

## Promotion of British Values and Prevention of Radicalisation Policy

This policy provides the basis for good practice within the school for the promotion of British Values and Prevention of Radicalisation. It should be read in conjunction with and Staffordshire Safeguarding Children Board (SSCB) Policies and Procedures, *Keeping Children Safe in Education 2024*, *Working Together to Safeguard Children 2023*, *Prevent Duty Guidance: for England and Wales (2023)*, *The use of social media for on-line radicalisation (July 2015)*, *Information sharing (2018)* and *the Data Protection Act 2018*. These are in keeping with relevant national procedures and reflect what Staffordshire Safeguarding Children's Board considers to be safe and professional practice in this context.

Denstone College aims to prepare its pupils fully for the opportunities, responsibilities and experiences of life in British society. In doing this, the College fulfils its statutory duty to promote the spiritual, moral, cultural, mental and physical development of all our pupils. In accordance with the Amendment to the Education (Independent College Standards) (England) Regulations Denstone College will 'actively promote' the fundamental British values of:

- Democracy
- Freedom
- Toleration
- Multiculturalism
- Respect for the rule of law
- Respect for equal rights
- Belief in personal and social responsibility
- Respect for British institutions

British values are promoted through the curriculum, within the Wellbeing (PSHE) programme, assemblies and other co-curricular activities (such as debating and discussion groups), and through the routine behaviour expected of pupils and staff. They are embedded in the ethos of the College.

In promoting these values the College will not promote the partisan teaching of any subject and where political issues are discussed the College will ensure that our pupils are offered a balanced presentation of opposing viewpoints.

The College's curriculum is designed to:

- enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the College is situated and to society more widely;

- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.

The examples below give a flavour of how the College seeks to embed these fundamental values.

### **Democracy**

The principle of democracy is explored in subjects such as RS, History, Geography, Politics, Wellbeing, assemblies and various pupil committees.

### **The Rule of Law**

The College is governed by rules that pupils are made aware of through induction, assemblies, and in documents such as the ICT Acceptable Use Agreement. All staff, parents and pupils, when they join the College, are made aware of the safeguarding policy and procedures, and codes of conduct. Pupils are taught the value of and the reasons behind the rules, their own responsibilities and the consequences of their actions when these rules are broken. The rule of law is explored in various subjects in the curriculum, particularly History, Geography, Politics, and Wellbeing.

### **Individual liberty**

Pupils are encouraged to ask questions, make independent choices, and take intellectual risks within a safe environment. The College seeks to create the conditions within which pupils can make informed choices. Pupils are encouraged to know, understand and exercise their rights and personal freedoms, and are advised on how to exercise these safely, for example through e-safety and PSHE lessons.

Pupils are encouraged to develop, reflect on and articulate their own viewpoints. They are given the freedom to make choices in subject options and co-curricular programmes and how to use their study periods and free time. In their teaching, our teachers encourage pupils to take ownership of their learning and make choices based on how they learn most effectively. Pupils chair and minute the Boarders' council meetings as well as sharing suggestions and ideas at student council.

### **Mutual respect**

Respect is central to the ethos of the College, and is modelled by pupils and staff alike, this is evident in the core values of Kindness, Honesty and endeavour. The College promotes respect for others in the classroom and in all other activities. The College seeks to develop mutual respect throughout the curriculum. Pupils are encouraged to explore ideas and develop opinions, always understanding that disagreement does not entail loss of respect for and understanding of others' opinions. Feedback

from Pupil and Boarders' Council via pupil representatives is taken very seriously and discussed at SMT and feedback provided at the next meeting. Commitment to charity fundraising encourages pupils and staff to recognise their responsibility to diverse communities.

### **Tolerance of those of different faiths and beliefs**

Pupils are given the opportunity to explore and understand their place in the UK's culturally diverse society, and they are given the opportunity to experience diversity within the College community.

Pupils appreciate different faiths and practices, and this is supported by the programmes of study in RS, Geography, Politics, History and PSHE. Pupils are given the opportunity to encounter other perspectives, religions, cultures and languages in numerous ways – including trips abroad.

### **The role of the College in the prevention of political indoctrination**

This is implicit in the values described above. There is no place at the College for the promotion of partisan political views. There are occasions when it is appropriate to present pupils with different political views; in these cases, we undertake to ensure a balanced presentation of those views.

