley cases, the panel will be chaired by Crawley Borough Council, and for the rest of West Sussex, West Sussex County Council. Other panel members will include the Channel Police Practitioner and any other relevant statutory partners, depending on the nature of the referral. The following agencies now have a statutory duty to co-operate with the panel and the police:

- NHS staff
- Social care staff, including Directors of Children's and Adults' Services
- Schools, further education colleges and universities
- Youth Offending Services
- Chairs of Local Safeguarding Children Boards and Safeguarding Adults Boards
- Local Authority Safeguarding Managers
- Home Office Immigration
- Border Force
- Housing
- Prisons
- Probation

The panels meet monthly as a minimum. Where significant information arises about a case which requires the panel to meet earlier than scheduled or more frequently, the Channel Panel Chair will convene additional panels.

Ownership of the safeguarding risk lies with the multi-agency Channel panel. This is the risk to an individual as a result of their vulnerability.

The Chair of the panel is responsible for ensuring that any safeguarding risks are referred to the most appropriate agencies for action; until this happens the Channel panel owns these risks.

The support for some individuals will span several agencies; each agency involved will own the element of risk they are responsible for addressing through the support plan.

Ownership of the risk of involvement in terrorism lies with the police. This is the risk posed by the individual to themselves and society through their potential active involvement in criminality associated with terrorism.

17. Support package and support plan

If the case is adopted onto Channel, the panel will develop a support package. This will be based on:

- a review of the vulnerability assessment completed by the Channel Police Practitioner at the preliminary assessment stage;
- the needs of the individual; and
- any risks posed to potential support providers.

The type of activities included in a support package will depend on the individual's assessed risk, vulnerability and resources available. A diversionary activity may be sufficient for someone who is in the early stages of radicalisation to violence, whereas a more focused and structured one-on-one mentoring programme may be required for those who are already becoming radicalised.

The following are examples of support programmes which may be considered:

- **Mentoring support contact** – work with a suitable adult as a role model or providing personal guidance, including guidance addressing extremist ideologies;
- **Life skills** – work on life skills or social skills generally, such as dealing with peer pressure;
- **Anger management session** – formal or informal work dealing with anger;
- **Cognitive/behavioural contact** – cognitive behavioural therapies and general work on attitudes and behaviours;
- **Constructive pursuits** – supervised or managed constructive leisure activities;
- **Education skills contact** – activities focused on education or training;
- **Careers contact** – activities focused on employment;
- **Family support contact** – activities aimed at supporting family and personal relationships, including formal parenting programmes;
- **Health awareness contact** – work aimed at assessing or addressing any physical or mental health issues;
- **Housing support contact** – activities addressing living arrangements, accommodation provision or neighbourhood; and
- **Drugs and alcohol awareness** – substance misuse interventions.

Channel intervention providers engaging with these vulnerable individuals are first have been approved by the Home Office. This is particularly important where an individual has a need for theological/ideological support.

18. Reviewing risk

Individuals receiving support will be reassessed at least every 3 months.

If the panel is satisfied that the risk has been successfully reduced or managed, they should recommend that the case exits the process, completing a closing report.

If the panel is not satisfied that the risk has been reduced or managed, the case will be reconsidered. A new action plan will be developed and alternative support put in place.

All cases are reviewed at 6 and 12 months from the point at which they exit the process, by the senior managers involved in the preliminary assessment.

Related Document:
Safeguarding Policy

Approved by Board of Governors January 2025

Indicators of vulnerability to radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:

Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:
The demonstration of unacceptable behaviour by using any means or medium to express views which:
 - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - Seek to provoke others to terrorist acts;
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - Foster hatred which might lead to inter-community violence in the UK.
4. 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.
5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
 - Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
 - Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
 - Personal Circumstances – migration; local community tensions; and events affecting the student / pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
 - Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
 - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
 - Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

8. More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

VISITING SPEAKER POLICY

We live in an open society where there exists a free exchange of opinions and viewpoints. An education should prepare students to enter this arena equipped with critical thinking skills and the ability to express themselves. This policy is not an attempt to stifle the discussion of controversial issues but rather it is an attempt to provide a framework within which that discussion will neither cause polarization of the community nor concern among parents and teachers.

