



# PREVENT STRATEGY AND RISK ASSESSMENT POLICY

Date of Policy	September 2023
Reviewer(s)	Vice Principal and Director of Safeguarding, Mental Health and Wellbeing
Approved by	Principal
Next Review Date	September 2024

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### AIM

Worthgate School believes that protecting students from the risk of radicalisation is part of our safeguarding duties. Due to the international nature of our School, we recognise that whilst it will be rare that our students will become involved in terrorist activity, they can or may have been exposed to terrorist and extremist influences and prejudiced views. This strategy document must be read in conjunction with the School's Safeguarding Policy and the Prevent Risk Assessment, both available on Shackleton.

### RATIONALE

For young people, a key part of growing up is exploring new ideas and critically questioning the world around them, and this should be encouraged in order to help them develop their understanding of the world and learn the values of tolerance and acceptance. However, this needs to be balanced against the need to protect them from risk of harm. Working together to safeguard children (2018) and Keeping Children Safe (KCSIE 2023) identify children at risk of becoming radicalised as potentially being in need or at risk of harm; children may also be put at risk where their parents hold extremist views.

**'Extremism'** is where someone holds views that are intolerant of people who are of a different ethnicity, culture, religion, gender or sexual identity. The government definition also includes calls for the death of members of the armed forces, both in this country and abroad. Extremists may try to force their views on others and in some cases, may believe that these views can justify the use of violence in order to achieve certain aims. Examples of extremist causes that have used violence to achieve their ends include animal rights, the far right and Islamic fundamentalists and may involve internal terrorist and international terrorist organisations.

**'Radicalisation'** is the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. Extremists will try to attract people to their cause by persuading them that their view of the world is the correct view and encouraging them to take action to change the world to fit these extremist views.

Most individuals, even those who hold radical views, do not become involved in extremism and many young people can be exposed to extremist views without becoming radicalised. However, some children and young people may be more vulnerable to radicalisation due to personal circumstances such as:

- feelings of loss, bereavement, social isolation and confusion over identity;

- experience of discrimination, inequality or harassment leading to a sense of grievance;
- family breakdown or community tensions;
- having family members or friends who are already radicalised.

Reasons why children and young people may be attracted to the extremist narrative and may become radicalised include the following:

- they are trying to make sense of world events;
- they feel that their culture or religion is under threat;
- it makes them feel a sense of identity or belonging or being part of something;
- they are looking for adventure or excitement; young people who exhibit risk taking behaviour may be attracted to the sense of danger;
- they have a personal grievance or experience of racism or discrimination and feel they want to change things;
- they are under pressure from their peers who have links with these groups.

Exposure to extremist ideas may be through the influence of family members or friends, direct contact with extremist groups and organisations or, increasingly, through the internet. Young people may come into contact with adults and peers with extremist views both on-line and in everyday life and the radicaliser may be a friend or relative or may be a stranger they meet on-line.

Contact on-line may be through social media such as Facebook, Twitter or YouTube, but young people may be invited to join discussions on less well-known sites such as Kik, Whisper, Messenger, Yik Yak or Omegle. Extremists often use these sites because they are harder to monitor and they can hide their identity.

Extremists often manipulate and “groom” young people by using emotional triggers to engage with them, often targeting them when they are experiencing difficulties such as bereavement, emotional trauma, mental health issues or social isolation.

Individually the following signs may not show evidence of radicalisation, but in combination may mean the young person is subject to radicalising or extremist influences:

- out of character changes in dress, behaviour and beliefs;
- changes in their friendship group or associating with people who hold extremist beliefs;
- losing interest in previous activities;
- changes in use of social media with increased secrecy;
- owning several mobile phones or devices;
- showing sympathy for extremist causes;
- advocating extremist messages;
- glorifying violence;
- accessing extremist literature and imagery.

However, when assessing risk it is important to bear in mind that some of the signs of radicalisation could be indicative of other issues, for example bullying, substance misuse or mental illness. It is important to be cautious in assessing these factors to avoid inappropriately labelling or stigmatizing individuals because they possess a characteristic or fit a specific profile.