The College is a safe space in which pupils can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas. If any pupil were to express discriminatory or extremist opinions or behaviours, these would be challenged as a matter of course.

### **National Prevent Strategy**

The Prevent strategy aims to stop people being radicalised. While it remains rare for children and young people to become involved in terrorist activity, young people from an early age can be exposed to terrorist and extremist influences or prejudiced views. As with other forms of safeguarding strategies, early intervention is always preferable. Prevent is seen as part of the College's existing safeguarding framework. The Prevent strategy identifies that young people are more likely to be vulnerable to violent extremist or terrorist narratives. Denstone College has a duty of care to its pupils and staff which includes safeguarding them from the risk of being radicalised and 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. The College is a safe space in which pupils 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. College staff are in a position to identify concerns early and provide help for children, to prevent concerns from escalating.

### **The Prevent Strategy**

The overall aim of our counter-terrorism strategy, CONTEST, is to reduce the risk from terrorism to the UK, its citizens and interests overseas, so that people can go about their lives freely and with confidence. Prevent remains one of the key pillars of CONTEST, alongside the other three 'P' work strands:

- Prevent: to stop people becoming terrorists or supporting terrorism
- Pursue: to stop terrorist attacks

- Protect: to strengthen our protection against a terrorist attack
- Prepare: to mitigate the impact of a terrorist attack

The College is subject to the duty to have due regard to the need to prevent people from being drawn into terrorism. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which suspects exploit. Colleges should be safe places in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas. The Prevent strategy should not limit discussion of these issues. College should be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues.

**Prevent's objectives are to:**

- tackle the ideological causes of terrorism
- intervene early to support people susceptible to radicalisation
- enable people who have already engaged in terrorism to disengage and rehabilitate

Below are the steps that Denstone College has taken to comply with the Prevent Strategy.

**Raising Awareness of the issue of radicalisation** with staff and the governing body so that those who work with young people at Denstone College appreciate that they are a front line strategy, and act accordingly. All Staff receive appropriate training to give them confidence to identify children at risk and so that they know where to go for further support. Training for new staff will be given in conjunction with usual safeguarding training.

- Designated Safeguarding Lead attended Prevent Training given by Local Police.
- All teaching staff take certificated online Prevent training, including ad hoc starters and supply staff.

**Raising pupil awareness through the curriculum.** This will be addressed both discreetly within certain curriculum areas where a clear understanding of history / religion / tradition promotes an appropriate understanding of the origins of movements such as Nazism and promoting an understanding of world religions based on peaceful messages and intent. All Heads of Departments are referencing British Values within their schemes of work where relevant. In addition, awareness will be raised explicitly within the College's Wellbeing (PSHE) Programme

- Internet and Digital Awareness (including parent, staff and pupil sessions)
- Persuasion and Influence (including increased emphasis on debating in the Senior College)
- Extremism (including debates around freedom of speech)

**Creating an inclusive College, which appreciates the importance of SMSC** (Spiritual, Moral, Social and Cultural) and delivers it through a shared curriculum for all, encouraging full participation in a broad and balanced curriculum, which celebrates the diversity of the College community and aims to make pupils feel valued and included.

**Internet monitoring.** Denstone College uses Smoothwall screening which applies pre-defined rules to screen and filter all internet traffic coming through the College's networks. Websites with radicalised content are filtered out through this system. In addition, Smoothwall monitors all requests to external websites from within the College's network, including access to radical sites. Pupils found wanting to access sites with radicalised content will be referred through the Prevent referral process to Channel.

A daily report is generated and viewed by the Safeguarding team, who will follow up any required action.

### **Use of External Agencies and Speakers**

External agencies or speakers can enrich the experiences of our pupils, however we will endeavour to ensure that we do not unwittingly use agencies that are inconsistent with, or are in complete opposition to these values. Speakers will be assessed on a case by case basis in line with the Visitors Policy.

**Responding to concerns.** Concerns raised by staff or other pupils are investigated as safeguarding issues according to the College safeguarding policy. As such, the Designated Safeguarding Lead now assumes the additional responsibilities for Prevent and acts as a single point of contact. The College will maintain records of any concerns raised and action taken in line with existing safeguarding procedures.

