

Elmley Dray School Prevent Self Evaluation Framework and Risk Assessment

Extremism	Radicalisation	Terrorism	Prevent
<p>Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. As well as calls for the death of members of UK armed forces, whether in this country or overseas.</p> <p>Non-Violent Extremism: is extremism as defined above, which is not accompanied by violence.</p>	<p>The process by which a person comes to support terrorism and extremist ideologies associated with terror groups.</p>	<p>An action that endangers or causes serious violence to a person/people, causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.</p>	<p>The early intervention support provided by Prevent addresses the personal and social factors which make people more receptive to radicalisation, diverting people away from being drawn into violent ideologies and criminal behaviour.</p>

## Prevent and Safeguarding Context

Elmley Dray School recognises that the Prevent Duty forms part of the wider safeguarding responsibilities outlined in Keeping Children Safe in Education 2025. The school understands that radicalisation is a safeguarding issue and that vulnerable children and young people may be susceptible to extremist narratives through a range of influences, including online platforms, global events and social networks.

The school adopts a contextual safeguarding approach, recognising that risks may arise from factors beyond the school environment. Staff remain vigilant to indicators of vulnerability, including exposure to extremist ideologies, grievance-based narratives, misinformation and online radicalisation.

Concerns relating to extremism or radicalisation are managed in line with the school safeguarding procedures and reported to the Designated Safeguarding Lead (DSL). Where appropriate, referrals may be made to the Channel Programme as part of the Prevent multi-agency safeguarding process. The school works collaboratively with partners including Counter Terrorism Policing UK, the local authority Prevent team and safeguarding agencies to ensure early intervention and support.

## National Risks - risk of radicalisation generally

**What national risks are you aware of that could impact to your area, setting, students or families? For example, online radicalisation**

- Israel/Hamas conflict
- Islamic Terrorism
- Extreme Right-Wing Terrorism
- Far Left Wing, Anarchist and Single-Issue Terrorism
- Misogyny
- Incel
- Homophobic or Transphobic Radicalisation
- Sectarianism (e.g., Religious Conflict)
- Foreign Fighters and Returnees
- Ethnic Nationalism (e.g., Scottish Independence or Catalan Separatism)
- Anti-Government Sentiment
- Cyber Extremism (Dark Web/Online Radicalisation)

Updated risks - March 2026

- Escalation of international conflict (e.g., Iran-related tensions) influencing extremist narratives.
- Increased risk of online radicalisation linked to global conflicts.
- Potential hostile state activity or influence operations targeting UK interests.

- Increased polarisation, misinformation and extremist propaganda online.
- Lone-actor radicalisation inspired by global conflicts or extremist ideology.
- Targeting of community groups or religious institutions as part of extremist narratives.

Updated risks - May 2026

- Stabbing in Golders Green in North London.
- Increase in the broader Islamist and Extreme Right Wing terrorist threat from individuals and small groups based in the UK.

## **National Risk Update (May 2026)**

The current UK national terrorism threat level is assessed as "SEVERE", meaning an attack is highly likely. The threat level is set by the Joint Terrorism Analysis Centre (JTAC) and MI5 and reflects the likelihood of a terrorist attack in the UK.

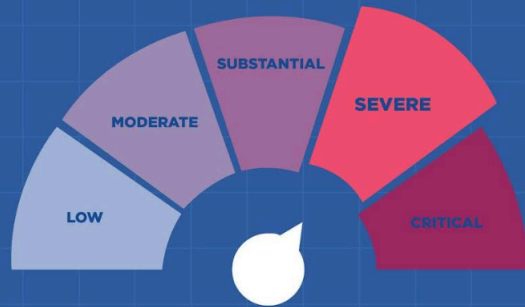
The Joint Terrorism Analysis Centre (JTAC) yesterday (30 April 2026) raised the UK National Threat Level from SUBSTANTIAL, meaning an attack is likely, to SEVERE, meaning an attack is highly likely.

