# Clayton St John - Prevent Risk Assessment

*A risk assessment is a core part of implementing the Prevent duty. All schools should read guidance from the Department for Education on how to complete a risk assessment and on safeguarding students vulnerable to radicalisation. Schools should assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.*

*The purpose of this risk assessment is to have an awareness and understanding of the risk of radicalisation in our area and our school. The type and scale of activity that will address the risk will vary but should be proportionate to the level of risk, type of provision, size and phase of education.*

*This is an internal document and should be reviewed annually, in line with Keeping Children Safe in Education requirements, or following a serious incident.*

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| **Completed by:** | **Gemma Emsley**<br><br>**Louise Allingham** | **Job Role:** | Designated Safeguarding Lead<br><br>Deputy Designated Safeguarding Lead | **Date Implemented:** | 2/9/25 | **Date for Review:** | 2/9/26 |

**National Data**

In the 12 months up to September 30th 2024, there were 245 terrorism related arrests, a 41% increase compared to the previous 12 month period. 32 of these arrests were of children aged 17 and under which is two less than the previous 12 month period, but still represents a significantly higher % than a decade ago. 82% of all those arrested were male.

In the year ending March 31st 2024, there were 6922 referrals to Prevent, of which 40% were made by the Education sector. 53% of all referrals were about children aged between 11 and 17 years old. 89% of referrals were male. 36% of referrals were deemed 'vulnerability present but no ideology of counter-terrorism risk', 19% were for Extreme Right-Wing concerns and 13% were for Islamist concerns.

Just 7% of all referrals were adopted by the Channel Pannel. Of those adopted, 45% linked to Extreme Right-Wing ideology, 23% were for Islamist concerns and 18% were related to a conflicted ideology.

There was a 113% increase in referrals to Prevent following the Southport murders in Summer 2024, but no increase in the % proceeding to Channel intervention.

| **National Risks – What national risks could impact our area, school, pupils, families or community?[1]** | |
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| **Risk One: Online Radicalisation** | The government's counter-terrorism strategy (CONTEST) states that there is an operating environment where technology continues to provide both opportunity and risk to the UK's counter-terrorism efforts. Whilst the vast majority of internet users will not be using the internet for the purposes of accessing extremist or terrorist content, there remains a wealth of radical propaganda online that users could be exposed to.<br><br>The terrorist threat in the UK is dominated by individuals or small groups acting outside of organised terrorist networks yet still influenced by their nefarious online presence. This is a trend which makes terrorists less predictable and harder to identify, investigate and disrupt.<br><br>Encouraging susceptible individuals to commit acts of terrorism on their own initiative is a deliberate strategy of terrorist groups in their propaganda. This is exacerbated by online environments which bring together and facilitate individuals sharing and validating thoughts and ideas. As of April 2024, the Terrorgram Collective, a network of neo-fascists who produce and disseminate violent propaganda and racially motivated violence, became the first online terrorist network to be proscribed in the UK.<br><br>Social media continues to contribute heavily to online extremism and takes place across many applications such as Telegram, Discord, X, Facebook and Tik Tok. Platforms such as VidLii, a video sharing app similar to YouTube, have minimal rules or moderation, which means terrorist related content and 'gore' can be shared freely.<br><br>The Senior National Coordinator for Counter-Terrorism Policing has recently highlighted that children as young as ten are being exposed to a '*pick and mix of horror online*', going on to state that officers are seeing a '*rapidly increasing fascination with extreme violence*' among school children. |

[1] Information in this section is taken directly or paraphrased from the UK Government's Counter-Terrorism Strategy (CONTEST) which was last updated in September 2023 (CONTEST), as well as the North-East region (which covers West Yorkshire) Counter-Terrorism Local Profile.