## SCHOOL STRATEGY

In order to fulfil our Prevent Duty and have due regard to the need to prevent our young people from being drawn into terrorism, we will:

- Build capabilities in our staff and students by developing an awareness and understanding of radicalisation, and why people may be drawn to terrorism.
- Enable staff to identify children who may be vulnerable to radicalisation through:
- Complete staff training covering Prevent and Channel<sup>1</sup>;
- Provide staff Safeguarding Training through INSET;
- Provide staff and student Safeguarding Updates;
- Hold discussions with the DSL and Safeguarding team
- Help students in building resilience to radicalisation through:
  - Our School ethos of respect for other cultures;
  - PSHE;
  - Promoting British Values;
  - The curriculum;
  - Providing a safe environment where our students feel they can approach any adult and discuss their concerns;
- Cooperate with other agencies such as:
  - The Kent Children Social Services;
  - KSCMP;
  - KCC Prevent team;
  - Kent Police;
  - Our parents;
- Check the suitability of all external speakers that come into the school by ensuring:
  - A policy of due diligence is in place;
  - All speakers are accompanied by staff;

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<sup>1</sup> Channel is a key part of the Prevent strategy that places a duty on local authorities to set up a specialist Channel Panel in order to provide a mechanism for safeguarding children, young people and adults who are at risk of being drawn into terrorist activity.

Under the Channel duty, all local authorities must set up a Channel Panel in co-operation with partner agencies in order to:

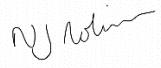
- identify individuals at risk of being drawn into terrorism;
- assess the nature and extent of that risk; and
- develop the most appropriate support plan for the individuals concerned.

- Staff are empowered to stop a speaker should their view contradict our values, protected characteristics or British values.

## PRINCIPLES

- Create an atmosphere where young people can understand and discuss sensitive topics, including terrorism and extremist ideas, and teach them how to challenge these ideas;
- Share knowledge of Fundamental British Values of democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs at any opportunity;
- Share knowledge of institutions and services in England and encourages students to respect them;
- Report extremist concerns with regards to a student/staff at the School immediately to the DSL or Principal;
- Use the visiting Speakers' policy;
- Use the whistleblowing policy;
- Use the safeguarding policy to report incidents.

## RISK ASSESSMENT – EXTREMISM AND RADICALISATION

<b>Location:</b>	The Worthgate School, Canterbury	<b>Risk Assessment No:</b>	2	<b>Assessor:</b>	Nicola Robinson (DSL and Vice Principal)
<b>Signed:</b>		<b>Date of Assessment:</b>	September 2023	<b>Distribution:</b>	All Staff
<b>Activity:</b>	Prevention of Extremism and Radicalisation	<b>Date of Review:</b>	September 2023	<b>Next review Date:</b>	September 2024

Key definitions from KCSIE 2023

### Extremism:

is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

### *Radicalisation:*

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

### *Terrorism*

is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

### *The Prevent duty*

All schools and colleges are subject to this 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 Risk Assessment is designed to assess the risk of our students being drawn into terrorism and to highlight the measures that have been put in place to mitigate the risks. It should be read in addition to the safeguarding policy which contains further advice, as well as contact details for referring suspected cases of radicalisation.

Risk Area	Hazard	Individuals at risk	Risk: High, Medium, Low	Control Measures	Notes/Additional controls	Residual Risk: High, Medium, Low
Welfare and Safeguarding	Staff or other contracted providers (e.g. regular supply or agency staff) are not aware of the school procedure for handling concerns and or do not feel comfortable sharing issues internally.	Students	High	<ul style="list-style-type: none"> <li>• Designated Safeguarding Lead to disseminate 'Prevent' awareness training and salient points to all staff, Governors and other regular contracted staff in the setting as part of staff induction, INSET, safeguarding updates and safeguarding bulletins.</li> <li>• Contracted staff are made aware of the person to whom concerns are to be reported.</li> <li>• Preventing students from being exposed to radicalisation or extremism is part of safeguarding policies and procedures i.e. Child Protection &amp; E-safety.</li> <li>• Staff have received appropriate training and are familiar with our Child Protection Policy and Safeguarding procedures.</li> <li>• Concerns are reported to the DSL or the DDSLs.</li> <li>• Records are held of any referrals– regular monitoring by the DSL takes place.</li> </ul>	Part of staff induction, INSET, safeguarding updates and safeguarding bulletins/ procedures	Low