The increase in threat comes following the stabbing in Golders Green in North London, but it is not solely a result of that attack. The terrorist threat level in the UK has been rising for some time, driven by an increase in the broader Islamist and Extreme Right Wing terrorist threat from individuals and small groups based in the UK.

While the UK National Threat Level set independently by JTAC reflects the terrorist threat in the UK, it comes against a backdrop of increased state-linked physical threats which is encouraging acts of violence, including against the Jewish community. This is an independent, systematic, and rigorous process, based on the very latest intelligence and analysis of internal and external factors which drive the threat.

In response, schools are advised through ProtectUK guidance to maintain vigilance, ensure robust safeguarding systems and ensure staff are aware of emerging risks and reporting procedures.

Threat level:  
**SEVERE** means  
an attack is highly likely



Report any suspicious activity  
in confidence via [gov.uk/ACT](https://www.gov.uk/act)

### **The current threat level is SEVERE**

The threat of a terrorist attack in the UK is currently assessed as SEVERE, meaning an attack is highly likely.

### **ProtectUK Security Guidance Update**

The school monitors security guidance issued by Counter Terrorism Policing UK through the ProtectUK platform. The ProtectUK Winter Security Toolkit provides guidance for organisations to strengthen protective security, vigilance and preparedness during periods where public places and institutions may face increased risk.

Elmley Dray School ensures staff remain vigilant to suspicious behaviour, unfamiliar visitors, or unusual activity on or around the school site. Staff are reminded to follow established safeguarding and security procedures, including reporting concerns immediately to the Designated Safeguarding Lead (DSL).

Site security measures including visitor identification, escorted access, safeguarding briefings, and emergency procedures are regularly reviewed in line with guidance from Counter Terrorism Policing and ProtectUK. The school maintains a culture of vigilance and ensures that safeguarding and security considerations are embedded within operational procedures, educational visits and risk assessments.

In response, Elmley Dray School ensures:

- Staff remain vigilant to suspicious behaviour, unfamiliar visitors or unusual activity on or around the school site.
- Safeguarding briefings and Prevent updates include emerging geopolitical risks and extremist narratives.
- Online filtering and monitoring systems are used to identify extremist content or concerning searches.
- Educational visit risk assessments consider national threat levels and protective security advice.
- The Prevent risk assessment is reviewed following significant national or international incidents or updated government guidance.

### **Emerging Risks Update (2026)**

The school recognises emerging trends identified by Counter Terrorism Policing and Prevent partners which may increase the risk of radicalisation for young people:

- Online radicalisation through social media, encrypted messaging platforms and algorithm-driven content.
- Use of gaming platforms and online communities to share extremist narratives or normalise harmful ideologies.
- Artificial intelligence generated propaganda, misinformation and deepfake content that may influence vulnerable individuals.
- Grievance-based narratives linked to international conflict, identity politics, misogyny or anti-government sentiment.
- Lone-actor radicalisation where individuals become self-radicalised through online material without direct contact with extremist groups.

### **Control Measures**

Elmley Dray School will:

- Maintain robust filtering and monitoring systems to identify concerning online searches or extremist material.
- Ensure staff receive regular safeguarding updates regarding emerging extremist narratives and online risks.
- Promote critical thinking, digital literacy and online safety through the curriculum.
- Ensure all concerns are reported immediately to the DSL and recorded on MyConcern.

- Maintain links with local Prevent partners, Counter Terrorism Policing guidance and ProtectUK security updates.

### Local Risks – risk of radicalisation in your area and institution

What specific local risks are you aware of that could impact to your area, setting, students or families? E.g. local extremist activity (groups active in the area).