**Robust Safeguarding Procedures.** Denstone College is fully committed to safeguarding and promoting the welfare of all its pupils. As a College it is recognised that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. Channel assesses vulnerability using a consistently applied vulnerability framework built around three dimensions. The three dimensions are:

- Engagement with group, cause or ideology;
- Intent to cause harm; and
- Capability to cause harm.

Therefore as part of wider safeguarding responsibilities staff will be alert to and report using the following Safeguarding protocol: (See appendix 1 for details on vulnerable young people and key indicators)

1. Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of College, such as in their homes or community groups
2. Graffiti symbols, writing or art work promoting extremist messages or images
3. Pupils accessing extremist material online, including through social networking sites
4. Parental reports of changes in behaviour, friendship or actions and requests for assistance

5. Other local Colleges', local authority services', and police reports of issues affecting their pupils.
6. Pupils voicing opinions drawn from extremist ideologies and narratives
7. Use of extremist or 'hate' terms to exclude others or incite violence
8. Intolerance of difference, whether secular or religious or views based on, but not exclusive to, gender, disability, sexuality, race, colour or culture
9. Attempts to impose extremist views or practices on others
10. Anti-Western or Anti-British views

**Clear channels of communication for passing on concerns.** Any concerns should be referred to the Designated safeguarding team. They will then act in the following way:

**Immediate risk of harm**

Call 999

**Suspect that somebody may pose a risk to national or international security**

Call 999 if the threat is immediate, otherwise, call the confidential anti-terrorist hotline Tel:0800 789 321

**Suspect that somebody is at risk of radicalisation**

Local Police Tel:101

**Staffordshire County Council's Safer Communities Team**

Tel: 01785 854428

Email: becky.murphy@staffordshire.gov.uk

**Staffordshire Police Prevent Team**

Sgt. Calum Forsyth

Tel: 01785 238239 or 01785 233109

Email: Calum.Forsyth@staffordshire.pnn.police.uk

Email: prevent@staffordshire.pnn.police.uk

**DfE dedicated helpline for non-emergency advice for staff & governors**

Tel: 020 7340 7264

Email: counter-extremism@education.gsi.gov.uk

- Anti Terrorist Hotline Tel: **0800 789 321**

- Crime stoppers Tel: **0800 555 111**
  
- Relevant Police force: Tel **101**
  
- [www.gov.uk/report-suspicious-activity-to-mi5](http://www.gov.uk/report-suspicious-activity-to-mi5)
  
- [www.gov.uk/report-terrorism](http://www.gov.uk/report-terrorism)

To report any online terrorist related online material visit: [www.gov.uk/report-terrorism](http://www.gov.uk/report-terrorism)

### **Resources and Training**

Karenann Hood is Prevent trained. All members of staff complete prevent training.

### **Appendix 1**

#### **Vulnerable Young People**

There is no such thing as a ‘typical extremist’ and those involved in extremism come from a range of backgrounds and experiences. A list of indicators is found below to provide support for professionals to understand and identify factors that could suggest a pupil or their family may be vulnerable or involved with extremism. The list of indicators is not exhaustive and all or none may be present in individual cases of concern; nor does it mean that vulnerable people/ young people experiencing these factors are automatically at risk of exploitation for the purposes of extremism. The accepted view is that a complex relationship between the various aspects of an individual’s identity determines their vulnerability to extremism. Over-simplified assessments based upon demographics and poverty indicators have consistently demonstrated to increase victimisation, fail to identify vulnerabilities and, in some cases, increase the ability of extremists to exploit, operate and recruit.

#### **Indicators**

The early identification of risks and subsequent intervention activity to protect and divert people away from the risks of radicalisation is a key element of the Prevent strategy. Indicators may include things such as racist graffiti or comments being made on College premises, extremist content being shared on social media, terrorist or extremist propaganda being shared with pupils or vulnerable pupils being influenced by others with extreme views.

#### **Indicators include:**

##### **1. Vulnerability**

Identity Crisis - Distance from cultural/ religious heritage and uncomfortable with one's place in the society around them

Personal Crisis – Family tensions; sense of isolation; adolescence; low self esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging

Personal Circumstances – Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy

Unmet Aspirations – Perceptions of injustice; feeling of failure; rejection of civic life

Criminality – Experiences of imprisonment; poor resettlement/ reintegration, previous involvement with criminal groups

## **2. Access to extremism / extremist influences : questions to consider**

Is there reason to believe that the pupil associates with those known to be involved in extremism - either because they associate directly with known individuals or because they frequent key locations where these individuals are known to operate?