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| | Consequently, the primary threat to the UK stems from a self-initiated terrorist attack acting in support of Islamist or extreme right-wing terrorist ideology. This can involve low-sophistication methodology such as knives or vehicles but also more complex methods such as the use of an improvised explosive device.<br><br>The current UK threat level is regarded by the MI5 Security Service as substantial, meaning that an attack is likely. |
| **Risk Two: Islamist[2] Terrorism** | In the UK, the primary domestic terrorist threat comes from Islamist terrorism, which accounts for approximately 67% of attacks since 2018, about three quarters of MI5 caseload and 64% of those in custody for terrorism-connected offences.<br><br>Within Islamist terrorism in the UK, explicit affiliation and fixed ideological alignment with any one specific international terrorist organisation (e.g. al-Qa'ida or Daesh) has diminished. Instead, the continuing societal shift to an online world have led to issues and grievances from a wider range of sources becoming ideological influences and drivers.<br><br>This has resulted in a broader array of fragmented ideological narratives and unconventional belief sets which may sit alongside or be used to reinforce more traditional Islamist terrorist ideology. |
| **Risk Three: Extreme Right-Wing Terrorism** | The remainder of the UK domestic terrorist threat is driven almost exclusively by Extreme Right-Wing Terrorism, which amounts to approximately 22% of attacks since 2018, about a quarter of MI5 caseload and 28% of those in custody for terrorism-connected offences.<br><br>The threat from Extreme Right-Wing Terrorism in Western countries is increasingly a transnational issue in terms of radicalising influence, inspiration and communication. Unlike Islamist terrorist groups, extreme right-wing terrorists are not typically organised into formal groups with leadership hierarchies and territorial ambitions, but informal online communities which facilitate international links. Fatal attacks have occurred in multiple countries, including the UK, often inspired by previous attackers.<br><br>The use of 'gore' is a feature of Extreme Right-Wing propaganda. This refers to the depiction of true-life killings, maiming, torture, graphic violence and bodily harm in visual media. |

[2] Note from the Counter-Terrorism Local Profile: *Counter Terrorism Policing is aware that the term 'Islamist' is problematic; and that our use of it can make our Muslim colleagues and communities feel alienated, or marginalised. But we must also recognise that 'Islamist' is the accepted and official terminology in the National Security community, and we will still have to use it in some official documents and communications. In those cases, we want to be clear that when we do use the term we are describing individuals or groups who use a warped interpretation of Islam as their source of authority. Counter Terrorism Policing (CTP) have also committed to being clearer in our communications about the motivation behind acts of terrorism where they are known, so that where possible we will seek to use alternative terminology such as 'inspired by Daesh', or other extremist groups, rather than simply 'Islamist'*.

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| **Risk Four: Self-Initiated Terrorism** | A Self-Initiated Terrorist is defined as someone who threatens or mobilises to violence without the material support or personal direction from a terrorist organisation; but who may still be influence or encouraged by the rhetoric or ideology of a group.<br><br>These individuals are the greatest threat and there remains a risk for them to carry out a low sophistication attack using common tolls and objects as a weapon. Vehicle attacks have been seen in the UK and Europe on several occasions recently with bladed weapon attacks also prevalent.<br><br>In January 2025, the Prime Minister Keir Starmer stated, '*Britain now faces a new threat… acts of extreme violence perpetrated by loners, misfits, young men in their bedroom, accessing all manner of material online, desperate for notoriety. Sometimes inspired by traditional terrorist groups but fixated on that extreme violence, seemingly for its own sake*.' |

| **Local Risks – What specific local risks could impact our area, school, pupils, families or community?[3]** | |
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| **Risk One: Online Radicalisation** | The internet continues to make it simpler for individuals and groups to promote and to consume radicalising content. The barriers to entry that existed with in-person terrorist group activity in the past have been removed to be replaced with an online environment which is built for ease of access, and unrestricted by geographical location.<br><br>This has increased the accessibility for everyone to spaces populated by radicalisers and terrorist content including children, those with mental ill-health and neurodiversity conditions.<br><br>Research is widely available[4] that demonstrates children, and young people are spending more time than ever before on the internet. The pace of technological development, including new social media applications, online gaming and artificial intelligence, also means that it is more challenging than ever for parents to monitor their children's activity online.<br><br>There is no reason to believe that this is any different for the children in our school and the risks associated with online extremism and radicalisation are specifically noted in the Counter-Terrorism Local Profile (CTLP) that covers West Yorkshire and the wider North-East region. |

[3] Information in this section has been gathered from the North-East region (which covers West Yorkshire) Counter-Terrorism Local Profile.
[4] For example: https://www.ofcom.org.uk/media-use-and-attitudes/media-habits-children/children-and-parents-media-use-and-attitudes-report-2025--interactive-data