- Extreme Right Wing Terrorist (ERWT) threat in South East
- Islamist Terrorism (IT)
- Online Radicalisation and Digital Networks
- Far and Extreme Right Ideologies (UKIP and White Supremacist Groups)
- Proximity to London and International Routes
- Proximity to Refugee and Asylum Seeker Areas
- Environmental and Activist Movements
- Youth Disaffection and Social Isolation
- Proximity to Military Bases and Defence Installations

### Action to be taken

- Continue to monitor national updates from ProtectUK, Counter Terrorism Policing and Educate Against Hate.
- Ensure staff receive regular safeguarding briefings on emerging geopolitical risks and extremist narratives.
- Reinforce staff awareness of reporting procedures for Prevent concerns via DSL and MyConcern.
- Continue to monitor online filtering and monitoring systems for extremist content or concerning searches.
- Ensure trip risk assessments consider current national threat levels and security guidance.
- Review Prevent risk assessment immediately following significant national or international incidents.

Prevent Objective 1	<b>Leadership:</b> structures are in place and visible throughout the school				
Prevent Objective 2	<b>Capabilities:</b> staff and governors are adequately trained on Prevent Duty				
Prevent Objective 3	<b>Risk Assessment:</b> Risks around extremism are understood and appropriate referral process is in place				
Prevent Objective 4	<b>Working in Partnership:</b> develop multi-agency approaches to address safeguarding issues and deliver quality curriculums				
Prevent Objective 5	<b>Teaching and Learning:</b> develop effective learning opportunities to safeguard children from extremism and promote community cohesion				
School Name	Elmley Dray School				
Name of Assessor	Emily Hollis MBE	Assessment date	22/01/2025 (following receiving CTLP) Reviewed 09/04/2025 Reviewed 12/08/2025 Reviewed 06/11/2025 Reviewed 14/01/2026 Reviewed 10/03/2026 Reviewed 05/05/2026	To be reviewed on	08/2026  (or before based on incidents and lessons learnt)

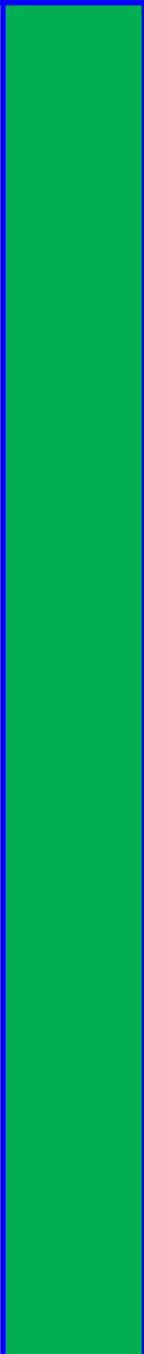
Red (R): Limited/No Progress Amber (A): Green (G): Completed - Reviewed 3 x annually

1. Leadership structures are in place and visible throughout the school	Completed (yes / no)	Evidenced by: What are you already doing	Examples of practice, progress or action to be taken. Do you need to do anything else to control this risk?	Action by who?	Action by when	RAG Rating
<p>a) SLT and Governors are aware of the Prevent Strategy and its objectives and have a good understanding of their own and school responses in relation to Prevent.</p> <p>b) The Senior Leadership Team drives the implementation of the Prevent Duty.</p> <p>c) There is a clear awareness of roles and responsibilities throughout organisation regarding Prevent</p> <p>d) There is an identified strategic Prevent lead within the school who understands the expectations and key priorities to deliver the Prevent Duty</p> <p>e) We have a Prevent Governor Lead</p>	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	<ul style="list-style-type: none"> <li>Prevent Lead has been identified - Emily Hollis MBE</li> <li>DSLs are aware of statutory duty in relation to Prevent - Emily Hollis MBE and Hayley Furnell</li> <li>Prevent Duty forms part of annual Safeguarding Training. Sign to say they have received and read the relevant sections of KCSIE.</li> <li>Training Logs are held.</li> <li>All staff and Governors complete Home Office Prevent training annually - <a href="#">Prevent duty training - GOV.UK</a></li> <li>Safeguarding team complete the Home Office Prevent Referrals course</li> <li>Ian Wyles has taken on the role of Prevent Governor Lead.</li> <li>All staff and Governors complete National College elearning on Prevent annually.</li> </ul>	<p><b>Training Attended:</b></p> <ul style="list-style-type: none"> <li>Home Office Prevent Awareness - All staff and Governors</li> <li>Home Office Prevent Referrals - Safeguarding Team</li> <li>Home Office Channel - DSL</li> <li>National College Prevent - All</li> <li>Prevent in Education Training for DSLs - DfE</li> <li>DDSL and Safeguarding Governor to also complete Home Office Channel training - DSL requested 04/25, completed 09/04/25</li> <li>Build understanding of the Prevent Strategy and your role within it.</li> <li>Develop your existing expertise and professional judgement to recognise individuals who may be</li> </ul>	<p>DSL / Prevent Lead</p>	<p>Term 5 for curriculum review and prevent statement on website</p>	<p>Green</p>