Does the pupil frequent, or is there evidence to suggest that they are accessing the internet for the purpose of extremist activity? (e.g. Use of closed network groups, access to or distribution of extremist material, contact associates covertly via Skype/email)

Is there reason to believe that the pupil has been or is likely to be involved with extremist/ military training camps/ locations?

Is the pupil known to have possessed or is actively seeking to possess and/ or distribute extremist literature/ other media material likely to incite racial/ religious hatred or acts of violence?

Does the pupil sympathise with, or support illegal/illicit groups e.g. propaganda distribution, fundraising and attendance at meetings?

Does the pupil support groups with links to extremist activity but not illegal/illicit e.g. propaganda distribution, fundraising and attendance at meetings?

## **3. Experiences, Behaviours and Influences : questions to consider**

Has the pupil encountered peer, social, family or faith group rejection?

Is there evidence of extremist ideological, political or religious influence on the pupil from within or outside UK?

Have international events in areas of conflict and civil unrest had a personal impact on the pupil resulting in a noticeable change in behaviour? It is important to recognise that many people may be emotionally affected by the plight of what is happening in areas of conflict (i.e. images of children dying) it is important to differentiate them from those that sympathise with or support extremist activity.

Has there been a significant shift in the pupils' behaviour or outward appearance that suggests a new social/political or religious influence?



Has the pupil come into conflict with family over religious beliefs/lifestyle/ dress choices?

Does the pupil vocally support terrorist attacks; either verbally or in their written work?

Has the pupil witnessed or been the perpetrator/ victim of racial or religious hate crime or sectarianism?

#### **4. Travel : questions to consider**

Is there a pattern of regular or extended travel within the UK, with other evidence to suggest this is for purposes of extremist training or activity?

Has the pupil travelled for extended periods of time to international locations known to be associated with extremism?

Has the pupil employed any methods to disguise their true identity? Has the pupil used documents or cover to support this?

#### **5. Social Factors : questions to consider**

Does the pupil have experience of poverty, disadvantage, discrimination or social exclusion?

Does the pupil experience a lack of meaningful employment appropriate to their skills? Does the pupil display a lack of affinity or understanding for others, or social isolation from peer groups?

Does the pupil demonstrate identity conflict and confusion normally associated with youth development?

Does the pupil have any learning difficulties/ mental health support needs?

Does the pupil demonstrate a simplistic or flawed understanding of religion or politics?

Does the pupil have a history of crime, including episodes in prison?

Is the pupil a foreign national, refugee or awaiting a decision on their immigration/ national status?

Does the pupil have insecure, conflicted or absent family relationships?

Has the pupil experienced any trauma in their lives, particularly any trauma associated with war or sectarian conflict?

Is there evidence that a significant adult or other in the pupil's life has extremist view or sympathies?

#### **6. More critical risk factors could include:-**

Being in contact with extremist recruiters

Articulating support for extremist causes or leaders

Accessing extremist websites, especially those with a social networking element

Possessing extremist literature

Using extremist narratives and a global ideology to explain personal disadvantage

