

**Extremism, Radicalisation incorporating Prevent Duty Policy**

Date	Review Date	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Nominated Director
11.11.17	08.11.18	Gina Dyer	Clive Crosby	Joan Wilkes

Safeguarding Contacts	Home	Mobile
Designated Safeguarding Lead	01643 702468	07854 865914
Deputy Designated Safeguarding Lead	01643 707666	07966 031357
Nominated Director for Safeguarding	01643 863099	07725 628824
<b>DEVON</b> Local Authority Designated Officer	01392 384964	
<b>DEVON</b> Multi Agency Safeguarding Hub (MASH)	0345 155 1071	
<b>DEVON</b> MASH Emergency Duty Team	0845 6000 388	
<b>SOMERSET</b> Local Authority Designated Officer	0300 1231 2224	
<b>SOMERSET</b> Emergency Duty Team	01458 253241 or 0300 123 2327	
Police	999	
<b>NSPCC Whistle-blowing Helpline</b>	0800 028 0285	

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

We believe this policy relates to the following legislation:

- Education Act 1996
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- Children and Families Act 2014
- Education Act 2011
- Counter-Terrorism and Security Act 2015 (Section 26 and Section 29 – paras 57-76 and Section 36(7) and Section 38(6))
- Special Educational Needs and Disability (Detained Persons) Regulations 2015

The following documentation is also related to this policy:

- Dealing with Allegations of Abuse against Teachers and other Staff: Guidance for Local Authorities, Headteachers, School Staff, Governing Bodies and Proprietors of Independent Schools (DfE)
- Equality Act 2010: Advice for Schools (DfE)
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE) 2016
- DfE's Mental Health and Behaviour in School 2016
- Prevent Strategy (HM Gov)
- HM Government 'The Prevent Duty' V6 June 2015
- Teaching approaches that help build resilience to extremism among people (DfE)

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- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children
- DfE's Advice for Schools on the Prevent Duty
- [http://www.emcsrv.com/prolog/PG/DfE/Schools\\_Guide-Social\\_Media\\_V16.pdf](http://www.emcsrv.com/prolog/PG/DfE/Schools_Guide-Social_Media_V16.pdf)
- HM Governments: 'Channel Duty Guidance – Protecting Vulnerable People from being drawn into terrorism' April 2015
- DfE's 'How Social Media is used to encourage travel to Syria and Iraq briefing note for Schools' July 2015
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We are committed to safeguarding and promoting the welfare of all children and we take account of the information contained in the DfE documents 'Working Together to Safeguard Children' and 'Keep Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2015)' as the safety and protection of children is of paramount importance to everyone in this school.

We believe that all children have the right to be safe in our society. Therefore, we recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both pupils and school Staff, training for school Staff and with working with parents.

We understand that radicalisation 'is a process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations that reject or undermine the status quo or reject and/or undermine contemporary ideas and expressions of freedom of choice'. (Wikipedia). While extremism is best defined as the holding of extreme political or religious views.

We are aware of the Channel programme 'which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism' and it uses a 'multi-agency approach to protect vulnerable people by identifying individuals at risk; assessing the nature and extent of that risk; and developing the most appropriate support plan for the individuals concerned.'

We understand that is our duty under the statutory guidance on the Prevent duty to have in place a risk assessment, a working partnership with the Local Safeguarding Children Boards, training school personnel and IT policies.

We have a duty to actively promote and embed British values such as 'democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs' within this school and to challenge pupils, school staff or parents who express extremist views contrary to these values. We want to ensure pupils are prepared for life in modern Britain by the active promotion of and respect of British values.

We do not shy away from teaching British values as we believe that schools have a major role to play in upholding them in order to develop children's resilience against extremism and acts of terrorism.

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We work hard to ensure British values are embedded across the whole curriculum and the school ethos through spiritual, moral, social and cultural lessons, citizenship and PSHE

We aim to be judged at least good in all school inspections by ensuring that we have in place arrangements to promote pupils' welfare and curriculum measures in place to prevent radicalisation and extremism.

We will refer any concerns we may have regarding individuals or groups of individuals who have or demonstrate extremist views to the relevant outside agencies as we feel that we have a duty to intervene at the earliest opportunity and to protect those concerned.

We will ensure that counter-radicalisation strategies will not prevent teachers discussing with their pupils controversial ideas and topics as we wish pupils to further develop their own critical thinking skills.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

### **Prevent Duty**

Libra is subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of our functions, to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as Prevent duty.