Risk Area	Hazard	Individuals at risk	Risk: High, Medium, Low	Control Measures	Notes/Additional controls	Residual Risk: High, Medium, Low
Welfare and Safeguarding	Students are radicalised by factors internal or external to the school.	Students	Medium	<ul style="list-style-type: none"> <li>• We have a range of activities to promote the spiritual, moral, social and emotional needs of students aimed at protecting them from radical and extremist influences in Personal Tutor time.</li> <li>• Staff deliver training to help students develop critical thinking around influence, social media and other on-line safety in Personal Tutor time or in lessons.</li> <li>• Staff and other adults working with students are challenged if opinions or language expressed are contrary to community cohesion or 'British values'.</li> <li>• Staff are able to challenge students, parents or governors if opinions expressed are contrary to community cohesion or 'British values'.</li> <li>• Staff are aware of local factor i.e. political views etc. which might have an influence on students.</li> <li>• There is a visiting speakers' policy which ensures that due diligence is undertaken for all visiting speakers invited into the school by staff or students.</li> </ul>	Part of staff induction, INSET, safeguarding updates and safeguarding bulletins/ procedures.	Low



Risk Area	Hazard	Individuals at risk	Risk: High, Medium, Low	Control Measures	Notes/Additional controls	Residual Risk: High, Medium, Low
Welfare and Safeguarding	School does not work with statutory partners and agencies and/or does not feel comfortable sharing extremism related concerns externally	Students	Medium	<ul style="list-style-type: none"> <li>• We communicate regularly with statutory partners and agencies regarding a range of concerns.</li> <li>• All staff are aware that concerns are reported to the DSL.</li> <li>• We have an appropriate internal referral process in place for all child protection matters including extremism and the DSL is aware of how to expedite concerns to other agencies.</li> </ul>	Part of staff induction, INSET, safeguarding updates and safeguarding bulletins/ procedures.	Low

Risk Area	Hazard	Individuals at risk	Risk: High, Medium, Low	Control Measures	Notes/Additional controls	Residual Risk: High, Medium, Low
Curriculum and learning	Students are exposed by school staff or contracted providers to messages supportive of extremism, terrorism or which contradicts 'British values'	Students	Medium	<ul style="list-style-type: none"> <li>• We have appropriate whistleblowing procedures and a range of safeguarding policies which are known and understood by staff, volunteers &amp; regular contracted staff.</li> <li>• Staff and other adults working with students are challenged if opinions or language expressed are contrary to community cohesion or 'British values'.</li> <li>• Opportunities to promote 'British values' are identified within all curriculum areas.</li> <li>• Areas of the curriculum e.g. PSHE are used for controlled and safe debate and discussion on radical or extreme issues and ideologies.</li> <li>• We have appropriate filters in place which reduce the risk of students being able to access inappropriate information via the school IT system</li> </ul>	Part of staff induction, INSET, safeguarding updates and safeguarding bulletins/ procedures.	Low

Risk Area	Hazard	Individuals at risk	Risk: High, Medium, Low	Control Measures	Notes/Additional controls	Residual Risk: High, Medium, Low
Curriculum and learning	Student come with views from their own country/homes which are seen in the UK as extremist.	Students and Staff	High	<ul style="list-style-type: none"> <li>• Being an international school, staff are made aware of this and are particularly sensitive to cultural, political, and national differences;</li> <li>• We have appropriate whistleblowing procedures and a range of safeguarding policies which are known and understood by staff, volunteers, and regular contracted staff;</li> <li>• Staff challenge students if opinions or language expressed are contrary to community cohesion or 'British values';</li> <li>• Areas of the curriculum e.g. PSHE are used for controlled and safe debate and discussion on radical or extreme issues and ideologies;</li> <li>• If an issue is raised by a member of staff, training for students in particular Programme of Studies. or whole school can be arranged.</li> </ul>	Part of staff induction for staff and students, assemblies, the student handbook, staff INSET, safeguarding updates and safeguarding bulletins/ procedures.	Low

