

Carlton Digby School



Radicalisation & Extremism (PREVENT Duty) Risk Assessment and Action Plan 2025 – 2027

Date completed: 17.01.2025

Role/designation: Naomi Boulter, Head Teacher

Date of next review: January 2027, or sooner if the need arises

Introduction

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

School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance Working Together to Safeguard Children (2024) and Keeping Children Safe in Education (2024). Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

Radicalisation is listed as a specific safeguarding issue within this statutory guidance and is addressed within the Government Prevent Strategy. The Counter-Terrorism and Security Act 2015 places a duty on Schools to 'have "due regard to the need to prevent people from being drawn into terrorism"'.

The Prevent Strategy has three main objectives:

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

Prevent Risk Assessment

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

National Risks	<ul style="list-style-type: none">• Online extremism and radicalising content• Self-initiated terrorists & Mixed, Unclear and Unstable ideologies• Israel-Hamas conflict• "Islamist" ideologies including AQ inspired, DAESH, Al- Muhajiroun etc.• XFR, including Nation Action, white supremacists, identitarian groups and cultural nationalists• Returners from extremist travel• Extremism in Prison• Animal Rights
Local Risks	<ul style="list-style-type: none">• Online platforms including YouTube, Tik Tok, FB, Discord, Monkey, Telegram, Gaming etc.• XFR including Patriotic Alternative• Local football grounds• INCELS and online influencers such as Andrew Tate, and conspiracy theorists, although not in the Prevent space, also present some related risks in terms of the potential to be gateways to other platforms/content which is radicalising/harmful in nature.• In Nottinghamshire, there have been some arrests for terror-related activity which includes those under the age of 18.
Risk of radicalisation generally	
Risk of radicalisation in our area / institution	

Local Schools' Prevent Lead (Nottinghamshire County Council): sarah.lee@nottsc.gov.uk

Police Prevent Team: Sgt Ben Runcorn Benjamin.runcorn@notts.police.uk

Nottingham City/County Prevent Co-ordinator: mark.pollock@nottinghamcity.gov.uk

Nottingham City/County Prevent Education Co-ordinator: louise.cox@nottinghamcity.gov.uk

Regional Prevent DfE Advisor: sam.slack@education.gov.uk

Theme	Consideration	Risk Management / mitigation	Required Action	Who?	When?	R. A. G rating
Leadership & Partnership	Do you have a Senior Leader & Nominated Governor with named responsibility for Prevent?	<ul style="list-style-type: none"> Naomi Boulter (HT) and Brett Meats (DHT) Rachel Edworthy and Peter Cross (Governors) 				
	Does the school link with key partners who can keep them informed about the local/regional/national/international context for this work?	<ul style="list-style-type: none"> Through regular attendance at DSL Focus Groups and DSL updating and maintaining levels of training School leaders stay up to date with local developments and risks The school has links with local police (PCSO) Advice and training is sought from the ESHAWH Team (NCC) 				
	Does the school stay alert to any developing tensions within the local community or groups which are active online/offline in relation to extremism?	<ul style="list-style-type: none"> Through regular attendance at DSL Focus Groups and DSL updating and maintaining levels of training School leaders stay up to date with local developments and risks The school has links with local police (PCSO) Advice and training is sought from the ESHAWH Team (NCC) 				
	Is your DSL suitably trained?	<ul style="list-style-type: none"> Four DSLs (NB, BM, TM, RS) Refresher DSL training every two years Additional training undertaken in specific areas of safeguarding, including Prevent 				
	Do your school values make clear that diversity is respected, and openness and freedom of expression is encouraged?	<ul style="list-style-type: none"> Part of vision and ethos 'embrace diversity' EDI action plan 				
	Do all staff receive regular safeguarding updates in relation to Prevent?	<ul style="list-style-type: none"> Staff training completed as part of induction for all new staff Whole school training completed 2022 Annual refresher as part of safeguarding face-to-face briefing September 2024 	Staff training to be updated	BM	Autumn 2025	
Capabilities	Do staff receive information about Prevent as part of their Induction?	<ul style="list-style-type: none"> New staff complete online training module on Prevent Duty 				
Staff Training	Have staff & governors received appropriate levels of training and are they able to identify risks and harms?	<ul style="list-style-type: none"> All governors trained in safeguarding, including Prevent Link safeguarding lead governor attends safeguarding focus group on a regular basis Staff training 2022 Annual refresher as part of safeguarding face-to-face briefing September 2024 	Staff training to be updated	BM	Autumn 2025	
Information Sharing	Are staff familiar with how to share concerns and make referrals to the DSL/ Police Prevent Team?	<ul style="list-style-type: none"> Provided through training and refresher updates at least annually 				
	Are appropriate records kept relating to concerns and referrals?	<ul style="list-style-type: none"> Records would be stored securely on My Concern (safeguarding management system) Referrals are followed up appropriately (and challenged if necessary) DSL knows the process to contact other agencies and expedite concerns about extremism 				
	Does the DSL have an understanding of the Channel process?	<ul style="list-style-type: none"> DSL (NB) attended WRAP training 2016 DSL (NB) attended 'Channel awareness' training 2020 				