It is the policy of Our Lady of Sion School that the use of outside/community speakers will be encouraged when it is based on prior approval of the DSL (Single Point of Contact for Prevent) and Headteacher and is appropriate for the level and course content. Every effort will be made to provide a balance of viewpoints when dealing with potentially controversial issues or candidates for public office. Teachers will ensure that the presentation (or any follow-up to the presentation) is consistent with the approved programmes and policies and the promotion of fundamental British values.

Staff members shall adhere to the following guidelines:

1. This policy should be read in conjunction with our safeguarding policy and what it has to say about the supervision of visitors and protecting young people from extremism and those who hold extremist views. However, we also have a duty to develop the resilience of young people to extremist views, by well managed discussion and the interrogation of extremist ideology.
2. If the teacher, DSL or Headteacher deems the topic as potentially controversial, parents/guardians must be notified in writing five school days prior to the date of the presentation. Notification must include the speaker's name, topic to be addressed, tie to the curriculum, credentials of the speaker, date of the presentation, and class to be addressed. To allow a student to participate, the parent/guardian must sign the bottom of the notice and return it to school. The student will not participate without the signed permission of the parent/guardian. Notification must also make it clear that parents are welcome guests to any presentation in the classroom. The teacher shall provide a quality educational experience for those students not participating.
3. Students may only invite guest speakers when a member of staff assumes responsibility for the speaker and follows the requirements of this policy.
4. All guest speakers must follow the school's policies on diversity and equality and refrain from any comments, including humorous comments, which do not uphold our values. In particular, racist, sexist, homophobic, anti-disability comments must not occur.
5. Teachers shall select speakers and topics appropriate to the age and level of the students.
6. Teachers shall select speakers and topics which are congruent with the curriculum of the course.
7. When using an outside/community speaker, primary responsibility for the instruction and supervision of students is retained by the teacher.
8. Except in the context of managed debate, speakers should not explicitly promote political parties.

Procedure for inviting Visiting Speakers

1. The member of staff should email Anthony Faulkner (Prevent Officer) with details of proposed visiting speaker. They should include information about the speaker, any links to them (online) and a brief summary of the contents of the presentation being delivered.
2. Anthony Faulkner reviews the proposal – if he agrees that the speaker can visit the school, he will inform the staff member and pass on the details to the HR Assistant.
3. The HR Assistant will make a record of the visiting speaker and a brief summary of the contents of the presentation being delivered.
4. The HR Assistant will inform Reception of the date of agreed visit and the name of the visitor.
5. When the speaker arrives in school, they should report to Reception and ID should be checked (but not recorded).
6. If Anthony Faulkner does not approve the proposal, he will inform the member of staff and ask for additional information or just refuse due to concerns about the speaker's intentions/message.

All proposals must be sent to Anthony Faulkner with one week's notice.



Department
for Education

Promoting fundamental British values as part of SMSC in schools

**Departmental advice for maintained
schools**

November 2014

Summary

About this departmental advice

This is non-statutory advice from the Department for Education. Maintained schools have obligations under section 78 of the Education Act (2002) which requires schools, as part of a broad and balanced curriculum, to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society. This guidance relates specifically to the requirements to actively promote fundamental British values in schools and explains how this can be met through the general requirement in the 2002 Act.

Expiry or review date

This advice is valid until amended or withdrawn.

Who is this advice for?

This advice is primarily for:

- headteachers and other staff of maintained schools who are responsible for curriculum matters, and governing bodies

Main points

The main points of this advice are to make clear:

- that maintained schools should promote pupils' spiritual, moral, social and cultural (SMSC) development;
- what is expected of schools in promoting fundamental British values; and
- how this aligns with schools' duty to promote SMSC.