Justifying the use of violence to solve societal issues

Joining extremist organisations

Significant changes to appearance and/or behaviour

**If you have any concerns about a child or member of staff discuss them with a member of the Safeguarding team.**

**Appendix 2**

**Prevent Duty Risk Assessment/Action Plan**

<b><u>Prevent Vulnerability/Risk Area</u></b>	<b><u>Action taken/already in place to mitigate/address risk</u></b>	<b><u>Details of action to be taken</u></b>
<p><b><u>Leadership</u></b></p> <p>The following people have an good understanding of their own and institutional responsibilities in relation to the "Prevent Duty"</p> <ul style="list-style-type: none"> <li>· Board of Governors</li> <li>· SMT</li> <li>· Staff</li> <li>· Safeguarding team</li> </ul>	<p>Safeguarding Governor and staff with responsibility for safeguarding understand the risk of extremism/radicalisation – all to complete prevent training</p> <p>Safeguarding Lead Karenann Hood has completed Prevent training and channel training. All staff have taken Prevent training.</p> <p>Development and Maintenance of Prevent Policy to include a risk assessment</p> <p>All new staff are aware of the College’s expectations and subscribe to its values</p> <p>SMT takes ownership of extremism and radicalisation concerns and appropriate oversight is provided</p> <p>Extremism/radicalisation is considered as a risk at a leadership level within the organisation with concerns relating to hate crime/harassment, extremism and radicalisation being reported promptly to SMT</p> <p>All key pastoral staff to take Prevent training</p>	<p>Channel training to be taken by all academic staff – staff are this year updating their channel training- in progress</p> <p>Refresh training as required</p> <p>Prevent Policy and risk assessment to be reviewed annually</p> <p>All staff to read the Prevent policy and Safeguarding policy prior to starting work at the College and complete the online Channel training</p> <p>KH to brief SMT as guidance is updated</p> <p>Safeguarding and Prevent to be an agenda item at Pastoral meetings once per half term.</p> <p>Staff completed Educare Prevent annually KH will include details in Safeguarding emails as appropriate</p>

<p><b><u>Partnership</u></b></p> <p>Active engagement from the College's Governors, SMT, managers and leaders.</p> <p>The College has an identified single point of contact in relation to Prevent.</p> <p>Development of links between key governors and external partners, including the Local Authority and Police.</p>	<p>Governors &amp; SMT approve the Prevent policy. Arrangements in place to review annually or sooner as necessary.</p> <p>The Prevent Lead is Karenann Hood who is responsible for oversight of the Prevent Action Plan &amp; updates to SMT.</p> <p>College communications and the sharing of concerns relating to extremism or radicalisation are coordinated effectively. The College shares information and is able to access statutory assistance where necessary to support vulnerable individuals</p>	<p>Policy reviewed annually by the Governors</p> <p>KH to take regular training to maintain up to date</p> <p>Safeguarding team to maintain good relationship with SSCB</p>
<p><b><u>Staff Training</u></b></p> <p>All staff have sufficient knowledge and confidence to:</p> <p>Exemplify British Values in their management, teaching and through general behaviours in the College.</p> <p>Understand the factors that make people vulnerable to being drawn into terrorism and to challenge extremist ideas which are used by terrorist groups and can purport to legitimise terrorism.</p>	<p>All staff to complete online Prevent training</p> <p>British values evidenced in SoW</p> <p>All staff complete the Prevent training and understand the process of passing concerns to the safeguarding team.</p>	<p>Staff to complete on line training</p> <p>Deputy Head Academic to ensure that British values are evidenced in SoW</p> <p>Annual review by safeguarding team of training required by staff</p>

<p>Have sufficient training to be able to recognise this vulnerability and be aware of what action to take in response.</p>		
<p><b><u>Welfare and pastoral support</u></b>          Adequate arrangements and resources in place provide pastoral care and support from a variety of staff.</p>	<p>Inclusion of radicalisation and extremism within Safeguarding Policy and procedure including a reference to the Channel process.</p> <p>There are a number of staff who pupils may turn to for support including :Any member of staff to whom they feel they can talk, their Tutor, their Head of House, their Head of College, their Parents, Chaplain, the Nursing Staff, the College Counsellor , Head of Wellbeing, the Deputy Heads, or the Head</p> <p>Safeguarding panel to assess and manage concerns relating to extremism and radicalisation.</p>	<p>Policy to be reviewed annually by the governors.</p>
<p><b><u>Speakers and Events</u></b>          An effective policy for managing speaker requests which is well communicated to staff/pupils. ( see Visitors Policy)</p>	<p>All visiting speakers, whether invited by staff or pupils, are suitable and appropriately supervised. This means that even in cases where specific vetting checks are not required, action must be taken to ensure that they are suitable ( See Visitors Policy for specific requirements) .          At least one member of staff must be in attendance during the speaker’s speech at the College.</p>	<p>Annual review of Visitors policy in line with the review of the Safeguarding and Prevent policy.</p>
<p><b><u>Safety Online</u></b>          IT policy relating to the use of IT.</p>	<p>Appropriate filtering is in place to ensure that learners are unable to access terrorist and extremist material online through College servers pupils are safe from accessing extremist or terrorist materials whilst using College servers.</p>	<p>Source awareness raising training to library and ICT colleagues about what terrorist and extremist material looks like.</p> <p>Annual review of filtering in place at College</p>