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Reducing Permissive Environments	Do your Safeguarding Policy & Code of Conduct make explicit reference to Prevent?	<ul style="list-style-type: none"> Safeguarding policy reviewed November 2024 and signed off as read by all staff Code of Conduct reviewed November 2024 and signed off as read by all staff 				
	Are recruitment & selection processes robust enough to identify anyone who may present a risk in relation to extremism?	<ul style="list-style-type: none"> Thorough processes that follow all safer recruitment NCC guidelines All relevant checks undertaken prior to employment commencement Safeguarding questions as part of every interview, regardless of level of role 				
	Are prejudice-based/hate incidents addressed in a way that will not engender a sense of grievance?	<ul style="list-style-type: none"> Reporting methods if pupil incident (Behaviour Watch) is appropriate and shared with parents and leaders Pupils provided with opportunities to learn (as many often do not understand the impact of what they have said/done) Staff able to report to leaders regarding other staff and are made aware of processes 				
IT policies	Are your ICT filters set appropriately to detect inappropriate searches, whilst still allowing legitimate research etc.?	<ul style="list-style-type: none"> 'Securly' filtering in place, active and fully functional Regular reports received by DSLs Online safety policy, Acceptable use policy, Anti-bullying policy Pupils are encouraged to report any material they come across online which makes them worried or uncomfortable The school ICT network has appropriate filters to block sites deemed inappropriate or unsafe School email accounts are monitored through 'Securly' 				
	Is your ICT security sufficiently robust? (EMSOU support accessed?)	<ul style="list-style-type: none"> Robust system that monitors all use of school based devices and those connected to the school wi-fi System monitors staff use off-site Appropriate actions taken should the need arise 				
Visitors	Does your premises hire contract contain a clear statement about Prevent?	<ul style="list-style-type: none"> Our premises are not hired out In the event it was, this would be included 				
	Are visitors & contractors made aware of your code of conduct, and safeguarding & reporting procedures in relation to Prevent?	<ul style="list-style-type: none"> All visitors, supply staff and contractors informed of safeguarding arrangements on first visit and a brief induction Those who may be unsupervised by a school member of staff are always accompanied if they do not have a valid and recent DBS check and pupils are in the building 				
	Is due diligence exercised when inviting visiting speakers to ensure they do not have extremist views?	<ul style="list-style-type: none"> Only appropriate visitors are invited to the school for a specific reason (e.g. Harvest Festival – local vicar) Request an outline of what the speaker intends to cover/meet prior to event Research the person/organisation to establish whether they have demonstrated extreme views/actions Visitors are never left alone with children. Deny permission for people/organisations to use school premises if they have links to extreme groups. 				