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| | The Education sector made the highest number of Prevent referrals in the year up to March 31st, 2024 (40% of all referrals) and children aged between 11 and 17 accounted for 53% of referrals in this period, which highlights the importance of our vigilance in this area. The number of children arrested related to terrorism has reached its highest level since records began nearly 20 years ago. |
| **Risk Two: Islamist Terrorism** | According to the CTLP, Islamist terrorism remains the primary threat to the Northeast. The key ideological influence continues to be from ISIL (also known as ISIS or Daesh) but there is also some support for Al Qaeda. Propaganda encouraging individuals to travel for extremist purposes is a continuing theme.<br><br>Not all extremist activity is direct attack planning. UK based Islamist extremists are also supporting terrorism by:<br>• Radicalising individuals to believe in the legitimacy of joining a terrorist network or carrying out an attack<br>• Fundraising for terrorist networks, often through criminal activity<br>• Helping radicalised individuals to travel abroad to join a terrorist group<br>This is a constantly developing threat which presents major challenges for the UK's intelligence agencies and the police.<br><br>All four of the terrorists responsible for the 2005 London bombings attended schools in West Yorkshire. Two of them were born in Leeds and one was born in Bradford. |
| **Risk Three: Extreme Right-Wing Terrorism** | Extreme Right-Wing Terrorism is inspired by an ideology which includes anti-Islam, anti-immigration, anti-government, anti-LGBTQ+ and white supremacist beliefs. According to the CTLP for the North-east, more specifically these can include:<br><br>Cultural Nationalism: A belief that "Western Culture" is under threat from mass migration into Europe and the lack of integration by certain ethnic and cultural groups.<br><br>White Nationalism: A belief that mass migration from the "non-white" world, and demographic change, poses a threat to the "White Race" and "Western Culture". Advocates a "White homeland".<br><br>White Supremacism: A belief that the "White Race" has certain mental and physical characteristics that make it superior to other races. This can also include a belief in the spiritual superiority of the "White Race".<br><br>The prominence of Extreme Right-Wing Terrorism has grown in the UK in the last 10 years with six Extreme Right-Wing groups (along with their alias names) now being proscribed under UK legislation. These groups are National Action, Sonnenkrieg Division, Feuerkrieg Division, Atomwaffen Division, The Base and Terrogram Collective[5]. |

[5] A full list of proscribed terrorist organizations can be found at: Proscribed terrorist groups or organisations - GOV.UK (www.gov.uk)

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| | As recently as March 2023, a 16-year-old boy from Howarth was found guilty of terrorism offences linked to the planning of an attack on a mosque in Keighley. He held extreme right-wing views and had shown support for international terrorists. In June 2022, a couple from Keighley with white supremacist views were convicted for using a 3D printer to manufacture a handgun. They had four children.<br><br>Unrest was seen in Summer 2024 both locally and nationally following the murders in Southport. There was also disorder in Harehills, Leeds, following four children being removed from their family home by the Police. Whilst these events have no direct links to counterterrorism, the spreading of misinformation online, particularly in the Far Right sphere, contributed to community tensions. |
| **Risk Four: The Ongoing Israel/Gaza Conflict** | The ongoing Israel/Gaza conflict is likely to exacerbate inter-faith tensions, and this could be exploited by extremists who may spread hateful narratives in the attempt to radicalise young people and adults alike.<br><br>Bradford is a multicultural and diverse city where community harmony is of vital importance. The risk of extremist narratives infiltrating communities and poisoning this harmony could potentially lead to young people being radicalised and becoming involved in extremist and even terrorist activity. |
| **Risk Five: Other Types of Concern** | Individuals with mixed, unclear and unstable (MUU) ideologies represented over 20% of referrals to Prevent in the year ending March 2023. Numbers are increasing of individuals who hold a worldview with elements of more than one ideology (mixed), no clear ideology (unclear), or who switch from one ideology to another (unstable). The Home Office are now reporting the types of concern that previously fell into this group in a more granular view, rather than as a homogenous collective. These include: conflicted, other (such as Extreme Left-Wing, Northern Ireland related or Anarchist radicalisation), vulnerability present but no counter-terrorism risk, no vulnerability risk or ideology present, school massacre and incel.<br><br>Evidence from Channel practitioners suggests vulnerable individuals without clear ideologies can be strongly influenced by previous high-profile cases of mass violence. There are consistent themes in the content produced by those who go on to perpetrate or attempt mass violence. This includes an adulation of mass killers, coupled with a morally accepting attitude towards mass murder, often along with a generalised or specific hatred towards a particular group of people based on grievance.<br><br>This category also contains Inceldom. Incels are a largely online community of misogynistic boys and men who consider themselves unable to attract women sexually. They are typically associated with views that are hostile towards women and men |

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| | who are sexually active. This can often lead to the verbal shaming of, promotion of physical punishment of women and in extreme cases to sexual assault and beyond. Incels tend to be between the ages of 13 and 30.<br><br>Incel groups often blame women for their celibacy and come to resent the upward mobility of females in society, harbouring violently misogynistic views. Several high-profile attacks and mass shootings have been attributed to Incels. There is also some cross over in parts of the subculture with right wing extremism. Merely identifying with these groups does not in itself make a person an extremist - some elements of the Incel community are rooted in a relatively harmless, satirical meme culture. |