Protecting children from the risk of radicalisation is seen as part of Libra's wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During

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the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

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 making a referral to the Channel programme.

The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children Boards.

The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to staff on protecting children from the risk of radicalisation.

The Department for Education has also published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support <https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

Prevent guidance summary covering Risk Assessment, Working in Partnership, Staff Training and IT policies:

- Libra will assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This includes being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what we will do to support them.
- Libra has clear procedures in place for protecting children at risk of radicalisation as set out in our Safeguarding Policy and supporting documents.
- The Prevent duty builds on existing local partnership arrangements (Libra take into account the policies and procedures of Local Safeguarding Children's Boards (LSCBs).
- Libra is aware of that the Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Libra assesses the needs of its' own staff in light of the assessment of the risk to pupils at school being drawn into terrorism. As a minimum Libra ensures that the designated safeguarding lead undertakes Prevent awareness training and

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is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

- Libra ensures that children are safe from terrorist and extremist material when accessing the internet in school – this includes having suitable filtering in place on our router – our IT Manager (and Deputy Safeguarding Officer) reviews the data regularly and will flag up any ‘buzz’ words with the Safeguarding Lead accordingly and immediately.
- Libra teaches pupils about online safety more generally (please refer to our IT policies).

Channel:

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for Libra to make referrals if they are concerned that an individual might be vulnerable to radicalisation. Libra is aware that an individual’s engagement with the programme is entirely voluntary at all stages. Staff understand when it is appropriate to make a referral to the Channel programme. Libra will as a partner, co-operate with any Channel panels where required to do so, to the best of our ability. Please refer to our CHANNEL Flowchart for Devon incidents and to our CHANNEL Flowchart for Somerset incidents.

We will ensure that counter-radicalisation strategies will not prevent teachers discussing with their pupils controversial ideas and topics as we wish pupils to further develop their own critical thinking skills.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

### **Aims**

- To safeguard and promote the welfare of all children and individuals.
- To identify, protect and support those who might be vulnerable to being radicalised or influenced by extremist views.
- To be vigilant against all forms of radicalisation and extremism.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

### **Responsibility for the Policy and Procedure**

#### **Role of the Directors**

The Directors have:

- appointed a senior member of staff to act as the Designated Safeguarding Lead;

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- delegated powers and responsibilities to the Headteacher to ensure all school Staff and stakeholders are aware of and comply with this policy;
- responsibility for ensuring full compliance with all statutory responsibilities;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities Manager to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- make effective use of relevant research and information to improve this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- has nominated a link Director to visit the school regularly, to liaise with the Headteacher and the Designated Safeguarding Lead and to report back to the Directors;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

### **Role of the Headteacher and Senior Management Team**

The Headteacher and the Senior Management Team will:

- assess the risk of children being drawn into terrorism;
- have in place an excellent working partnership with the LSCB;
- provide training for school personnel about the risks to children of online activity from terrorist and extremist groups;
- ensure children are safe from terrorist and extremist material when accessing the school's internet;
- provide an effective Personal, Social and Health Education curriculum in order to develop in all pupils resilience, determination, self-esteem and confidence;
- develop Citizenship in order for all pupils to play an active part in society;
- ensure all school Staff, pupils and parents are aware of and comply with this policy;
- ensure school Staff are vigilant against radicalisation and extremism;
- ensure that during the process of radicalisation the company intervenes appropriately to prevent vulnerable people being radicalised;
- ensure a broad and balanced curriculum is taught;
- ensure that British values are promoted and embedded in the school;
- ensure pupils are taught about staying safe;
- ensure that pupils are not influenced by the views and beliefs of others;
- refer any concerns about individuals or groups of individuals to the appropriate outside agencies;
- ensure good practice is shared throughout the school;
- be prepared for all types of school inspection;
- work closely with the Director and Designated Safeguarding Lead;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff;
- ensure that the School Council are involved in discussing improvements to this policy during the year;
- make effective use of relevant research and information to improve this policy;



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- monitor the effectiveness of this policy by:
  - monitoring learning and teaching through observing lessons
  - monitoring planning and assessment
  - speaking with pupils, school Staff, parents and Directors

### **Role of the Designated Safeguarding Lead**

The Designated Safeguarding Lead will:

- ensure the implementation of this policy;
- ensure everyone connected with the school is aware of this policy;
- work closely with the Headteacher and the nominated Director;
- be trained in child protection policy procedures;
- renew training every two years in order to:
  - understand the assessment process
  - understand the procedures of a child protection case conference and child protection review conference
  - understand the specific needs of children in need
  - understand the specific needs of children with special educational needs and those of young carers
  - have in place a secure and accurate record system of all concerns and referrals
- take the lead in dealing with child protection issues and in deciding what steps should be taken;
- raise awareness of the need to protect pupils who might be vulnerable to radicalisation and involvement in terrorism;
- report any concerns directly to the DfE via 0207 3407264 or by email [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk)
- make a referral to the regional Channel Police Practitioner if it is thought that a member of the school community is vulnerable to being drawn into terrorism;
- be aware that on receiving the referral the regional Channel Police Practitioner will:
  - use a Vulnerability Assessment Framework that will assess whether or not the case is potentially appropriate for Channel by considering the following criteria:
    - Engagement with a group, cause or ideology;
    - Intent to cause harm; and
    - Capability to cause harm
  - if the case is not suitable for Channel then the case will be referred to other support services.
- raise awareness that female genital mutilation (FGM) affects girls particularly from north African countries and it is illegal to allow girls to undergo this practice either in this country or abroad;
- ensure that all concerns regarding FGM and vulnerability to radicalisation are reported;
- keep a confidential Child Protection Register of all those pupils known to be at risk and only if it is confirmed by social services that the child is at risk;
- ensure all confidential child protection information is stored securely in central place;

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- inform parents that information is kept on their children;
- ensure that no information will be disclosed to a parent if this would put a child at risk of significant harm;
- be trained in working with all agencies;
- familiarise school Staff with the policy and procedures;
- investigate and deal with all cases of suspected or actual problems associated with child protection;
- ensure parents are aware that referrals about suspected abuse or neglect may be made;
- make child protection referrals;
- record all child protection referrals;
- co-ordinate action within the school;
- liaise and seek advice from the Local Authority Designated Officer (LADO) when the need arises;
- liaise with social care and other agencies;
- record the transfer of all child protection files of any pupil leaving to join another school by keeping an appropriate secure record and transmission of such is dealt with in the most secure way;
- provide support for any child at risk;
- not promise confidentiality to any child but always act in the interests of a child;
- act as a source of advice within the school;
- help create a culture within the school of listening to children;
- keep up to date with all new guidance on safeguarding children;
- keep all school Staff up to date with any changes to procedures;
- organise appropriate training for school Staff and Directors;
- ensure all incidents are recorded, reported and kept confidential;
- keep all paperwork up to date;
- report back to the appropriate school Staff when necessary;
- annually review the policy with the Headteacher.

### **Role of School Staff**

School Staff will:

- comply with all aspects of this policy;
- be aware of all other linked policies;
- be vigilant against radicalisation and extremism;
- ensure a broad and balanced curriculum is taught;
- be aware of the guidance:
  - 'Teaching approaches that help build resilience to extremism among young people';
  - HM Governments: 'Channel Duty Guidance – Protecting Vulnerable People from being drawn into terrorism' April 2015
  - DfE's 'How Social Media is used to encourage travel to Syria and Iraq briefing note for Schools' July 2015
- ensure British values are promoted and embedded in the school;
- ensure pupils are taught about staying safe;
- ensure that pupils are not influenced by the views and beliefs of others;
- refer any concerns about individuals or groups of individuals to the Designated Safeguarding Lead or to the appropriate outside agencies;
- be asked to report any of the following. Pupils:



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- having extremist political or religious views;
- disclosing that they have been exposed to:
  - extremist views and materials
  - online extremist material
  - extremist social networking sites
  
- being approached by known extremists in the local community;
- voicing extremist views and opinions;
- voicing anti-British values;
- voicing ant-Western views;
- in possession of extremist materials;
- changing their style of dress or appearance;
- behaving differently in school and at home;
- attempting to impose extremist views on others;
- committing prejudice-related attacks against others.

- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- work hard to maintain a positive ethos;
- work hard to maintain a safe and respected school environment;
- show respect for all members of the school community;
- develop positive working relationships with pupils, school Staff, parents and Directors;
- promote good behaviour;
- use their own professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.
- work in partnership parents and carers keeping them up to date with their child's progress and behaviour at school;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality, dealing with Extremism, Radicalisation including Prevent Duty through the Educare online training facility;
- report any concerns they have on any aspect of the school community.

