

RADICALISATION AND EXTREMISM: THE 'PREVENT' STRATEGY

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. Extremism is the vocal or active opposition to fundamental values and includes calling for the death of members of the armed forces. Arnold Lodge School is committed to supporting the 'Prevent' strategy in relation to radicalisation and extremism. It works to prevent children being drawn into supporting extremist ideas and terrorist ideology and to help them develop resilience to radicalisation. The Safeguarding Director is the Board of Directors' 'Prevent lead person' and the DSL is the nominated member of staff to be the 'Prevent lead person' in school.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet). However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include the DSL or deputy making a referral to the Channel programme.

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- > showing sympathy for extremist causes
- > glorifying violence, especially to other faiths or cultures
- > making remarks or comments about being at extremist events or rallies outside school
- > evidence of possessing illegal or extremist literature
- > advocating messages similar to illegal organisations or other extremist groups
- > out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- > secretive behaviour
- > online searches or sharing extremist messages or social profiles
- > intolerance of difference, including faith, culture, gender, race or sexuality
- > graffiti, art work or writing that displays extremist themes
- > attempts to impose extremist views or practices on others
- > verbalising anti-Western or anti-British views
- > advocating violence towards others

Arnold Lodge School undertakes the following measures in relation to the 'Prevent Strategy':

- > 'Prevent' is considered carefully as part of Arnold Lodge School's safeguarding procedures
- > All staff and volunteers undertake training in respect of 'Prevent' via TES Develop online Training
- > The DSL undertakes a higher level of 'Prevent' training in order to support staff, engage effectively with external agencies and follow reporting and information sharing protocols appropriately
- > 'Prevent' is considered carefully in the appointment of new staff, volunteers and contractors and in the admitting of visitors and visiting speakers to Arnold Lodge School
- > 'Prevent' is a topic for governance, staff and SLT meetings
- > There is a clear referral route through the DSL to 'Channel'
- > Arnold Lodge School strongly promotes fundamental British values in curricular and extra-curricular activities and the promotion of Arnold Lodge School's ethos and aims.



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- > Arnold Lodge School will work as required with other agencies, including the LADO, WSP, Children's Social Care and 'Channel' with regard to the 'Prevent' agenda
- > Computer systems have appropriate levels of filtering to ensure, insofar as is possible, that terrorist and extremist material is suitably controlled
- > Arnold Lodge School provides internet safety training for pupils, parents and staff and pupils are strongly supported to enable them to use the internet safely
- > PSHE lessons, assemblies and other areas of the curriculum and extra-curricular programme include topics to help develop pupils' resilience to radicalisation.

What is the local context for Prevent?

ALS' local Prevent Officer: Geoff Thomas (geoffthomas@warwickshire.gov.uk – 07428695020)

The following information is from the local Prevent Officer:

- > The highest national concern remains that of Islamist extremist groups such as ISIS and Al Qaeda radicalising individuals through promoting a sense of victimhood, within a society that is presented as the enemy and encouraging a duty to act now, in particular through acts of violence.
- > The fastest growing risk nationally has been extreme right wing terror groups. This has been the priority of the local Warwickshire Prevent Steering Group, with concern regarding possible lone actor acts of violence. In particular the emerging ideology based on the Great Replacement narrative has been evident in the radicalising of young people in this country, with more young people convicted of Terrorism Offences over the last 3 years driven by this ideology.
- > In Warwickshire we have seen activism by groups such as Patriotic Alternative, Combat 18, Proud Boys, British Movement, Hundred Handers that indicate a level of in-person activism by such groups.
- > In addition we are concerned at the level of online exposure to extremism. There has been an increase in online extremist content throughout the pandemic, much of it shrouded within the wider conspiracy material which has itself been highly active during this time. Personally I have been concerned that not only is there a wider array of extremist content online but also that younger and younger people are accessing this. In some cases this has been associated with "youth on youth" radicalisation, whereby teenagers are leading the radicalisation of their peers. The heightened risk of online radicalisation is event in the greater diversity of material and platforms, including message boards, online gaming, cartoons, video materials on public platforms.
- > Over the last four years, there has been a significant increase in the number of Prevent referrals nationally that have been classified as mixed, unclear and unstable. This is where the ideological drivers may not be evident but where there are concerns about the individuals focus upon violent objectives. Warwickshire has experienced a similar level of concern to these national trends.
- > Nationally it has been reported that over the last year there has been an increase in prevent referrals of 30%. This is not unlike the situation in Warwickshire.

