



Preventing Extremism in Schools Adviser, Ealing Council
Head of Online Safety and Prevent, Greenford High School

What is the Prevent Duty

- *'The Prevent Duty is the duty in the Counter Terrorism and Security Act 2015 on Specified Authorities, in the exercise of their functions to have a due regards to the need to prevent people from being drawn into terrorism.'*
- Schools respond proportionately and ensure Prevent safeguards are implemented based on their own risk assessments.

1

Ofsted

- Responsible for inspecting on Prevent implementation in Schools
- Key areas of focus include:
 - Equalities
 - Safeguarding
 - Curriculum



Equalities

1. Equalities – Points to consider:

- Being able to demonstrate how the schools equality objectives support British values
- School has strategies in place to manage risk of discrimination, harassment and bullying
- They can respond to the needs of their school population in a proportionate and positive way
- There are opportunities to learn and celebrate other cultures
- Values are agreed and promoted with parents, pupils, staff and publicised on school website, school boards and literature for example.

Safeguarding

Points to consider:

- Ensure that Prevent and radicalisation is part of the schools wider safeguarding, policy and procedures such as FGM, forced marriage, gangs, CSE for example.
- Online Safety policy – filtering processes include extremist sites
- Staff are able to identify children at risk of radicalisation
- Staff know what to do and how to support vulnerable individuals at risk of radicalisation
- Staff have received relevant Prevent/ WRAP training
- Designated Safeguarding Leads (DSLs) refer radicalisation cases through Ealing Children's Integrated Response Team (ECIRS)

Risk Assessment

- Statutory duty for schools to undertake a risk assessment assessing the risks of children being drawn into terrorism or support for extremist ideas – part of terrorist ideologies.
- Schools can use their existing risk assessment tools and incorporate risks of radicalisation

Activity

- **In 2s, describe the pertinent risks in your school and why...** e.g. popular narratives, beliefs, cultures,



Risk Assessment

Areas to consider could include:

- Staff recruitment
- Premises are hired to third parties out of school hours
- Visiting speakers/ guests
- Pupils/ staff leading religious sermons/ speeches
- Fundraising for charities or causes
- Parent/ lobby groups in opposition to parts of curriculum due to cultural beliefs
- Increased referrals or concerns of pupils behaviours
- Travel to conflict areas, Syria, Iraq, Afghanistan and Somalia for e.g.
- Inappropriate teaching material used by staff
- IT policies / software – online grooming / radicalisation

Risk Assessment

- **Twofold risk - corporate and individual**
 - Thematically as an institution
 - Managing risk of the individual to safeguard
- **Ealing Prevent Team have developed some guidance and a template for schools:**
 - Ofsted looking to see that school has considered issues and is working way towards compliance
 - That's why the template leads you through a series of questions
 - Beauty is it anticipates the likely questions that inspectors will ask
 - Last page is an example of progress you can make with policy, practices and procedures

School		Safeguarding Manager:		Date of Assessment:		Date for review:		
Risk Area	Hazard	Severity (A) 1 - 5	Likelihood (B) 1 - 5	Risk Rating A x B	Existing Measures	Proposed Actions	Risk Owner	Planned Completion Date
Welfare and Safeguarding	Staff or contracted providers are not aware of the school procedure for handling concerns and/or do not feel comfortable sharing issues internally				<i>E.g. Staff have received appropriate training and are familiar with the safeguarding policy. Identity of safeguarding lead is well known. WRAP training ?</i>			
	Learners are radicalised by factors internal or external to the school				<i>E.g. Learners have received training in critical thinking as part of the curriculum Parents have the opportunity to agree behaviour or equality contracts.</i>			
	The school is not linked in with statutory partners and/or does not feel comfortable sharing extremism related concerns				<i>E.g. The school is a member of its local community safety/safeguarding forum and communicates regularly with named statutory</i>			