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Building Children's resilience to radicalisation	Are there opportunities to build protective factors- sense of identity; resilience; critical thinking skills; safe, healthy relationships; sense of belonging & connection (across all key stages)?	<ul style="list-style-type: none"> As part of the curriculum, this is focussed upon through PSHE, other subjects as appropriate or when the need arises Pupils are taught about the diverse national, regional and ethnic identities in the UK and the need for mutual respect Pupil council representatives represent their classes under the rule of law Relevant staff are aware of the government guidance : https://www.gov.uk/government/publications/prevent-duty-guidance 				
	Are resources age appropriate?	<ul style="list-style-type: none"> All resources are age appropriate and appropriate for young people with SEND 				
	Are pupils able to recognise potential risks and harms (e.g. grooming; fake news); do they know how to share concerns?	<ul style="list-style-type: none"> Through the curriculum offer, including PSHE and computing Pupils are aware of how to share concerns Staff advocate for those children who are non-verbal Staff closely monitor use of technology within school and address quickly any inappropriate searches 				
	Are there opportunities to explore feelings/concerns in the wake of terrorist attacks?	<ul style="list-style-type: none"> Picture News is utilised throughout school that has a theme related to current affairs Pupils can explore feelings on a regular basis 				
	Do resources reflect a modern and diverse Britain? Can staff and pupils see themselves represented through the curriculum/ in resource materials?	<ul style="list-style-type: none"> Resources have been audited and purchased during 2023 – 2024 to ensure they are reflective of modern Britain and our diverse school population Opportunities to promote British values are clearly identified within all curriculum areas Use of RSHE and discrete lessons for sensitive and supportive discussions on radical issues and extreme ideologies Our behaviour policy clearly sets out that hateful behaviour is not tolerated Staff know how to respond to witnessing harassment and abusive behaviour Pupils are encouraged to challenge harassment or abusive behaviour among their peers 				
Does the school embed fundamental British Values? How?	<ul style="list-style-type: none"> Senior leaders have attended EDI training and support from the LA There is an EDI action plan to promote work around British Values Staff have received training on British Values and what that means for the young people within our school Picture News is utilised that has links to British Values and Protected Characteristics Follow up work is undertaken within classrooms as appropriate British Values display 					
Community	Are parents/carers aware of how pupils will be taught about issues relating to radicalisation & extremism?	<ul style="list-style-type: none"> The curriculum is shared through the school website and individual classes as appropriate The curriculum is carefully considered for young people with SEND to ensure teaching is appropriate to the needs of the young people 				
	Are parents/carers provided with information about how to keep pupils safe online and from grooming etc.?	<ul style="list-style-type: none"> Parents have been sent online safety information Information is available on the school website Links to sites specially for young people with SEND have been provided 				

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		<ul style="list-style-type: none"> A parent session has been provided during 2023 – 2024 with an IT specialist regarding online safety 				
	Are parents/carers signposted to how they can share concerns? Or where they can access help & support if they are worried about extremism?	<ul style="list-style-type: none"> Parents sent links with information on how to report websites or concerns, including CEOP, NSPCC etc Parents are informed who the DSLs are and know how to contact them Parents can be signposted by DSL and the Family Support Worker as required or needed 				

Support Available:
Home Office offer a free e-learning package on Prevent covering: Prevent awareness; Prevent referrals; Understanding Channel. Users who complete the training receive a certificate. https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/
Prevent Duty Guidance outlines the requirements of the duty, including working in partnership with others https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales#c-a-risk-based-approach-to-the-prevent-duty
Understanding Channel-an overview of Channel support and the Prevent Multi-Agency Panels (PMAP) https://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance
Educate Against Hate newsletter- latest news, blogs and resources to help teachers, school leaders and designated safeguarding leads protect students from radicalisation https://signup.es-mail.co.uk/Signup/da659377ec9fa9e8d40363308d4a84ac
Educate Against Hate website provides a range of training and guidance materials www.educateagainsthate.com
Guidance on making a Prevent referral https://www.gov.uk/guidance/making-a-referral-to-prevent
Web filtering and online safety The DfE have issued comprehensive guidance on how schools and colleges should be using filtering and monitoring standards, including specific measures to comply with the Prevent Duty https://www.gov.uk/guidance/meeting-the-digital-and-technology-standards-in-schools-and-colleges-filtering-and-monitoring-standards-for-schools-and-colleges
Further guidance is available at https://saferinternet.org.uk/guide-and-resources/teachers-and-school-staff/appropriate-filtering-and-monitoring/appropriate-monitoring
You can test whether your internet service provider removes terrorist content at http://testfiltering.com/
Political Impartiality Guidance: when using external agencies, schools in England must be mindful of their existing duties regarding political impartiality and to ensure the balanced presentation of political issues. Guidance on this is available on GOV.UK https://www.gov.uk/government/publications/political-impartiality-in-schools/political-impartiality-in-schools#thelaw