### **Role of Pupils**

Pupils will:

- being aware of and comply with this policy;
- learn:
  - how to recognise and manage risk;
  - how to make safer choices;
  - how to deal with peer pressure when it threatens their personal safety or well being;
  - about Internet safety;
  - about British values;
  - about democracy, government and how laws are made;
  - about diversity and the wide-range of ethnic identities in the UK;
  - about the need for mutual respect and understanding; and

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about political and social issues.

- be introduced to sensitive or controversial topics;
- be taught to:
  - develop their knowledge, self-esteem and self-confidence;
  - distinguish right from wrong and respect the civil and criminal law of England;
  - accept responsibility for their behaviour;
  - show initiative;
  - demonstrate how they can contribute positively to the lives of those living and working in the locality of the school and society more widely;
  - acquire a respect for public institutions and services;
  - acquire an appreciation of and respect for their and other cultures;
  - respect other people irrespective of their status;
  - use the democratic process to influence decision-making;
  - be made aware of the freedom to hold other faiths and beliefs is protected by law;
  - ensure that people with different faiths or beliefs, or none, should be tolerated, not subjected to prejudicial or discriminatory practices or behaviour;
  - be made aware of the importance of identifying and tackling discrimination.
- be advised to report any concern they have to a member of the school personnel;
- promote a positive image of the school and themselves;
- be encouraged to work in partnership with the school by making decisions and exercising choice in relation to their educational programme;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys.

### **Role of the School Council**

The School Council will be involved in:

- discussing improvements to this policy during the school year;
- organising surveys to gauge the thoughts of all pupils;
- reviewing the effectiveness of this policy with the Directors.

### **Role of Parents/Carers**

Parents/carers will:

- be aware of and comply with this policy;
- be encouraged to take an active role in the life of the school by attending:
  - parent-teacher consultations
  - class assemblies
  - fundraising and social events
- be encouraged to work in school as volunteers;

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- be encouraged to organise after school clubs or groups;
- be asked to take part periodic surveys conducted by the school;
- ensure regular and punctual attendance;
- notify school on the first day of pupil absence;
- encourage effort and achievement;
- encourage completion of homework and return it to school;
- provide the right conditions for homework to take place;
- expect their child to hand in homework on time;
- join the school in celebrating success of their child's learning;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school;
- ensure correct school uniform is worn.

### **Procedures**

Although serious incidents involving radicalisation have not occurred at Libra School to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the local area and society in which we teach.

Staff are reminded to suspend any 'professional disbelief' that instances of radicalisation 'could not happen here' and to be 'professionally inquisitive' where concerns arise, referring any We believe that it is possible to intervene to protect people who are vulnerable. Early intervention is vital and staff must be aware of the established processes for front line professionals to refer concerns about individuals and/or groups. We must have the confidence to challenge, the confidence to intervene and ensure that we have strong safeguarding practices based on the most up-to-date guidance and best practice.

In the event of prejudicial behaviour the following system will be followed:

- All incidents of prejudicial behaviour will be reported directly to the Designated Safeguarding Officer or Deputy Safeguarding Officer, both members of staff are trained in Child Protection and Safeguarding including Prevent Duty and will deal swiftly with any referrals made by staff or with concerns reported by staff.
- All incidents will be fully investigated and records will be kept in line with procedures for any other safeguarding incident.
- Parents/carers will be contacted and the incident discussed in detail, aiming to identify motivating factors, any changes in circumstances at home, parental views of the incident and to assess whether the incident is serious enough to warrant a further referral. A note of this meeting is kept alongside the initial referral in a Safeguarding folder.
- The Designated Safeguarding Officer/Deputy Safeguarding Officer follow-up any referrals for a period of four weeks after the incident to assess whether there is a change in behaviour and/or attitude. A further meeting with parents/carers would be held if there is not a significant positive change in behaviour.
- The Designated Safeguarding Officer will discuss the most appropriate course of action on a case-by-case basis and will decide when a referral to external agencies is needed.
- As with any child protection referral, staff must be made aware that if they do not agree with a decision not to refer, they can make the referral themselves and will be given the contact details to do this by the Designated Safeguarding Officer.