**Specific Risks and Control Measures**

| **Leadership** | | | | | |
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| **Risk** | **Control Measures** | **RAG** | **Further Action Needed?** | **Person Responsible** | **Completion Date** |
| Leaders (including Governors and Trustees) within the organisation do not understand the requirements of the Prevent statutory duty or the risks faced by pupils, or they do not place sufficient importance on this, which leaves the school non-compliant and children at risk of radicalisation. | • BDAT has a Prevent Policy in place that outlines our organisational commitment to keeping children safe and protecting them from the harm caused by extremism, radicalisation and terrorism. This policy outlines responsibilities for all stakeholders along with many of the other measures included in this risk assessment.<br>• BDAT Head of Safeguarding completes the Bradford Local Authority Prevent Self-Assessment tool on an annual basis to evaluate any areas for development in relation to the Prevent strategy.<br>• The SLT and Governors are made aware of the Prevent Strategy and its objectives through training.<br>• There is an identified Prevent lead (usually the Designated Safeguarding Lead) within the school who understands expectations and key priorities in delivering the Prevent duty.<br>• Governors and Trustees attend Prevent training on at least a biennial basis. This is tracked by the BDAT Governance | | **Prevent e learning training as an annual review for all staff – SW.**<br><br>**Update governors on Prevent policy, online safety and safeguarding policy on governor hub and in governor meetings.** | **GE** | **2/9/25 Ongoing** |

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| | and Compliance Team to ensure that this is completed within required timescales.<br>• The Prevent lead undertakes specific training on how to undertake this role effectively<br>• Safeguarding policies and the Prevent risk assessment are subject to leadership ownership, supported by the BDAT Head of Safeguarding.<br>• Leaders communicate and promote the importance of the Prevent duty through training, staff briefings, the school website, newsletters and other such methods. | | | | |
| Leaders (including Governors and Trustees) do not drive an effective safeguarding culture across the institution. | • BDAT has a Prevent Policy in place that outlines our organisational commitment to keeping children safe and protecting them from the harm caused by extremism, radicalisation and terrorism. This policy outlines responsibilities for all stakeholders along with many of the other measures included in this risk assessment.<br>• BDAT Head of Safeguarding completes the Bradford Local Authority Prevent Self-Assessment tool on an annual basis to evaluate any areas for development in relation to the Prevent strategy.<br>• Safeguarding is a standing agenda item on all senior leadership and Local Governing Body meetings. Data reports include metrics around radicalisation/extremism concerns and Prevent referrals.<br>• The Local Governing Body has a nominated safeguarding governor who works with the Designated Safeguarding Lead to provide additional scrutiny and quality assurance in this area.<br>• Trustees receive a termly safeguarding report from the BDAT Head of Safeguarding that highlights patterns and trends, including those related to extremism and radicalisation, from across the entire Trust. | | | **GE** | **2/9/25 Ongoing** |

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| | • Safeguarding is a 'golden thread' running through all school improvement activities.<br>• BDAT Head of Safeguarding conducts safeguarding compliance and quality assurance activities on a rolling programme.<br>• All staff complete safeguarding training on an annual basis which includes the Prevent Duty. Specific training on Prevent, extremism and radicalisation is completed on at least a biennial basis, either via an online platform such as the Home Office e-learning package or face-to-face delivery. This training is tracked via a training matrix to ensure that it is completed by all staff.<br>• Staff are regularly reminded through briefings, meetings and other communications about their safeguarding responsibilities.<br>• Staff complete an annual declaration which confirms they have read and understood relevant Safeguarding Policies and statutory guidance.<br>• A strong staff induction process ensures that all new staff are effectively trained in safeguarding and Prevent so that they are clear about their responsibilities | | | | |

| **Working in Partnership** | | | | | |
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| **Risk** | **Control Measures** | **RAG** | **Further Action Needed** | **Person Responsible** | **Completion Date** |
| School is not fully appraised of national and local risks, does not work with partners to safeguard children susceptible to radicalisation, and does not have access to good practice advice, guidance or peer networks. | • The BDAT Head of Safeguarding has termly meetings with the local authority Education Safeguarding Lead and open lines of communication with the Prevent Coordinator.<br>• Designated Safeguarding Leads across BDAT attend termly DSL Network meetings hosted by the local authority Education Safeguarding team where key information about local risks are shared. | | | **GE** | **2/9/25 Ongoing** |