<p>f) There is someone who has responsibility for checking visitors to the school. Staff (including sub contracted staff) and governors are carefully selected and vetted according to statutory requirements to ensure they have no links to extremism and no potential to put children and learners at risk of radicalisation.</p>	<p>Yes</p> <p>Yes</p>	<ul style="list-style-type: none"> <li>• Staff provide the Lead DSL with copies of their elearning certificates and National College elearning tracking and certificates can be found on the online portal.</li> <li>• Safeguarding and Child Protection Policy and Prevent Policy are in place and updated at least annually and shared via MyConcern policy share, with a clear log that staff and Governors have read said policies.</li> <li>• Prevent Officer details to be shared with staff - Emily Hollis MBE</li> <li>• Name and contact details on school safeguarding posters - <a href="mailto:emily.hollis@elmleydrayschool.co.uk">emily.hollis@elmleydrayschool.co.uk</a></li> <li>• Headteacher report - provides safeguarding update</li> <li>• Annual Safeguarding report / action plan</li> <li>• Safeguarding Governor - meets with Lead DSL across the year to review safeguarding approach.</li> <li>• DSL is a member of the NADSL.</li> </ul>	<p>vulnerable or susceptible to radicalisation.</p> <ul style="list-style-type: none"> <li>• Provide a clear picture of the risks and threats both nationally, in Kent and Medway, and as well as your local area.</li> <li>• Highlight emerging issues that could increase vulnerability for your students and school community.</li> <li>• A clear understanding of how to develop a whole-school approach to the Prevent duty to safeguard students and meet Ofsted requirements.</li> <li>• How to evaluate concerns relating to radicalisation and how, when, and who to share information with and make a Prevent referral.</li> <li>• Case studies to build on existing safeguarding processes and develop an understanding of modern extremist narratives, risk and issues.</li> <li>• Create Prevent statement for the website (term 5)</li> <li>• Curriculum mapping activity to be undertaken Term 5 and 6 - Mapping has begun Term 4 - Whole curriculum review Term 6 against frameworks and legislation</li> </ul>			
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- Weekly updates and circulars are shared with all staff and Governors
- Safeguarding noticeboard in reception - Prevent Duty leaflet attached.
- Staff code of conduct distributed annually all staff are required to sign that they have read this document.
- Kent Education Child Protection Newsletters shared with staff and CASPAR weekly briefing.
- Emily Hollis MBE has signed up to the Educate Against Hate monthly newsletter which is shared with staff in weekly briefing
- Weekly briefing links to circulars each week (NADSL and CASPAR for example).
- Any information, training, updates and trends are shared with all staff and Governors via the weekly briefing
- Trends is a standing agenda item during weekly meetings and board meetings
- All contractors are DBS checked. The majority of work is undertaken in school holidays or before/after school. Those working during school hours must have an enhanced DBS or are supervised by a site

- Key focus on SPHERE curriculum and Fundamental British Values (FBV)
- Map curriculum enrichment linked to Fundamental British Values - Events clearly mapped throughout the year.