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- If deemed necessary, serious incidents will be discussed and referred to Channel.
- In the event of a referral relating to serious concerns about potential radicalisation or extremism the school will also contact Avon and Somerset or Devon Police Counter Terrorism Unit, alternatively, if the concern is urgent, by calling the Anti-Terrorist Hotline on 0800 789321.

### **Raising Awareness of this Policy**

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school Staff
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Directors
- information displays in the main school entrance

### **Training**

The statutory guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. The Home Office has developed a core training product for this purpose – Workshop to Raise Awareness of Prevent (WRAP).

As a minimum, Libra's Management Team undertake Prevent awareness training – face to face through our in house qualified Training and Development Manager (as well as the standard Educare online training) and are therefore able to provide advice and support to other members of staff on protecting children from the risk of radicalisation. Our WRAP training will be rolled out to staff across the company through 2016.

All school Staff:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:
  - All aspects of this policy inc Prevent duty
  - Safeguarding & Child Protection
  - Anti-bullying
  - Pupil Behaviour & Discipline
  - E-Safety
  - Internet Social Networking Websites
  - Promoting British Values
  - Involving Pupils in School Policies
  - Equal opportunities
  - Inclusion
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

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Training will be provided by an accredited trainer for the Headteacher and all members of the Senior Management team.

### Recruitment

In order to extend our duty to identify, protect and support those who might be vulnerable to being radicalised or influenced by extremist views, we include a specific question in our interview notes that asks each candidate their views, understanding and opinions relating to Extremism and Radicalisation in order for the panel to explore any identified 'danger signs'.

### Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

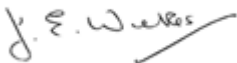
This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school. (See Initial Equality Impact Assessment)

### Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated Director. A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Directors for further discussion and endorsement. (See Policy Evaluation)

### Linked Policies

▪ Safeguarding & Child Protection	▪ Equality
▪ Anti-bullying	▪ Pupil Behaviour & Discipline
▪ Promoting British Values	▪ E-Safety
▪ Internet Social Networking Websites	▪ Safer Recruitment

<b>Director:</b>		<b>Date:</b>	11.11.17
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## Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
Extremism, Radicalisation incorporating Prevent Duty	As described			✓

This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Staff	Parents/carers	Directors	School Volunteers	School Visitors	Wider School Community
	✓	✓	✓	✓	✓	✓	✓

Question	Equality Groups															Conclusion													
	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Yes	No			
Does or could this policy have a negative impact on any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS					
		✓			✓			✓			✓			✓			✓			✓			✓			✓			
Does or could this policy help promote equality for any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Yes	No			
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS			Y	N	NS
	✓			✓			✓			✓			✓			✓			✓			✓			✓				✓
Does data collected from the equality groups have a positive impact on this policy?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Yes	No			
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS			Y	N	NS
	✓			✓			✓			✓			✓			✓			✓			✓			✓				✓

**Conclusion** We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.

Preliminary EIA completed by	Date	Preliminary EIA approved by	Date
Julie Farr	10.11.17	Joan Wilkes	11.11.17



**Libra School**

**Policy Evaluation**

Points to be considered	Yes	No	N/A	Please supply evidence
• Policy annually reviewed	✓			
• Policy in line with current legislation	✓			
• Coordinator in place	✓			
• Nominated Director in place	✓			
• Coordinator carries out role effectively	✓			
• Headteacher, coordinator and Director work closely	✓			
• Policy endorsed by Directors	✓			
• Policy regularly discussed at meetings of the Directors	✓			
• School Staff aware of this policy	✓			
• School Staff comply with this policy	✓			
• Pupils aware of this policy	✓			
• Parents aware of this policy	✓			
• Visitors aware of this policy	✓			
• Local community aware of this policy			✓	
• Funding in place	✓			
• Policy complies with the Equality Act	✓			
• Equality Impact Assessment undertaken	✓			
• Policy referred to the School Handbook	✓			
• Policy available from the school office	✓			
• Policy available from the school website	✓			
• School Council involved with policy development	✓			
• All stakeholders take part in questionnaires and surveys	✓			
• All associated training in place	✓			
• All outlined procedures complied with	✓			
• Linked policies in place and up to date	✓			
• Associated policies in place and up to date	✓			
<b>A statement outlining the overall effectiveness of this policy</b>				
This policy is effective and ready for purpose				