Introduction

All maintained schools must meet the requirements set out in section 78 of the Education Act 2002 and promote the spiritual, moral, social and cultural (SMSC) development of their pupils. Through ensuring pupils' SMSC development, schools can also demonstrate they are actively promoting fundamental British values.

Meeting requirements for collective worship, establishing a strong school ethos supported by effective relationships throughout the school, and providing relevant activities beyond the classroom are all ways of ensuring pupils' SMSC development.

Pupils must be encouraged to regard people of all faiths, races and cultures with respect and tolerance.

It is expected that pupils should understand that while different people may hold different views

about what is 'right' and 'wrong', all people living in England are subject to its law. The school's ethos and teaching, which schools should make parents aware of, should support the rule of English civil and criminal law and schools should not teach anything that undermines it. If schools teach about religious law, particular care should be taken to explore the relationship between state and religious law. Pupils should be made aware of the difference between the law of the land and religious law.

Fundamental British values

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 beliefs¹. This can help schools to demonstrate how they are meeting the requirements of section 78 of the Education Act 2002, in their provision of SMSC.

Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with schools' duty to provide SMSC. The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

Through their provision of SMSC, schools should:

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

The list below describes the understanding and knowledge expected of pupils as a result of schools promoting fundamental British values.

¹ The Prevent strategy 2011: <https://www.gov.uk/government/publications/prevent-strategy-2011>

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combatting discrimination.

It is not necessary for schools or individuals to 'promote' teachings, beliefs or opinions that conflict with their own, but nor is it acceptable for schools to promote discrimination against people or groups on the basis of their belief, opinion or background.

Examples of actions that a school can take

The following is not designed to be exhaustive, but provides a list of different actions that schools can take, such as:

- include in suitable parts of the curriculum, as appropriate for the age of pupils, 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;
- ensure 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;
- use 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.

Accountability

As part of a section 5 inspection, Ofsted inspectors must consider pupils' spiritual, moral, social and cultural (SMSC) development when forming a judgement of a school. However this advice should not be read as guidance for inspection purposes. Ofsted publish their inspection framework and handbook, which set out how schools are assessed in relation to pupils' spiritual, moral, social and cultural development. Schools should refer to Ofsted's documents to understand what inspectors look for in assessing this.

Enquiries

Any enquiries about this advice, or issues raised by it, should be sent to:

<mailto:registration.enquiries@education.gsi.gov.uk>.

Associated resources

- [Prevent Strategy](#)
- [Teachers Standards](#)
- [Equality Act 2010 Advice for Schools](#)

PREVENT REFERRAL FORM

REFERRAL PROCESS

By sending this form you consent for it to arrive with both your dedicated Local Authority safeguarding team & Prevent policing team for a joint assessment. Wherever possible we aim to give you feedback on your referral, please be aware, however, that this is not always possible due to data-protection & other case sensitivities.

Once you have completed this form, please email it to the relevant address from the list below:

For Brighton referrals : PreventReferralsbrightonandhove@sussex.pnn.police.uk

For East Sussex referrals : PreventReferralseastsussex@sussex.pnn.police.uk

For West Sussex referrals : PreventReferralswestsussex@sussex.pnn.police.uk

For general Prevent enquiries within Sussex, or for advice on completing this form, please contact the Sussex local Prevent team or the Prevent Gateway Team: PreventGateway@thamesvalley.pnn.police.uk or call 01865 555618

INDIVIDUAL'S BIOGRAPHICAL & CONTACT DETAILS

Forename(s):	First Name(s)
Surname:	Last Name
Date of Birth (DD/MM/YYYY):	D.O.B.
Approx. Age (if DoB unknown):	Please Enter
Gender:	Please Describe
Known Address(es):	Identify which address is the Individual's current residence
Nationality / Citizenship:	Stated nationality / citizenship documentation (if any)
Immigration / Asylum Status:	Immigration status? Refugee status? Asylum claimant? Please describe.
Primary Language:	Does the Individual speak / understand English? What is the Individual's first language?
Contact Number(s):	Telephone Number(s)
Email Address(es):	Email Address(es)
Any Other Family Details:	Family makeup? Who lives with the Individual? Anything relevant.

