

**Action Plan to prevent extremism and counter-terrorism 2016-18**

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| Date:        | 1 <sup>st</sup> May 2016 | Drawn Up By: | Jonathan Goh, Designated Safeguarding Lead |
| Review Date: | January 2017             | Scope:       | All school activities                      |

PREVENT is one of four strategies which the UK Government have put in place for counter terrorism measures.

The Prevent strategy:

- responds to the ideological challenge we face from terrorism and aspects of extremism, and the threat we face from those who promote these views
- provides practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support
- works with a wide range of sectors (including education) where there are risks of radicalisation that we need to deal with

Erasmus Darwin Academy takes its role in the PREVENT strategy seriously. The PREVENT duty must be considered as part of the safeguarding responsibilities of the school.

| <b>FOCUS AREA</b>      | <b>SIGNIFICANT HAZARDS AND ASSOCIATED RISKS</b>   | <b>PEOPLE AT RISK</b> | <b>LEVEL OF RISK</b> | <b>CONTROL MEASURES</b>   | <b><i>When will these measures be put in place?</i></b> |
|------------------------|---|-----------------------|----------------------|---|---|
| The Academy Curriculum | Students are alienated: <ul style="list-style-type: none"> <li>• when they do not make expected progress.</li> <li>• when they become disengaged.</li> <li>• when they feel that the curriculum does not meet their needs.</li> <li>• when they feel that their culture is not recognised.</li> </ul> | Students              | Low                  | Staff are vigilant to symbols and words of extremist groups in students' work.<br><br>RE is taught to all students in Year 7-11. Any requests for withdrawal from RE must be made via the Principal.<br><br>IMPERO Violations are flagged immediately to the House Principal. | Summer Term 2016<br><br>Ongoing<br><br>Ongoing          |

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|                                | Students do not learn about tolerance of people of different faiths, including those of no faith.   |          |     | All Y7 students are expected to visit Ghamkol Sharif Mosque as an educational visit, with parental conversations following for those who seek to withdraw their child from the visit.   |  |
| PSHE                           | Students do not understand how they can be drawn to radicalisation.<br><br>Students do not recognise dangerous situations.<br><br>Students show no tolerance of people from different religious and ethnic groups.  | Students | Low | The scheme of work in PSHE (Y8) and RE (Y10-11) includes work on the dangers of radicalisation and extremist actions.<br><br>All years are taught the importance of broader British Values, as part of the curriculum.  | Summer Term 2016<br><br>Ongoing<br><br>Ongoing |
| Student conduct and well being | Students are marginalised by their peer group.<br><br>Mid Year admission students do not make new friends<br><br>Students are not accepted for who they are and their culture and background are not respected.<br><br>Students do not feel that their point of view is listened to.<br><br>Students are afraid of visiting places beyond the Staffordshire region. | Students | Low | The House System provides peer support and the promotion of British Values in the tutor period, through assemblies and tutorials.<br><br>Any discriminatory remarks in terms of race and religion are reported to the Senior Leadership Team. Any discriminatory remarks said in any lesson will result in 'on call removal' for further investigation.<br><br>Students have access to support for their wellbeing in the Student Inclusion Zone from 8.50am – 3.45pm daily. Students are actively supported by Tutor, Behaviour Support Manager and House Principal to ensure that they have established positive peer groups. | Ongoing<br><br>Ongoing<br><br>Ongoing          |

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|                    | <p>Students do not understand how they will be drawn into extremism and terrorism.</p> <p>Students do not know how to pull back from a risky situation and seek help.</p>  |          |     | <p>House Councils and Academy Council facilitate student voice, with recorded meetings and action points.</p> <p>Student surveys are used to collect information about student views and feelings. House Principals follow up any concerns raised through student surveys.</p>  |  |
| Use of ICT network | <p>Students research radicalisation and/or share information about radicalisation using the Academy network.</p> <p>Academy emails used to transmit inappropriate material.</p> <p>Sixth form students use personal devices in a way that puts them at risk.</p> | Students | Low | <p>IMPERO Violations are flagged immediately to the House Principal</p> <p>In ICT lessons in year 7, students learn about the risks of using the internet and how use the internet safely.</p> <p>All students sign the ICT User agreement to ensure that they are aware of how to act safely whilst using the school network.</p>  |  |
| Parental awareness | <p>Parents do not takes radicalisation risks seriously</p> <p>Parents do not raise concerns with the Academy</p> <p>Parents do not see the relevance of the PREVENT agenda to their situation.</p>   | Parents  | Low | <p>House Principal to liaise directly with any parent concerning any suggestion of radicalisation and extremist comments/action.</p> <p>Parents to be informed of the risks associated with PREVENT via sharing the Risk Assessment online via the VLE.</p> <p>Leaflet about the prevent duty to be published and shared through school website and available at academy reception.</p> | <p>Summer Term 2016</p> <p>Summer 2016</p> |

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| <p>Staff training and awareness</p>  | <p>Staff do not understand the risks concerning the PREVENT agenda.</p> <p>Staff engage in inappropriate discussion concerning radicalisation.</p> <p>Staff engage in risky behaviour in electronic communication.</p>     | <p>Staff</p>            | <p>Low</p> | <p>Staff are expected to facilitate reasonable discussions with students promoting British Values.</p> <p>All staff to undertake Prevent training from Staffordshire Police as part of CPD. Designated Safeguarding Lead to cascade training from prevent training to all staff.</p> <p>A summary sheet is produced for all supply staff to read in relation to the PREVENT agenda and other safeguarding procedures.</p> | <p>Bi-annually</p>  |
| <p>Liaison with outside agencies</p> | <p>Staff do not refer serious concerns to the Designated Safeguarding Lead.</p> <p>The Outside Agency does not share our seriousness of the referral.</p> <p>Staff do not remember or understand the prevent training.</p> | <p>Outside agencies</p> | <p>Low</p> | <p>All staff, in line with safeguarding policy and the Staff Code of Conduct, to report concerns of radicalisation to the Designated Safeguarding Leads.</p> <p>The Designated Safeguarding Leads raise concerns with the First Response team for Staffordshire students/ Open Door team with West Midland students and acts on their advice – this is then recorded and kept on file.</p>                                | <p>Ongoing</p>  |
| <p>Governors training</p>            | <p>Governors do not see the relevance of the PREVENT agenda to our situation.</p> <p>Governors do not see the importance of the PREVENT training.</p> <p>Governors do not attend the PREVENT training updates.</p>         | <p>Governors</p>        | <p>Low</p> | <p>The designated safeguarding to undertake the online training and subsequently sharing the key messages with the Governing Body.</p> <p>An annual report from the designated safeguarding lead to identify any potential updated risks and to suggest alterations to the risk assessment.</p>   | <p>Autumn Term 2016</p> <p>Spring Term 2017/<br/>Spring Term 2018</p> |