<p><b>3. Risk Assessment:</b> Risks around extremism are understood and appropriate referral process is in place</p>	<p><b>Completed</b> (yes / no)</p>	<p><b>Evidenced by:</b> <i>What are you already doing</i></p>	<p><b>Examples of practice, progress or action to be taken.</b> <i>Do you need to do anything else to control this risk?</i></p>	<p><b>Action by</b> who?</p>	<p><b>Action by</b> when</p>	<p><b>RAG</b> Rating</p>
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<p>a) There a clear vetting policy on the use of setting premises and facilities by outside agencies and groups</p>	<p>Yes</p>	<ul style="list-style-type: none"> <li>• Home Office Prevent Referrals course completed by safeguarding team</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a Prevent Section on the website Term 5.</li> </ul>	<p>DSL / Prevent Lead</p>	<p>Term 5</p>	<p>Green</p>
<p>b) A single point of contact [SPoC] for any Prevent concerns raised by staff, students or parents within the school has been identified</p>	<p>Yes</p>	<ul style="list-style-type: none"> <li>• Prevent Policy and Educational Visits Policy</li> <li>• Site is not used by external organisations</li> <li>• Commissioned services such as OT - all steps are taken to ensure that checks are in place.</li> <li>• School to request an outline of what speaker intends to cover. Research person/organisation to establish whether they have demonstrated extreme view/actions.</li> </ul>				
<p>c) SPoC understands when it is appropriate to make a referral to the Channel programme</p>	<p>Yes</p>	<ul style="list-style-type: none"> <li>• Staff aware that any concerns they have regarding the conduct of any commissioned service or contractors is reported to a DSL immediately.</li> </ul>				
<p>d) Prevent referrals/notifications are being managed or overseen by relevant staff</p>	<p>Yes</p>	<ul style="list-style-type: none"> <li>• Deny permission for people/organisations if they have links to extreme groups or movements.</li> </ul>				
<p>e) An audit trail for notification reports/referrals exists</p>	<p>Yes</p>	<ul style="list-style-type: none"> <li>• Visiting speakers/performers not to be left alone with children.</li> </ul>				
<p>f) A process is in place to identify and develop 'lessons learnt'</p>	<p>Yes</p>	<p>Identification checked upon arrival and entry not allowed unless ID in place for individuals such as KCC,</p>				
<p>g) Reasonable checks are carried out on visitors and volunteers to the schools</p>	<p>Yes</p>					

<p>who are intending to work with children, learners and/ or staff to ensure they have no links with extremism</p> <p>h) Off-site visits - terrorist related incidents and security risks are identified in setting trip risk assessments and participants are briefed of any emergency procedures</p>	<p>Yes</p>	<p>Ofsted. Parent/carer visitors to be escorted at all times.</p> <ul style="list-style-type: none"> <li>• Visitor check flowchart in place.</li> <li>• Safeguarding leaflet handed to all visitors.</li> <li>• Red lanyard and escorted at all times for those without a check in place.</li> <li>• Myconcern is used to log concerns, categories can be allocated to each concern - Extremism and radicalisation.</li> <li>• Myconcerns has a section for referrals to be logged. Any referral made to be shared with the DSL</li> <li>• Myconcern contains a Lesson Learnt action.</li> <li>• Staff taking trips to check to see if location/establishment is considered high risk to terrorist or security risks.</li> <li>• Trip leader to ensure that staff are aware of protocol in the event of a terrorist or security event.</li> <li>• Risk assessment for any off-site visit to include terrorist or security event protocol.</li> <li>• All leaflets to be given out to be reviewed by the</li> </ul>				
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		Head of School/DSL, prior to distribution.				
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3. Working in Partnership <i>develop multi-agency approaches to address safeguarding issues and deliver quality curriculums</i>	Completed (yes / no)	Evidenced by: <i>What are you already doing</i>	Examples of practice, progress or action to be taken. <i>Do you need to do anything else to control this risk?</i>	Action by who?	Action by when	RAG Rating
a) Effective links established with local Prevent team for support on radicalisation and extremism  b) There is a clear understanding of information sharing and when cases should be referred to Prevent or other support  c) Works with the wider community such as Police, children's services, partner schools and community groups to share good practice and build resilience	Yes  Yes  Yes	<ul style="list-style-type: none"> <li>• DSL's attend local network training where Prevent is an agenda item.</li> <li>• As a school we are part of Operation Encompass, There is a statement on our website relating to this and all parents have been informed but we are part of this system. The school receives alerts and responds to these as appropriate</li> <li>• The school is in receipt of a range of newsletters and circulars which are shared with staff and Governors via our weekly briefing.</li> <li>• The Prevent Lead and DSL is in liaison with Rachel Murray, Kent and Medway Prevent Education Officer</li> <li>• Signed up to Kent and Medway Prevent team newsletters</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to build network as we are a new school - Network is being developed - Network developed with the Police with regular school visits and workshops, engagement with children's services, KCC travel training, KCC SEND team, DWP. Further network building with community groups and schools required.</li> </ul>	DSL / Prevent Lead	Ongoing	Ongoing