Extremism and Radicalisation Risk Assessment: 2023 – 2026

1. Clear leadership and accountable structures are in place and visible throughout the organisation

Item	Action
There is an identified strategic PREVENT lead within the Junior and Senior school.	Kenny Owen, DSL [Seniors] Matt James, DSL [Juniors]
The strategic leads understand the expectations and key priorities to deliver PREVENT and that this is embedded within safeguarding procedures.	School DSLs have relevant and current training. Prevent strategy is embedded within Safeguarding policy which is regularly reviewed and associated staff training delivered.
The senior leadership team are aware of the PREVENT strategy and its objectives.	All have undertaken CP and Prevent training. All staff received guidance on extremism and preventing radicalisation.
There is a clear awareness of roles and responsibilities throughout the school regarding PREVENT.	Preventing radicalisation refresher training delivered to staff as part of our annual Safeguarding training. Staff receive regular updates throughout the year. All new staff to the School will receive training as part of induction.
PREVENT safeguarding responsibilities are explicit within the schools safeguarding team.	Child Protection and safeguarding staff receive specific guidance from our School Child Protection leads.
The prevent agenda and its objectives has been embedded within the appropriate safeguarding processes.	Policies are updated each year and the anti-radicalisation strand strengthened within the safeguarding policy.

2. Staff and governing body have been appropriately trained accordingly to their roles

Item	Action
A plan is in place to raise awareness of PREVENT (WRAP) training so that key staff and Directors understand the risk of radicalisation and extremism and know how to recognise and refer children who may be vulnerable.	All new staff are required to complete Prevent training as part of the appointment and induction process.
There is appropriate staff guidance and literature available to staff on a PREVENT agenda.	DSLs ensure this happens as part of staff training and information cycle. Further training signposted for staff.

3. An appropriate reporting and referral process is in place and referrals are being managed effectively

Item	Action
Ensure that preventing young people from being exposed to radicalisation or extremism is part of the school's safeguarding policies and procedures.	See Safeguarding Policy.
A single point of contact [SPOC] for any PREVENT concerns raised by staff within the school has been identified.	Laura Sweetman (DSL)
An appropriate internal PREVENT referral process has been developed.	See Safeguarding Policy.
Leads in partner agencies are known.	PC 3962 Dave Hamilton Geoff Thomas

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An audit trail for notification reports/referrals exists	All Safeguarding referrals and follow-up communications and actions are logged in the relevant pupil's e-folder and on the Incident and Bullying Log.	

4. A broad and balanced curriculum that helps protect Pupils against extremism and promotes community cohesion

Item	Action
School has a range of initiatives and activities that promote the spiritual, moral, social and emotional needs of children aimed at protecting them from radicalisation and extremism influences.	PSHEE – including assembly programme.
The school delivers education that helps develop critical thinking skills around the power of influence, particularly on-line and through social media	PSHEE – including assembly programme.
Pupils are aware of the benefits of community cohesion and the damaging effects of extremism on community relations	PSHEE – including assembly programme.
Staff are able to provide appropriate challenge to pupils, parents and board of directors if opinions are expressed that are contrary to fundamental British values and promotion of community cohesion.	Whistle Blowing Policy is promoted on induction. Regular safeguarding reminders during weekly staff briefings and daily bulletin.

Leadership

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	OWNER	RISK LEVEL	ADDITIONAL NOTES / NEXT STEPS
> The values and ethos of the school are unsuitable for promoting resilience against extremist ideologies and promoting British values	Pupils, staff and Directors	The school values clearly set out our commitment to 'British values', reflecting inclusivity, diversity and respecting the rule of law. For example: > Our school values are clear and integrated into the day to day life of the school and are displayed consistently in literature for pupils, parents and staff > ALS values include a commitment to tolerance, diversity and mutual respect > ALS policies consistently reference a commitment to our shared values	DP	Low	> Continue to promote ALS values at all levels > Undertake independent reviews, as appropriate, to see if the lived experience of pupils is reflective of the values of the school
> Leaders are unaware of their responsibilities under the Prevent duty, and of the context of the school relating to the risk of extremism	Pupils and staff	School leaders are aware of their duty to prevent pupils being drawn into terrorism, and make sure all staff know the same. School leaders stay up to date with local developments and risks. For example: > The school is in regular communication with local police and the local Prevent Officer, Geoff Thomas > Safeguarding Training, including specific Prevent training, is factored into regular training cycles for staff > Staff are regularly briefed on local Prevent Matters (see Geoff Thomas' training session on Monday 13th March and DP's staff briefing from Friday 3rd March)	DP, LS and MJ	Low	> Refresh the leadership team on the school's responsibilities under the Prevent duty. > Expand knowledge of Prevent to wider body of Safeguarding leads in school (Heads of Key Stage & Pupil Support Officers)