DESCRIBE CONCERNS

In as much detail as possible, please describe the specific concern(s) relevant to Prevent.

Please Describe

FOR EXAMPLE:

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

COMPLEX NEEDS

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

Please Describe

FOR EXAMPLE:

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

OTHER INFORMATION

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

Please Describe

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

RELEVANT DATES	
Date the concern first came to light:	When were the concerns first identified?
Date referral made to Prevent:	Date this form was completed & sent off?
REFERRER'S ORGANISATIONAL PREVENT CONTACT (if different from above)	
Forename:	Referrers First Name(s)
Surname:	Referrers Last Name
Professional Role & Organisation:	Referrers Role / Organisation
Relationship to Individual:	Referrers Relationship To The Individual
Contact Telephone Number:	Referrers Telephone Number
Email Address:	Referrers Email Address

SAFEGUARDING CONSIDERATIONS

Does the Individual have any stated or diagnosed disabilities, disorders or mental health issues?	Yes / No
Please describe, stating whether the concern has been diagnosed.	
Have you discussed this Individual with your organisations Safeguarding / Prevent lead?	Yes / No
What was the result of the discussion?	
Have you informed the Individual that you are making this referral?	Yes / No
What was the response?	
Have you taken any direct action with the Individual since receiving this information?	Yes / No
What was the action & the result?	
Have you discussed your concerns around the Individual with any other agencies?	Yes / No
What was the result of the discussion?	

INDIVIDUAL'S EMPLOYMENT / EDUCATION DETAILS

Current Occupation & Employer:	Current Occupation(s) & Employer(s)
Previous Occupation(s) & Employer(s):	Previous Occupation(s) & Employer(s)
Current School / College / University:	Current Educational Establishment(s)
Previous School / College / University:	Previous Educational Establishment(s)

THANK YOU

Thank you for taking the time to make this referral. Information you provide is valuable and will always be assessed.

If there is no Prevent concern but other safeguarding issues are present, this information will be sent to the relevant team or agency to provide the correct support for the individual(s) concerned.

Appendix 5

Prevent Self-Assessment (Assessing Risk)

Objective: Adoption of Prevent into Mainstream Processes

Updated June 2024

Governance					Review
No		Owner	Evidence	RAG Status	June 2024
1.1	Does the school have a nominated Staff (and Governor) Prevent Lead in the Senior and Junior School?	Overseen by HT and SLT Specific Role of Prevent Lead given to DSL Anthony Faulkner Sue Coldwell proactive in safeguarding monitoring in school, including Prevent.	All staff have annual Prevent Duty updates/training. Initially, this will be the Channel General Awareness training (Online). More detailed training will be followed thereafter in accordance with any local concerns.		(DSL) to refresh staff regarding Prevent Duty through LGFL training package: September 2024 Safeguarding Update to all staff which will include Prevent.
Risk Assessment					
No		Owner	Evidence	RAG Status	
2.1	Do the SLT and Governors have an understanding, shared with partners, of the potential risk in the local area to assess the risk of pupils being drawn into terrorism, including support for the extremist ideas that are part of terrorist ideology?	Overseen by HT and SLT DSL	Prevent Leads have briefed SLT and Governors regarding the potential risk in the local community. Discussion and research have taken place and there has been an assessment of the local risk. Risks related to the internet have been considered and appropriate filters put in place to protect students and staff. DSL has been in contact with		SLT discuss the Prevent Duty regularly and update Governors regarding any concerns. Sussex Police is helpful regarding our ongoing monitoring of this area: https://www.sussex.police.uk/advice/advice-and-information/t/prevent/prevent/