Curriculum and learning	Learners are exposed by school staff or contracted providers to messaging supportive of extremism or which contradicts 'British Values'				<i>E.g. Appropriate whistleblowing and safeguarding policies for assessing concerns raised by staff or learners</i> <i>Opportunities to promote school values are clearly identified within all curriculum areas</i>			
	Extreme or divisive behaviours, and cultural adaptations which harm the ability of different groups and individuals to learn and work together are left unchallenged				<i>E.g. The school values, and communication of these within the premises and through the curriculum</i>			

Organisational culture	Governors, Staff or contracted providers are not aware of /do not subscribe to the values of the school				<i>E.g. Recruitment and induction programmes and ongoing staff development</i>			
	Staff are unable to raise extremism related organisational concerns due to the lack of an appropriate mechanism				<i>E.g. Appropriate policy and awareness raising training provided to all staff and governors</i>			

Management of space	Learners/staff are exposed by visiting speakers to messaging supportive of terrorism- or which contradicts 'British Values' of individual liberty and mutual respect and tolerance for those of different faiths and beliefs				<i>E.g. Speakers are signed in and collected by a member of staff and are not left alone with learners</i> <i>Format and content of material is checked</i> <i>Booking policy specifically excludes behaviour of extremist or divisive nature</i>			
	Extremist or terrorist related material is displayed within school premises				<i>E.g. Policies for the display of materials within school premises</i>			
	Prayer and contemplation space is not equally accessible for all learners and/or				<i>E.g. Room booking policy setting out equal rights of access for all bookable rooms</i>			
	School premises are used to host events supportive				<i>E.g. Room booking policy which sets out the</i>			

ICT and online study	Learners access extremist or terrorist material whilst using school networks				<i>E.g. School filtering policies and a code of conduct covering users attempts to subvert network</i>			
	Online/social media communications relating to extremist material feature the school branding				<i>E.g. The school has oversight of social media accounts set up by official learner groups, charities or societies</i>			

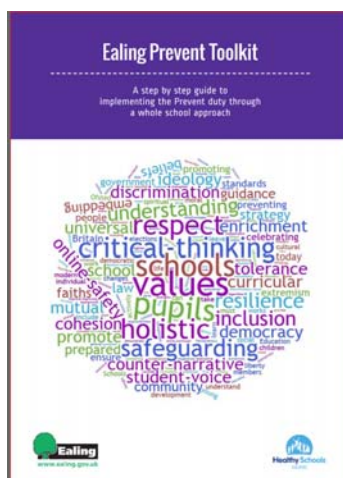
Risk Assessment

This model is designed to provide:

- A modular way to outline and reduce the impact of risks in a particular school
- A profile of risks which are in context of the potential risks in the local area
- The ability to understand developments that might be needed in policy or procedural areas of school business.
- An illustration of the whole approach for staff and governance groups.

The document is not designed to replace existing risk assessments but can be integrated into those existing documents or used as an appendix to existing documents.

Ealing Prevent Toolkit



Available to download at:

- www.egfl.org.uk/prevent



- <http://educateagainsthate.com/resources/>

educate.against.
hate

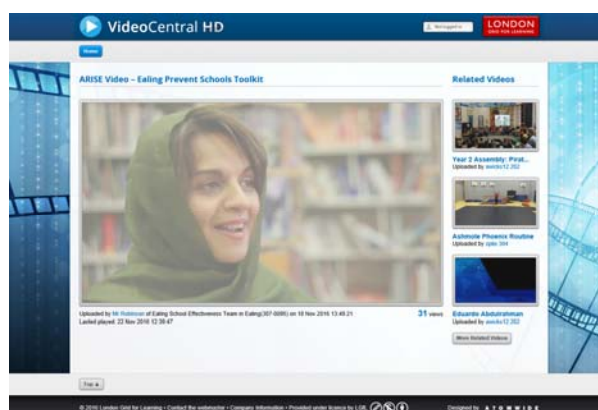
This website gives parents, teachers and school leaders practical advice on protecting children from **extremism** and **radicalisation**.

Step by Step Guide

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



ARISE Video introducing the Toolkit



arisetoolkit.lgfl.net

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