		<ul style="list-style-type: none"> <li>• Signed up to ACT.</li> <li>• Linked to local Police Officer responsible for our school.</li> <li>• Attend DSL catch up meetings organised through KCC where Prevent is agenda item</li> </ul>				
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4. Teaching and Learning: <i>develop effective learning opportunities to safeguard children from extremism and promote community cohesion</i>	Completed (yes / no)	Evidenced by: <i>What are you already doing</i>	Examples of practice, progress or action to be taken. <i>Do you need to do anything else to control this risk?</i>	Action by who?	Action by when	RAG Rating
a) 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 extremist influences	Yes	<ul style="list-style-type: none"> <li>• Development Diary maps events throughout the academic year.</li> <li>• SPHERE curriculum in place.</li> <li>• ICT curriculum including online safety</li> <li>• Communication curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• FBV linked under SMSC but could be more explicit - review Term 6 - Whole review Term 6 against frameworks and legislation - All SOW rewritten</li> <li>• Whole school curriculum review - being undertaken Term 6 - All SOW rewritten following full curriculum review</li> </ul>	Curriculum Lead and Prevent Lead	Term 6	Green
b) Staff can give examples of how they promote British Values within their work	Yes	<ul style="list-style-type: none"> <li>• Online safety covered as a session during transition week</li> <li>• SOW highlight links to SMSC</li> </ul>				
c) We have mapped examples of how we promote British Values	Yes	<ul style="list-style-type: none"> <li>• Acceptable Use Policy on website</li> <li>• Students know to inform adults of any</li> </ul>				

<p>d) The school delivers training that helps students develop skills to critically assess information, particularly on-line and through social media - supporting students to recognise risk and make safe choices.</p>	<p>Yes</p>	<p>inappropriate online material immediately and switch off monitor.</p> <ul style="list-style-type: none"> <li>• Filtering and monitoring system in place.</li> <li>• Daily filtering and monitoring reports sent directly to email inbox</li> </ul>				
<p>e) School has systems in place to safeguard students from accessing extremist websites, including on their own devices via Wi-Fi e.g. IT filters/firewalls in place and digital footprints monitored so repeated breaches of the policy can be detected.</p>	<p>Yes</p>	<ul style="list-style-type: none"> <li>• Staff report online filtering and monitoring incidents immediately and these are logged.</li> <li>• ICT manager can block additional online content on request.</li> <li>• School Vision in place - 'CARING'.. All members of the community expected to model this.</li> </ul>				
<p>f) Students are aware of the benefits of community cohesion and the damaging effects of extremism on community relations</p>	<p>Yes</p>	<ul style="list-style-type: none"> <li>• Prevent Duty Training - highlights to staff the factors that make students vulnerable to being drawn into terrorism.</li> </ul>				
<p>g) School is able to provide a safe environment for dialogue around controversial issues and support students to understand how they can influence and participate in decision-making.</p>	<p>Yes</p>	<ul style="list-style-type: none"> <li>• The Prevent curriculum provides opportunities to discuss key issues in a supportive environment e.g. Anti-Bullying Week - 'What is bullying?'</li> </ul>				