<p>A filtering/firewall systems to prevent staff/pupils/visitors from accessing extremist websites and material.</p> <p>The system alert to serious and/or repeated breaches or attempted breaches of the policy.</p>		
<p><b><u>Prayer and Faith Facilities</u></b></p> <p>The College has prayer facilities.</p> <p>There is good governance and management procedures in place in respect of activities and space in these facilities.</p>	<p>Use of the Chapel and other quiet areas as prayer facilities e.g. the meeting room could be booked for this purpose.</p>	
<p><b><u>Campus Security</u></b></p> <p>There are effective arrangements in place to manage access to the campus by visitors and non-pupils/staff.</p> <p>Dangerous substances kept and stored on site- there is a policy in place to manage the storage, transport, handling and audit of such substances.</p>	<p>Visitors Policy in place.</p> <p>Security Review.</p> <p>Risk Assessments in place.</p>	<p>Annual review of Visitors policy in line with the review of the Safeguarding and Prevent policy.</p> <p>Annual review of Risk Assessments in place.</p>
<p><b><u>Safeguarding</u></b></p> <p>Protection against the risk of radicalisation and extremism included within Safeguarding and other relevant policies</p>	<p>Inclusion of radicalisation and extremism within Safeguarding Policy and procedure including a reference to the Channel process and development of a Prevent Policy.</p>	<p>Development and implementation of rolling cross-organisation training plan to increase organisational awareness</p>

<p>Safeguarding and pastoral staff receive additional and ongoing training to enable the effective understanding and handling of referrals relating to radicalisation and extremism.</p> <p>The College utilises Channel as a support mechanism in cases of radicalisation and extremism.</p>	<p>Training of safeguarding staff to enable the effective understanding and handling of referrals relating to radicalisation and extremism.</p> <p>Use of Safeguarding team meetings to assess and manage concerns relating to extremism and radicalisation.</p>	<p>Regular review of training needs of the Safeguarding Team</p>
<p><b><u>Communications</u></b></p> <p>The College’s Prevent Lead and their role widely known across the institution.</p> <p>Staff and pupils made aware of the Prevent Duty, current risks and appropriate activities in this area.</p>	<p>Add Prevent lead to Posters for 2025.</p> <p>Development of training for pupils, possibly as part of digital safety training.</p>	<p>Posters updated so staff and pupils are aware of Prevent Lead</p> <p>Review of current digital safety training to pupils</p>
<p><b><u>Critical Incident Management</u></b></p> <p>The College has a critical incident management plan which is capable of dealing with terrorist related issues. There is a suitably trained and informed person identified to lead the response to such an incident.</p> <p>Effective arrangements in place to identify and respond to tensions on or off campus which might impact upon staff, pupil and/or public safety.</p>	<p>CIT all Prevent trained.</p> <p>KH is part of the CIT and is Prevent trained and Prevent Lead.</p>	<p>CIT to role play an incident as part of their ongoing training.</p>
<p><b><u>College Environment Staff and Volunteers</u></b></p> <p>The institution vigilant to the radicalisation of staff by volunteers</p>	<p>Visitors Policy.</p> <p>SMT consider the display of materials internally at the College.</p>	<p>Annual review of Visitors Policy.</p>

<p><b><u>Pupil Resilience</u></b></p> <p>Recognise and incorporate the risks associated with radicalisation and extremism into curriculum.</p>	<p>Include activities within existing lesson structure to enhance pupil and learner resilience for example, internet safety sessions and activities to improve critical thinking skills. Raise awareness and confidence of staff about the importance of their personal responsibility in the online space, particularly around freedom of speech.</p> <p>All staff have completed Prevent training.</p> <p>Opportunities to promote values are identified and utilised within the curriculum and within enrichment activities.</p> <p>Appointment of Head of Wellbeing position, to oversee the teaching of PSHE in the college.</p>	<p>Review the delivery of the whole College safer internet day.</p> <p>Introduction of Denstone Diploma.</p> <p>Annual review by Head of Wellbeing of the provision and consider enhancements and developing the programme for pupils and parents.</p>
--	---	--



**Policy Last Reviewed: June 2024 by KH**  
**Next Review completed by: Aug 2025 by KH**