Training and capability

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL	ADDITIONAL NOTES / NEXT STEPS
> School staff are unaware of their responsibilities under the Prevent duty, and the need to promote British values	Pupils and staff	All staff have read our child protection policy and at least part 1 of Keeping Children Safe in Education. All staff have Prevent training as part of their induction. This is covered via: > Annual Safeguarding Training [all staff – September] > Individual Safeguarding Induction [mid-year joiners] > Prevent Training courses [Educare & other] > Local Prevent Officer Training [Geoff Thomas – next planned for Monday 13th March] > Key Staff undertake Prevent WRAP training Staff members are aware that they can go to any DDSL [Heads of Key Stage] or Head of School [DSL] or the Headteacher for advice, support, and to escalate concerns. Kenny Owen, Head of Seniors, is the Prevent lead for ALS.	DSL Heads of School LB – induction lead	Medium	> Update our child protection policy annually. > Update and review training materials to ensure they are up to date within the local as well as national context
> Directors cannot carry out their role to monitor the school's Prevent strategy effectively	Pupils and staff	All Directors have read our child protection policy and Keeping Children Safe in Education. We have a dedicated Safeguarding Director, Di Gardiner, who oversees our compliance with the Prevent duty. Di has completed DSL training for Warwickshire and is an active Reporting Inspector for the Independent Schools' Inspectorate.	DG - Board	Low	

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL	ADDITIONAL NOTES / NEXT STEPS
> Staff do not support the school's values and ethos, or they support and promote extremist ideas	Pupils and staff	The staff recruitment process reflects the school's values and promotes good safeguarding practice. A crucial part of the recruitment process is identifying that prospective candidates believe in, and can actively contribute to, the school's values. For example: > School values and commitment to safeguarding are included in job advertisements > Safer recruitment procedures are followed at each stage of recruitment, including a social media check (where possible) > ALS' values are very clear and at the heart of the school community > Interview with Head & Operations Manager is value driven	All recruiting managers	Low	> Annually review our safer recruitment procedures.
> Staff do not have the understanding of online platforms that pupils access to identify risk considering that ALS pupils' particular vulnerability in the local context and the school context is to Online radicalisation.	Pupils and staff	Training for staff on key indicators to look out for from an Online perspective a focus of Mentor meetings. Continual training updates and pointers from: > Geoff Thomas, Prevent Officer > Sharing good practice in briefings > Staff attending assemblies and briefings to understand the dangers as shared with pupils	Online Safety Lead -	Medium	> Annually review cycle of staff training to identify if staff have the confidence to identify risk

Working in partnership

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL	ADDITIONAL NOTES / NEXT STEPS
> Staff do not feel comfortable or capable working with external agencies and sharing concerns about extremism externally	Pupils and staff	We work and communicate with local safeguarding partners and other relevant agencies regarding concerns about extremism. > The Prevent Lead, Kenny Owen, is aware of the process to contact other agencies and expedite concerns about extremism. > Records of referrals are kept, and referrals are followed up appropriately via My Concern and Pupil e-folders. > Staff have the process, from Warwickshire, for making referrals shared	The DSL The Head The Safeguarding Director	Medium	

Speakers and events

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL	ADDITIONAL NOTES / NEXT STEPS
> Pupils are exposed to extremist ideologies by visiting speakers	Pupils	ALS undertakes checks of visiting speakers prior to them attending site and identifies the topics for discussion in advance. In addition, > The materials that visiting speakers deliver are discussed and approved prior to their visit > Visitors are never left alone with pupils	Staff member arranging the visit NB – HR checks	Low	
> The school site is used to host events which support extremist ideologies or promote hatred	Pupils and staff	All hiring and lettings agreements state that the school site will not be hired to groups who support extremist ideologies or promote hatred. ALS has not active lettings as of April 2023.	DSL	Low	