h) Staff have sufficient knowledge and confidence to exemplify British Values in their leadership, teaching and through general behaviours in school.	Yes	<ul style="list-style-type: none"> <li>Teaching - link, provides ideas for topics to be debated.</li> </ul>				
i) Staff understand the factors that make students vulnerable to being drawn into terrorism and have the confidence to challenge extremist ideas used by terrorist groups, when working with young people.	Yes					

**Prevent Risk Assessment**

POTENTIAL RISK AREA	Current Position	Action to be taken	When
<p>Learner population lacks knowledge and understanding and is extremely vulnerable to extremism and radicalisation.</p> <p>The entire learner population are identified as vulnerable young learners.</p>	<p>Bespoke education provision which promotes emotional resilience and awareness of safeguarding needs</p> <p>Projects are focused on improving learner's ability to make good positive choices for their own safety</p>	<p>Review of personalised learning programmes at Interim, Transitional and Annual Reviews</p> <p>Project programmes which are personalised to the learners need</p> <p>Online Safety Policy to be reviewed and updated annually</p>	<p>ongoing, termly</p> <p>ongoing, termly review</p> <p>Annual</p>

	Learner voice ensures that Safeguarding is a key consideration.	Learner Voice Policy to be reviewed and updated annually	Annual
Communication between Elmley Dray School Directors, Professional Advisory Team and Staff  Staff being aware of the identified Single Point of Contact.	Staff have information on the Single Point of Contact and the Senior Designated Safeguarding Professionals within the school receive regularly updated policies relating to Safeguarding, Child and Vulnerable Adult Protection and Prevention of Extremism and Radicalisation Policy.  The safeguarding policy and annual training ensures that staff are knowledgeable on the processes of ensuring that communication of concerns are made.	Weekly circulars shared and information shared via the weekly briefing  Annual, update and ongoing CPD	Weekly, as relevant  Annual and ongoing

POTENTIAL RISK AREA	Current Position	Action to be taken	When
Failure to meet the needs of learners with respect to safeguarding, pastoral care and support within the school	Individualised learning programmes for all learners	To ensure that all staff have awareness training in the area of Prevent and other areas of safeguarding and child/vulnerable adult protection  That all staff have the Extremism and Radicalisation Policy shared with them via MyConcern	Ongoing as per the CPD schedule  Annually following review

		<p>'Teaching approaches that help build resilience to extremism among young people' DfE 2011  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/197224/DFE-RB119.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/197224/DFE-RB119.pdf</a> to be read by all staff.</p> <p>Review of learner needs being meet</p>	<p>Annually and new starters</p> <p>Annual, Interim and Transitional Reviews</p>
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POTENTIAL RISK AREA	Current Position	Action to be taken	When
Extremism and Radicalisation Policy within the School is out of date	The school has an up to date Safeguarding Policy and Extremism and Radicalisation Policy which is reviewed at least annually	To review policies at least annually	August every year or sooner if there are any updates required by DfE
Policies are not communicated to staff.	All policies are shared with staff and Governors via MyConcern	Ensure policies are uploaded to MyConcern and shared with staff when any changes are made, including sharing with any new starters	Annually and as required for new starters