			<p>Beverly Knight (Local Channel Panel Chair) – West Sussex Better Communities, WSCC: beverly.knight@westsussex.gov.uk who has shared information on contextual issues. Sussex Police Prevent Team: Telephone 101 Ext. 531355 prevent@sussex.pnn.police.uk</p>		
2.2	Is Prevent included within school's Safeguarding Policy?	Overseen by HT and SLT Advised by Prevent Leads	<p>Prevent Duty is referenced in the school's Safeguarding Policy and all staff have been updated on this at the annual Safeguarding update and training session. Prevent Duty is actively promoted and not merely held within a policy.</p>		<p>Recent update to safeguarding policy due to KCSIE changes (September 2024). Recent update to the Prevent Policy – June 2024</p>
2.3	Is Prevent included within the school's Safer recruitment Policy?	Overseen by HT and SLT	Prevent is referenced in the Safer Recruitment Policy & referred to in the "New Staff Appointment Check List".		Additional staff have trained in Safer Recruitment (NSPCC)
2.4	Is Prevent included with the school's Visitors Policy and protocols? 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?	Overseen by HT and SLT	<p>Detailed checks are conducted regarding visitors to the school through the "New Staff Appointment Check List", New Coach/Peripatetic Appointment Check List" and the "Visiting Speaker – Check List". These stringent checks ensure that any visiting speakers are suitable. "It is common knowledge amongst teaching and support-staff that all visiting speakers are appropriately supervised within school. Any visitors who visit us regularly are subject to stringent checks and names are held on the School's Central Register. A list of regular visitors is published in the Senior School and the Junior School.</p>		<p>DSL checks all visiting speakers. A visiting speaker cannot come into school unless information has been sent to DSL in advance and checks have taken place. DSL decision is final and outcomes are sent to HR and the member of staff enquiring about the visiting speaker. The DSL checks the content of the visitor's presentations to students.</p>

2.5	Is Prevent included within the school's Contractors Policy? Are due diligence checks conducted on contractors working at the school or providing extra-curricular activities?	Overseen by HT and SLT	Contractors engaged by the school must complete the same checks for their employees that the school is required to complete for its staff. The school requires confirmation that these checks have been completed before employees of the contractor can commence work at the school. Agencies who supply staff to the school must also complete the pre-employment checks which the school would otherwise complete for its staff. Again, the school requires confirmation that these checks have been completed before an individual can commence work at the school. The school will independently verify the identity of staff supplied by contractors or an agency in accordance with section of the Recruitment, Selection and Disclosure Policy and will require the provision of the original DBS disclosure certificate before contractors or agency staff can commence work at the school.		Safer Recruitment updates and process amendments in light of KCSIE changes 2024.
2.6	Is Prevent an agenda item of relevant meetings/planning processes?	Overseen by HT and SLT	DSL meetings and Key Stage meetings would discuss any concerns relating to Prevent/radicalisation.		New Staff complete the online Prevent Training. All staff have taken online safeguarding training which includes Prevent focus.