Risk Area	Hazard	Individuals at risk	Risk: High, Medium, Low	Control Measures	Notes/Additional controls	Residual Risk: High, Medium, Low
Curriculum and learning	Students whose home countries may face diplomatic tension get into an argument or insult each other.	Students and Staff	High	<ul style="list-style-type: none"> <li>• Being an international school, staff are made aware of this and are particularly sensitive to cultural, political and national differences;</li> <li>• We have appropriate whistleblowing procedures and a range of safeguarding policies which are known and understood by staff, volunteers and regular contracted staff;</li> <li>• Staff are trained for student-on-student abuse, what to do and how to report it;</li> <li>• Students know that the School's ethos of acceptance and respect for other cultures is paramount;</li> <li>• During the admissions process, agents and admissions staff make it clear to students that they are joining an international community with around 60 nationalities;</li> <li>• Staff challenge students if opinions or language expressed are contrary to community cohesion or 'British values';</li> <li>• Areas of the curriculum e.g. PSHE are used for controlled and safe debate and</li> </ul>	Part of staff induction for staff and students, assemblies, the student handbook, staff INSET, safeguarding updates and safeguarding bulletins/ procedures.	Low

				<p>discussion on radical or extreme issues and ideologies;</p> <ul style="list-style-type: none"> <li>If an issue is raised by a member of staff, training for students in particular Programme of Studies, or whole-school can be arranged.</li> </ul>		
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<b>Risk Area</b>	<b>Hazard</b>	<b>Individuals at risk</b>	<b>Risk: High, Medium, Low</b>	<b>Control Measures</b>	<b>Notes/Additional controls</b>	<b>Residual Risk: High, Medium, Low</b>
Curriculum and learning	Behaviours which harm the ability of different groups and individuals to learn and work together are left unchallenged.	Students and Staff	High	<ul style="list-style-type: none"> <li>Students are taught about respect for other cultures and gain an understanding of community cohesion;</li> <li>Opportunities are created both within the environment and the curriculum to promote the setting's ethos and values;</li> <li>Displays and other literature available in school reflects and encourages diversity and community cohesion;</li> <li>Whole School Behaviour Policy includes information on anti-bullying strategies and preventative measures</li> </ul>	Assemblies, student handbook, personal tutor time, lessons	Low

<b>Risk Area</b>	<b>Hazard</b>	<b>Individuals at risk</b>	<b>Risk: High, Medium, Low</b>	<b>Control Measures</b>	<b>Notes/Additional controls</b>	<b>Residual Risk: High, Medium, Low</b>
Organisational Culture	Staff or contracted providers are not aware of/do not subscribe to the ethos and values of the school	Students and Staff	High	<ul style="list-style-type: none"> <li>Senior Leadership Team are aware of the 'Prevent' Strategy and its objectives as it relates to both the national and local context and take steps to ensure that the overall values and ethos of the school reflect strategies to support the 'Prevent' duty;</li> <li>Clear awareness of roles and responsibilities regarding;</li> <li>'Prevent' exist across the school;</li> <li>Recruitment, selection and induction programmes exist which include reference to the ethos and values of the school. (See Safer Recruitment and Staff Code of Conduct policies.)</li> </ul>	Part of induction, INSET, safeguarding updates and safeguarding bulletins/ procedures.	Low

<b>Risk Area</b>	<b>Hazard</b>	<b>Individuals at risk</b>	<b>Risk: High, Medium, Low</b>	<b>Control Measures</b>	<b>Notes/Additional controls</b>	<b>Residual Risk: High, Medium, Low</b>
Organisational Culture	Staff are unable to raise extremism related organisational	Students and Staff	High	<ul style="list-style-type: none"> <li>Appropriate whistleblowing procedures are in place and adults working with students are made aware of them.</li> </ul>	Part of induction, INSET, safeguarding updates and safeguarding	Low

	concerns due to the lack of an appropriate whistleblowing procedure.			<ul style="list-style-type: none"> <li>Records are kept of incidents which are reported to the DSL for consideration and, where appropriate, are referred on to the appropriate agency.</li> </ul>	bulletins/ procedures.	
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<b>Risk Area</b>	<b>Hazard</b>	<b>Individuals at risk</b>	<b>Risk: High, Medium, Low</b>	<b>Control Measures</b>	<b>Notes/Additional controls</b>	<b>Residual Risk: High, Medium, Low</b>
Visiting speakers	Students/staff are exposed by visiting speakers to messages supportive of extreme ideologies or which contradict 'British values'.	Students and Staff	Medium	<ul style="list-style-type: none"> <li>We have a policy in place which ensures staff have carried out due diligence before inviting a speaker into school.</li> <li>This policy would also be applied if a student invited a speaker into school.</li> <li>Where applicable and necessary, materials to be delivered by external speakers are discussed with the speaker prior to delivery.</li> <li>Visiting speakers are never left alone with students.</li> </ul>	Part of induction, INSET, safeguarding updates and safeguarding bulletins/ procedures.	Low

