

Potential Risks:

	Identified Risk	Risk	Evidence
1)	Children accessing extremist material in school	LOW RISK	<ul style="list-style-type: none"> • IT filters in use at all times, making access to unsuitable material not possible. This is monitored by and the responsibility of the ICT team within the Wensum Trust central services. • Children are taught (as part of computing curriculum & Online Safety) that if they see unsuitable material / worrying content to speak to an adult. This is regularly revisited, including in class assemblies.
2)	Children at risk of being drawn into terrorisms	LOW RISK	<ul style="list-style-type: none"> • All staff read the annually updated “Keeping Children Safe in Education” and sign (on Parago) to say they have read and understood this. • All staff have at least annual whole school Safeguarding training. This contains training to be aware of possible indicators and what makes children vulnerable to terrorism. • Training ensures staff know about the Channel process and their responsibilities. • All staff know the reporting process, via CPOMS, to record any concerns. • Staff to access online Prevent training (at least once every 3 years) and all staff have are current in their training. • Reminders and updates are regularly included in our weekly staff bulletin.
3)	Children accessing extremist material outside school	LOW / MEDIUM RISK	<ul style="list-style-type: none"> • Discreet online lessons, as part of the Computing Curriculum to teach children what to do if they see or access something that is worrying to them or unkind (potentially extremist material). • E-safety shared in newsletters and communication updates to help parent, at home, need to be aware of (<i>see action plan below</i>) • Computing lead shares safety updates via Facebook.
4)	Children expressing extreme views or encouraging others to behave extremely	LOW RISK	<ul style="list-style-type: none"> • PSHE lessons and assemblies to develop children’s understanding of the dangers of extremism at an age-appropriate level. The curriculum and day-to-day interactions in school supports children’s knowledge of what a healthy and positive relationship is and how to develop this. • Our Code and school ethos teaches respect for other people. • Emotion Coaching supports children to talk about emotions, especially how to recognise anger and frustration and how to develop strategies to deal with these significant emotions. <i>This supports building resilience and strategies to overcome problems and frustrations and maintain or regain self-regulation when events and emotions are challenging.</i> • British values are taught across the curriculum and are embedded in learning. Opportunities to promote values are identified and developed within the curriculum and within enrichment activities. • Children’s understanding and engagement with British values is developed through opportunities to practically experience how the values might apply in day to day life e.g. through the development of Pupil’s Voice, voting or having a debate
5)	The school becoming associated with extremist groups	LOW RISK	<ul style="list-style-type: none"> • External bookings carefully checked that they are not affiliated with extremism. • Request an outline of what the speaker intends to cover as part of a robust visitor guideline. • Deny permission for people/organisations with extremist links. • Assembly visitors made aware, when signing in, of suitable content to discuss in assemblies.

Key actions:	Action Point	Timescale	Staff Responsible
1.	Ensure any new PSHE scheme reflect key messages about extremism.	As appropriate.	SMT in conjunction with PSHE Subject Leader.
2.	Ensure staff are kept up to date with PREVENT and can recognise potential warning signs of radicalisation.	At least annually through whole school safeguarding and any supplementary online training.	SMT & Designated Safeguarding Lead.
3.	Ensure ICT filters and policies protect students, staff and visitors from extremist material.	Annually	ICT Network Manager
4.	Ensure students are aware of dangers and what to do if they feel at risk of radicalization, ensuring content is at an accessible, infant school level.	Assembly, Computing curriculum, PSHE curriculum need updating annually	SLT, HoY, Teaching Staff.
5.	Discuss students at risk of radicalisation during safeguarding meetings.	Weekly	Head teacher & SLT
6.	Review Prevent Action plan & update accordingly.	Minimum of every 2 years.	SLT & via the LAB.
7.	For staff to be aware developing resilience, within our curriculum and wider provision, is key to reducing long-term risk of vulnerability to future radicalisation.	Ongoing	All teaching staff.
8.	Consider external bookings, checking not affiliated with extremism.	Ongoing	Lettings Administrator (Trust) where relevant, staff arranging visitors, admin team.
9.	<i>E-safety shared in newsletters and communication updates to help parent at home in regard to what to be aware of.</i>	Ongoing	Head/Deputy & Computing lead

Firsides Junior School Prevent

<p>PREVENT Aide Memoire for Staff</p>	<p>Recognising Signs of Radicalisation:</p>	<p>As a member of staff you have a legal duty to report any concerns, however minor, to the DSL Prevent members of staff.</p>
<p><i>All schools have a legal duty to educate students about extremist behaviour and to report any concerns about students who may be at risk of radicalisation.</i></p> <p><i>This could (but is not limited to) include the following:</i></p> <ul style="list-style-type: none"> • <i>Engaging with Islamic fundamentalists or their ideals (ISIL, Al Qaeeda etc.</i> • <i>Extreme political views (white supremacy, anti-Semitism etc.)</i> • <i>Visits to countries deemed high risk by the UK government</i> • <i>Accessing websites/ social media linked to extremist organisations</i> • <i>Views or behaviour that are contrary to British Values.</i> 	<p><i>The following could describe general behaviour but together with other signs may mean the young person is being radicalised:</i></p> <ul style="list-style-type: none"> • <i>Out of character changes in dress, behaviour and changes in their friendship group.</i> • <i>Losing interest in previous activities and friendships secretive behaviour and switching screens when you come near</i> <p><i>The following signs are more specific to radicalisation:</i></p> <ul style="list-style-type: none"> • <i>owning mobile phones or devices they cannot account for</i> • <i>showing sympathy for extremist causes</i> • <i>advocating extremist message</i> • <i>glorifying violence</i> • <i>Accessing extremist literature & imagery</i> • <i>Showing a mistrust mainstream media reports and belief in conspiracy theories</i> • <i>Appearing angry about government policies</i> 	<p>Never assume it cannot happen here.</p> <p>The designated members of staff of Prevent are:</p> <ul style="list-style-type: none"> · Rosalind Robinson · Stephen Keer <p>Reports should be made using CPOMS, marked clearly with the word PREVENT.</p> <p>Designated staff will then assess the risk to students and then refer to CHANNEL.</p> <p>Even if you have a minor nagging doubt, please pass it on.</p> <p>Please ensure you are familiar with the information above as it is the expectation that all staff engage with PREVENT and minimize the chances of any of our children becoming radicalised.</p>