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL	ADDITIONAL NOTES / NEXT STEPS
> Pupil attend a visit to a site that may support extremist ideologies or promote hatred	Pupils and staff	Staff are aware of their duties in regards to Prevent. They will only seek visits and trips that are appropriate for the children and the school values. Before a trip is authorised, they are proposed to the EVC who undertakes due diligence to ensure the trip or visit is appropriate. For Residential trips, the Head will also sign off the trip as appropriate.	EVC Trip	Low	

School curriculum and culture

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL	ADDITIONAL NOTES / NEXT STEPS
> The curriculum teaches damaging material or fails to challenge extremist ideologies and promote British values	Pupils	> Opportunities to promote British values are clearly identified within all curriculum areas. > Use of PSHE or RSE lessons, as well as mentor time, for sensitive and supportive discussions on radical issues and extreme ideologies. > Texts used in English are appropriate and supportive of diversity and inclusion > Curriculum for History, Geography, PSHEE, PPRE and other areas is responsive to British Values and the values of ALS			> Review our current practices for promoting British values and consider where we could do more to embed these values into our curriculum. > More specific PSHEE team to ensure consistency in delivery with a PSHEE lead (RD).

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL	ADDITIONAL NOTES / NEXT STEPS
> A culture of inequality or abuse is allowed to grow, enabling extremist ideology and hate to develop	Pupils, staff, Directors and parents	> Our behaviour policy clearly sets out that hateful behaviour is not tolerated. ALS specifically notes Discriminatory Bullying / Actions as a 'serious behaviour' and adopts a zero tolerance approach. > Staff know how to respond to witnessing harassment and abusive behaviour. > Pupils are encouraged to challenge harassment or abusive behaviour among their peers.	Heads of School All staff	Low	> Consideration of how British values can be promoted through texts in literacy and other areas of the curriculum
> British values are not promoted outside of the classroom	Pupils and staff	ALS has a clear and strong set of school values that champion British values. These are visible throughout the school, for example: > Pupils participate in democracy through pupil and pupil leadership elections > Assemblies promoting diversity, human rights, and respect > Celebrations from multiple religions and cultures are celebrated around the school > House values and house mantras highly visible around the school site > School values promoted daily to pupils at the heart of our school community	DP	Low	

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL	ADDITIONAL NOTES / NEXT STEPS
> Pupils engage in an inappropriate culture Online, enabling extremist ideology and hate to develop Prevent in Context [ALS]	Pupils	For pupils: > Assemblies on staying safe online > Whisper as a mechanism for pupils reporting inappropriate conduct online > Mentor time focusing on Online safety and appropriate behaviours > Online Safety integrated into PSHEE For Parents: > DP to write, regularly, about Online Safety in weekly briefings > The Online safety lead to identify opportunities for parental workshops			ALS has a strong view of pupil culture within the school. As such, the most likely place for pupils to engage in a culture that does not align with British Values or those of ALS will come Online. This is a particular focus for Prevent in context at ALS as we know that some pupils have engaged in inappropriate online behaviour relative to their age.

IT and internet safety

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL	ADDITIONAL NOTES / NEXT STEPS
> Pupils use the school network or school hardware to access extremist material	Pupils	Our Online Safety and Child protection policy refers to the risks of online extremist material. Pupils are encouraged to report any material they come across online which makes them worried or uncomfortable. IT safety and monitoring systems, for example: > The school IT network has appropriate filters to block sites deemed inappropriate or unsafe > School email accounts are monitored by IT staff	DSL IT Manager	Medium	Review our online safety policy annually.

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL	ADDITIONAL NOTES / NEXT STEPS
> Pupils access extremist material on their own devices or on social media, or are specifically targeted for online radicalisation in school	Pupils	> The ICT curriculum includes teaching pupils how to stay safe online. > ALS' network systems has appropriate filtering > Personal devices are not allowed for pupils up to Year 11, limiting the possibility of accessing inappropriate materials via 4G/5G. > Parents are provided with support on how to help their children access the internet safely and spot the signs of online radicalisation.	DSL CS Teacher		Share online safety factsheets with parents to help them support their children
> Pupils access extremist material on their own devices or on social media, or are specifically targeted for online radicalisation at home Prevent in Context [ALS]	Pupils	> ALS curriculum supports pupils to be aware of the dangers of online interactions and potential radicalisation > ALS curriculum champions diversity and inclusion, allowing pupils to identify extremist views > ALS community communications seek to upskill parents on the dangers to look out for and how to monitor their children's Online interactions > ALS's stance for parents is that children's devices should be public and have an open policy.	DSL Head of School Head Mentor	Medium to High	ALS pupils, in general, are most at risk when at home and online unattended. The most common safeguarding issue for ALS pupils results from either online materials or their interactions online. Whilst there has not been a Prevent matter resulting from this yet, ALS pupils are most at risk in this regard.