	<p>All staff and Governors sign via MyConcern that they have read all policies</p> <p>All staff have safeguarding training</p> <p>New staff are trained during their probationary period.</p>	<p>All staff and Governors complete annual safeguarding training, Home Office Prevent Duty training and KSCMP courses</p>	<p>September each year or when join for mid-year starters</p>
<p>The management of the school environment ensures safety of learners (and staff).</p>	<p>Safeguarding procedures are all in place.</p> <p>Policies are all in place.</p> <p>Training is all in place.</p> <p>The school to be aware of the necessity of complying with safeguarding procedures for visitors</p> <p>Health, Safety and Welfare Policy is reviewed regularly</p>	<p>Regular training events for staff</p> <p>To ensure that all visitors have escorted around the school.</p> <p>Regularly, at least annually, review policies.</p>	<p>Ongoing, CPD calendar</p> <p>Annual review of policies, or more frequent if any legislative changes and/or lessons learnt</p>

POTENTIAL RISK AREA	Current Position	Action to be taken	When
<p>Online Safety Policy does not reference the Prevention of Extremism and Radicalisation Online</p>	<p>The Online Safety Policy does reference Extremism and Radicalisation and is linked to Safeguarding Policy</p>	<p>Online Safety Policy to be reviewed annually in order to keep up with Online Safety procedures</p>	<p>August each year</p>

Learners are able to access websites using their own devices via WiFi.	<p>Mobiles are handed in at the start of the day.</p> <p>Strict filtering and monitoring systems in place.</p> <p>Filtering and monitoring report is automatically shared with the safeguarding team.</p> <p>Use is monitored by staff.</p>	Ongoing monitoring	Ongoing
The system fails to alert to serious and / or repeated breaches or attempted breaches of the policy.	Tracking, testing and monitoring processes in place.	Constant review of policy and procedure with DSL activating emergency measures and training as appropriate.	As required
The school has no facility for prayer	The school values difference and will always provide access to a private space for pray and/or meditation. The wellbeing room is currently the place of use for prayer.	To review the development of a more dedicated area.	Ongoing, and reviewed with each learner enrolment
<b>POTENTIAL RISK AREA</b>	<b>Current Position</b>	<b>Action to be taken</b>	<b>When</b>

<p>The school does not have a policy/statement covering the distribution (including electronic) of leaflets and other publishing materials</p>	<p>A statement has been written and is available on our website</p>	<p>Annual review of statement</p>	<p>August of each year, or more regularly based on legislation</p>
<p>The staff wear ID badges, and all visitors are identified with Visitor Badges including service and maintenance. Elmley Dray School Governors have their own ID badges.</p>	<p>All visitors are issued with numbered badges for their visit, they have to sign in at reception.</p> <p>All visitors are escorted throughout the day. Red lanyards are used when DBS / KCC or Ofsted ID has not been seen</p> <p>All staff have to wear their ID at all times, and failure to do so is a serious matter.</p>	<p>Constant monitoring of ID presentation and visitors</p>	<p>Ongoing</p>

POTENTIAL RISK AREA	Current Position	Action to be taken	When
COSHH regulations are adhered to always, and staff have an awareness of Health and Safety	<p>Overall responsibility for Health and Safety is with the H&amp;S Lead and Proprietor.</p> <p>The COSHH guidelines are followed and staff are trained to comply with these rules.</p> <p>Clear procedures, logs and risk assessments are in place.</p> <p>H&amp;S posters around site</p>	<p>Review policy and risk assessments.</p> <p>Reviewing and update training before expires</p>	<p>Annually, more frequently as required and due to lessons learnt</p>
Safeguarding and welfare staff receive additional and ongoing training to enable the effective understanding and handling of referrals relating to radicalisation and extremism.	<p>Training is available including access to policies and procedures</p>	<p>Refresher training added to CPD calendar</p>	<p>As and when required</p>
Freedom of Expression is valued within the Learning Community	<p>Freedom of Expression is enabled within the school and is referenced within the Prevention of Extremism and Radicalisation Policy</p>	<p>Review of policy</p>	<p>August each year, more regularly following legislation and/or lessons learnt</p>