2.7	Is there a clear referral route for vulnerable individuals to receive support through the Channel process?	Overseen by the DSL	<p>The DSLs know who to contact with any concerns relating to Prevent and will make referrals to: Beverly Knight (Local Channel Panel Chair) – West Sussex Better Communities, WSCC: 03302224223 07894589071 Beverly.knight@westsussex.gov.uk</p> <p>Or</p> <p>Sussex Police Prevent Team: Telephone 101 Ext. 531355 Email: prevent@sussex.pnn.police.uk</p> <p>Staff will be given these contact details so that they can make urgent referrals if necessary – and then update the DSL.</p> <p>Staff have been informed that it is preferred that all referrals go through the DSL, but it has been made clear that if the referral is deemed to be immediately urgent, they are permitted to make the referral themselves.</p>		<p>Staff have been informed. The referral process has been clearly stated in safeguarding updates and additional resources.</p> <p>This is also made explicit in the Safeguarding Policy and the Prevent Policy.</p>
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2.8	Are fundamental British Values promoted in the delivery of the curriculum and extra-curricular activities and reflected in the general conduct of the school?	HT and the SLT. Director of Studies (Curriculum Planning for PSHEE)	<p>FBV (and SMSC) are specifically referred to in both the Curriculum and PSHEE Policies (more extensively in PSHEE).</p> <p>Through our academic provision and extra-curricular provision, we endeavour to:</p> <ul style="list-style-type: none"> • enable students to develop their self-knowledge, self-esteem and self-confidence. <p>Through PSHEE, Citizenship and assemblies, we:</p> <ul style="list-style-type: none"> • enable students to distinguish right from wrong and to respect the civil and criminal law of England. <p>Through our assembly programme, PSHEE, field trips, mentoring, pastoral-counselling, charity focus and Community Outreach Programme, we:</p> <ul style="list-style-type: none"> • encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely. 		Recent updates to schemes of work in light of BLM and Black History Month.
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			<p>Through our school ethos, assembly programme, and Tutor-Time activities, we encourage all of our students to demonstrate:</p> <ul style="list-style-type: none"> tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures and encourage respect for other people. <p>Through our Democracy Award focus (Youth Council) and the Make Your Mark initiative, informative assemblies about the General Elections and subsequent whole school polling day, we:</p> <ul style="list-style-type: none"> encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England. 		<p>In response to the national unrest between some extreme-right groups and some of our Muslim citizens - we invited in the local Imam to share their feelings on the unrest and xenophobia.</p>
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Working in Partnership					
No		Owner	Evidence	RAG Status	
3.1	Does the school have engagement with wider Prevent work through their local Prevent Partnership?	Overseen by HT and SLT	We have made contact with: Beverly Knight (Local Channel Panel Chair) – West Sussex Better Communities, WSCC		Signed up to West Sussex updates and DSL regular training and safeguarding updates to staff. Beverly also shares contextual information with the DSL and the DSL attends contextual safeguarding meetings once a month
3.3	Does the Safeguarding Policy describe procedures which are in accordance with the Government guidance and refer to locally agreed inter-agency procedures put in place by the Safeguarding Partnership in West Sussex?	Overseen by HT and SLT	The Safeguarding Policy does describe procedures and Government guidance relating to all aspects of Child Protection and Safeguarding.		Safeguarding Policy updated in response to changes to KCSIE September 2024
3.4	Is the school aware of the Lead Professional, Community Safety and West Sussex Channel Panel Lead? Are teachers and support staff aware of the support from Sussex Police Prevent Team?	Overseen by HT and SLT	SLT and DSLs are aware of the Lead Professional Channel Panel Lead – Beverly Knight and initial contact has been made. Through communicated updates, teachers and support staff have been made aware of the support from Sussex Police Prevent Team.		The updated Safeguarding Policy provides information. The updated training does not give specific local information but the procedures are explored.

	Staff Training	Owner	Evidence	RAG Status	
No					
4.1	Does the school have an annual policy and training review in place?	Overseen by HT and SLT	Annual policy and training reviews are in place. This is evidenced in SLT meeting minutes and Governors' meeting minutes.		Staff-Meetings cover updates. Prevent Policy in place and training is taken by all staff when new training is available and through regular updates from the DSL.
4.2	Does the school regularly assess Prevent Training needs to raise its 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?	Overseen by HT and SLT	The DSL and SLT will regularly review the Prevent Duty guidance and ensure that DSLs are updating training where necessary. Information from the training will be passed to teachers and support staff through briefing meetings, email updates and the annual Child Protection training/updates to whole staff.		The most recent training from Government provides an excellent awareness of potential radicalisation and vulnerable groups. We have addressed issues in school such as right-wing extremism around the Israel and Palestine conflict
4.3	Are staff members aware of Prevent issues and the referrals process into Channel?	Overseen by HT and SLT DSL	All staff receive annual Prevent training as part of their online safeguarding training. Updates (as they arise) are shared throughout the year.		