School security

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL	ADDITIONAL NOTES / NEXT STEPS
> Non-approved visitors access the school site to spread extremist ideology	Pupils and staff	ALS has a secure site and access is only possible via reception. The site has effective CCTV coverage monitored from the front office limiting the opportunity for non-approved visitors to access site. > All visitors to the school must be signed in at reception and wear ID badges > Visitors are to be accompanied around the school site by a member of staff at all times > Visitors receive the ALS Safeguarding information booklet to ensure they are aware of the expectations on site			Review our visitor safeguarding protocols.

Prevent in Context: Warwickshire Specific Foci

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL	ADDITIONAL NOTES / NEXT STEPS
> Islamist extremist radicalising individuals through promoting a sense of victimhood, within a society that is presented as the enemy	Pupils	> Annual Prevent training for staff to raise awareness > Staff knowledge of referral protocols > Parental awareness of extremist ideologies	Prevent Lead	Low	
> Great Replacement narrative has been evident in the radicalising of young people [increasing concern]	Pupils	> Staff awareness of the Great Replacement narrative to identify any alignment with comments from pupils > Proactive, positive curriculum to allow pupils to understand and embrace the values of the school and British values	Prevent Lead	Medium	
> Warwickshire: activism by groups such as ▪ Patriotic Alternative ▪ Combat 18 ▪ Proud Boys ▪ British Movement ▪ Hundred Handers	Pupils	> Staff awareness of the specific groups operating in Warwickshire and the signs to watch out for > Proactive, positive curriculum to allow pupils to understand and embrace the values of the school and British values	Prevent Lead	Medium	

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL	ADDITIONAL NOTES / NEXT STEPS
> Increase in online extremist content throughout the pandemic > Younger and younger people are accessing this > "Youth on youth" radicalisation, whereby teenagers are leading the radicalisation of their peers. > Heightened risk of online radicalisation is event in the greater diversity of material and platforms, including message boards, online gaming, cartoons, video materials on public platforms.	Pupils	> Staff awareness of the specific groups operating in Warwickshire and the signs to watch out for > Proactive, positive curriculum to allow pupils to understand and embrace the values of the school and British values > Parental communications and workshops, highlighting the dangers of online interactions and raising awareness > Consideration of impact of the all-through setting and influence older pupils can have on younger pupils at ALS. Head of Sixth Form vigilant for Extremist views in the setting.	Prevent Lead Head Head of School	Medium	
> Prevent referrals nationally that have been classified as mixed, unclear and unstable. > Ideological drivers may not be evident but where there are concerns about the individuals focus upon violent objectives.	Pupils	> Clear policy & practice at ALS in regards to views that are unacceptable within our school culture and British society > Staff to understand the mechanism for sharing concerns about views that may be reflective of a pupil vulnerable to radicalisation			

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL	ADDITIONAL NOTES / NEXT STEPS
> ALS pupils who have SEND that mean they will find it more difficult to identify if materials are extremist or designed to radicalise	Pupils	> The school has a robust pastoral system underpinned by the SEND and behaviour policies, supported by SLT, the SENCo and parent liaison (choose relevant person) to support children and families in an open, honest and supportive culture.	Prevent Lead SENCo Head of SEND	Medium	> Identify pupils most at risk of not understanding the materials they may be accessing. Conversations with parents about online safety protocols.
> ALS pupils who are vulnerable due to low parental engagement in online safety and open access to a wide range of platforms (due to working long hours etc)	Pupils	> The school has a robust pastoral system underpinned by the SEND and behaviour policies, supported by SLT, the SENCo and parent liaison (choose relevant person) to support children and families in an open, honest and supportive culture. > Frequent parental communications emphasising the importance of parental monitoring of online interactions	Prevent Lead Head of School Head of KS	Medium to High	> Identify pupils most at risk of having open access to multiple platforms > Identify pupils who have shared views counter to British values and discuss with parents whether there are more online safety protocols that can be put in place

HEADTEACHER

[Signature]

[Date]

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4 - 18 yrs Co-educational Independent Day School

DSL/PREVENT LEAD

[Signature]

[Date]

DATE OF NEXT REVIEW:

[Date]