<b>Risk Area</b>	<b>Hazard</b>	<b>Individuals at risk</b>	<b>Risk: High, Medium, Low</b>	<b>Control Measures</b>	<b>Notes/Additional controls</b>	<b>Residual Risk: High, Medium, Low</b>

Visiting speakers	Extremist or terrorist related material is displayed within the setting.	All premises users	Medium	<ul style="list-style-type: none"> <li>The appropriateness and relevance of all materials or literature are considered prior to display;</li> <li>Staff concerns are discussed with the DSL before materials are used;</li> <li>Requests for externally provided materials to be displayed are made prior to the event.</li> </ul>		Low
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<b>Risk Area</b>	<b>Hazard</b>	<b>Individuals at risk</b>	<b>Risk: High, Medium, Low</b>	<b>Control Measures</b>	<b>Notes/Additional controls</b>	<b>Residual Risk: High, Medium, Low</b>
Visiting speakers	School premises are used to host events supportive of extremism or which popularise hatred or intolerance of those with particular protected characteristics.	All premises users	Low	<ul style="list-style-type: none"> <li>We do not hire or let the Worthgate School buildings.</li> <li>We often will host staff training and development events at the College but all speakers' training sessions are discussed in advance with the Training Officer and are vetted by the training association they work for.</li> <li>We do not host events with private individuals</li> </ul>		Low



Risk Area	Hazard	Individuals at risk	Risk: High, Medium, Low	Control Measures	Notes/Additional controls	Residual Risk: High, Medium, Low
IT	Students access extremist or terrorist material whilst using school networks.	Students	High	<ul style="list-style-type: none"> <li>• The ICT network has appropriate filters which block sites which are deemed to be inappropriate;</li> <li>• School has robust acceptable use procedures for both students and staff which include advice on inappropriate attempts to subvert the network;</li> <li>• Monthly Web usage data is shared with the DSL, highlighting the most blocked users/categories/sites, enabling the school to direct PSHE/RSE teaching accordingly Students are encouraged to report to an adult any material which leaves them feeling worried or uncomfortable.</li> </ul>	<ul style="list-style-type: none"> <li>• Part of induction for staff and students, assemblies, the student/staff handbook/ INSET; NOS online safety training; Safeguarding updates and safeguarding bulletins procedures, staff handbook, INSET.</li> <li>• From September 18<sup>th</sup>, all students will only be able to log on to the school wifi using their school email accounts (enabling the school to have a better oversight on actual users accessing unacceptable material online, so more direct action can be taken);</li> </ul>	Low

<b>Risk Area</b>	<b>Hazard</b>	<b>Individuals at risk</b>	<b>Risk: High, Medium, Low</b>	<b>Control Measures</b>	<b>Notes/Additional controls</b>	<b>Residual Risk: High, Medium, Low</b>
IT	On-line/social media communications relating to extremist or terrorist materials feature the school's branding.	Students and Staff	High	We have oversight of, or administration rights for, all social media accounts set up by us.		Low

<b>Risk Area</b>	<b>Hazard</b>	<b>Individuals at risk</b>	<b>Risk: High, Medium, Low</b>	<b>Control Measures</b>	<b>Notes/Additional controls</b>	<b>Residual Risk: High, Medium, Low</b>
IT	Students access extremist or terrorist materials out of the school setting.	Students	High	<ul style="list-style-type: none"> <li>• Staff and Boarding Staff are provided with advice on where they can access information and support in relation to on- line extremism and radicalisation and how to help keep their children safe on-line.</li> <li>• Information sharing sessions are provided to students and staff on staying safe on-line.</li> </ul>	<ul style="list-style-type: none"> <li>• Part of induction for staff and students, assemblies, the student/staff handbook/ INSET; NOS online safety training; Safeguarding updates and safeguarding bulletins procedures, staff handbook, INSET.</li> </ul>	Low

				<ul style="list-style-type: none"><li>• In addition to school staff and support services, students are aware of a range of online websites and support services where any concerns they have can be reported confidentially to the appropriate agency.</li></ul>		
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