	Safety Online	Owner	Evidence	RAG Status	
No					
5.1	Does the school's ICT system have appropriate levels of filtering to ensure children are safe from terrorist extremist material when accessing the internet in school?	Overseen by HT and SLT DSL Network Manager	<p>Smoothwall provide our online filtering. They state:</p> <p>Our "Terrorism" category uses the Home Office terrorism blocklist to block terrorist content per Government guidelines. Our in-house categorisation team have also worked closely with our customers to extend this category beyond the Home Office blocklist to offer unmatched protection against terrorist and extremist content."</p> <p>Posters will be displayed in the ICT rooms to inform students and staff of the need to be vigilant – in keeping with Prevent.</p>		
5.2	What processes and procedures are in place to ensure children use the internet responsibly?	Overseen by HT and SLT Teachers monitoring use of ICT Network Manager	<p>There is an Acceptable Use Policy relating to the correct use of ICT and technology. Filters are in place to ensure that students do not see anything that would be deemed unacceptable or harmful. Correct use of the Internet is also covered in PSHEE lessons. Mobile phones are not permitted in school.</p>		E-safety policy is in place. Mobile phones are no longer permitted to be used in school as we cannot filter 4G/5G usage. Students and parents have been informed about this and recognise the reasons behind the decision. Phones may be brought to school but kept switched off. Students are no longer allowed to use them for lessons.

5.3	Do staff, pupils and parents receive any internet safety awareness training?	HT DSL Form Tutors Teaching Staff		<p>The current “training” to parents is achieved through briefings at some of our Parents’ Evenings and also through the Learning Platform and the Newsletter.</p> <p>We were sending parents a weekly newsletter (Which I need to restart) regarding online safety and we were requesting parental feedback. Staff are made aware of internet safety issues through the annual safeguarding training (August/September) and DSL updates and Form Tutors are active in delivering internet safety awareness to students at different times in the year and the NSPCC weekly newsletter.</p> <p>Staff have been updated regarding internet safety and the safety concerns relating to APPS.</p> <p>Students receive online safety education through PSHEE and Internet Safety focus days/weeks. The local PCSO has delivered and is booked to deliver further sessions for Year 7-10 in June on online safety, algorithms and images.</p>
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5.4	Are pupils aware of the possibility of grooming and radicalisation from Extremist Groups through the internet and other means?	HT DSL Form Tutors Teaching Staff	Prevent Posters in rooms where there are computers. PSHEE programme		More work can be carried out through PSHEE/Tutor Time/Assembly to fully embed this – focusing on the areas that would link to our students and especially those that are most vulnerable. Grooming is covered in Year 8 Radicalisation is covered in Year 10 We recently had an external speaker in to discuss online grooming. This was for Years 10-13
5.5	Is attendance data used to inform the Prevent Duty Lead of any concerns about children who have been absent without sufficient evidence/reason/communication?	HT DSL (Prevent Duty Lead)	Attendance Data Daily checks by Reception staff DSL checks and review at DSL meetings		Attendance is monitored closely, and any significant periods of absence are investigated and evidence is requested (medical). Any unexplained absence is investigated daily to ensure all absence is accounted for. We have not yet used attendance data to report a Prevent concern but the understanding is there.
5.6	Are students and parents informed about possible risks regarding the radicalisation by extremist groups?	HT DSL (Prevent Duty Lead)	Communication with parents. Tutor-time activities. Assemblies		Current concern around media and “news” - From where do we receive news? Important for young people to understand the bias around some news providers and also how TikTok and Social Media news is not necessarily factual.