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| | • There is a termly BDAT Safeguarding Professional Learning Community where Designated Safeguarding Leads from across the Trust can come together to share good practice and information.<br>• There is a central BDAT Safeguarding Teams channel where resources and guidance are shared for all schools. This resource base is informed through regular briefings from sources such as Educate Against Hate, London Grid for Learning and Bradford Local Authority amongst many others.<br>• School works with a range of agencies and external services including Children's Social Care, the Police, CAMHS to ensure effective partnership working prioritises the safety of children. | | | | |

| **Staff Training** | | | | | |
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| **Risk** | **Control Measures** | **RAG** | **Further Action Needed** | **Person Responsible** | **Completion Date** |
| Staff do not recognise signs of abuse, exploitation or radicalisation and therefore the risk of harm is not reported. | • All staff are expected to attend Prevent training on at least a biennial basis covering extremism, radicalisation and Channel, either via an online platform such as the Home Office e-learning package or face-to-face delivery. Attendance is tracked and monitored via a training matrix to ensure this happens.<br>• Signs and indicators of abuse, exploitation and radicalisation are included within mandatory annual safeguarding training.<br>• The Prevent lead (usually the Designated Safeguarding Lead) undertakes specific training on how to undertake this role effectively including how to make referrals to the Prevent team and Channel Panel. | | | **GE** | **2/9/25 Ongoing** |

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| | • A strong staff induction process ensures that all new staff are effectively trained in safeguarding and Prevent so that they are clear about their responsibilities.<br>• Training for staff is supplemented by regular reminders through briefings, meetings and other communications about their safeguarding responsibilities.<br>• Clear reporting mechanisms of safeguarding issues, including those related to the Prevent Duty, are in place to enable staff to report any concerns to the DSL immediately. | | | | |

| **Practice, Procedure and Information Sharing** | | | | | |
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| **Risk** | **Control Measures** | **RAG** | **Further Action Needed** | **Person Responsible** | **Completion Date** |
| Staff do not share information about safeguarding concerns, including those related to the Prevent Duty, in a timely manner thereby exposing children to risk of harm. | • All staff complete safeguarding training on an annual basis which includes specific details about the safeguarding arrangements within school and how to report a concern via CPOMS. This training is tracked via a training matrix to ensure that it is completed by all staff.<br>• The Designated Safeguarding Lead audits the practice across school relating to CPOMS use so that they can drive high standards of recordkeeping in relation to all safeguarding concerns, including those linked to Prevent.<br>• Staff are regularly reminded through briefings, meetings and other communications about their safeguarding responsibilities. | | **Annual safeguarding training.**<br>**Ongoing safeguarding discussions during briefings to staff.**<br>**Ongoing training for DSL/ named persons.**<br>**Discussions ongoing with governors and designated safeguarding governors for school.** | **GE** | **2/9/25**<br>**Ongoing** |
| The Prevent lead (usually the Designated Safeguarding Lead) does not share information about extremism or radicalisation concerns with relevant partners in a timely | • The Prevent lead (usually the Designated Safeguarding Lead) undertakes specific training on how to undertake this role effectively including how to make referrals to the Prevent team and Channel Panel.<br>• Safeguarding is a standing agenda item on all senior leadership and Local Governing Body meetings. Data | | | **GE** | **2/9/25**<br>**Ongoing** |

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| manner, thereby exposing children to risk of harm. | reports include metrics around radicalisation/extremism concerns and Prevent referrals.<br>• Designated Safeguarding Leads across BDAT attend termly DSL Network meetings hosted by the local authority Education Safeguarding team where key information about local risks are shared.<br>• There is a termly BDAT Safeguarding Professional Learning Community where Designated Safeguarding Leads from across the Trust can come together to share good practice.<br>• School has established relationships with a range of agencies and external services including Children's Social Care, the Police, CAMHS, to ensure effective partnership working prioritises the safety of children.<br>• The Prevent lead implements individual safety planning for pupils who are identified as at risk of radicalisation. | | | | |

| **Building Children's Resilience to Radicalisation and Reducing Permissive Environments** | | | | | |
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| **Risk** | **Control Measures** | **RAG** | **Further Action Needed** | **Person Responsible** | **Completion Date** |
| Pupils are exposed to intolerant or hateful narratives through contact in school with individuals who advocate these ideologies. | • Safer recruitment checks and processes are in place for all staff recruitment in line with Keeping Children Safe in Education Part 3.<br>• All staff sign a declaration on an annual basis that confirms they have read and understood the Staff Code of Conduct.<br>• The BDAT Whistleblowing Policy is signposted to all staff on an annual basis to ensure that they are aware of the mechanisms to report any concerns.<br>• All staff receive the Guidance on Safer Working Practice on an annual basis. | | | **GE**<br>**SW** | **2/9/25**<br>**Ongoing** |

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| | • Annual staff safeguarding training includes safer working practice and reminds staff of their responsibilities in relation to Whistleblowing and reporting allegations and low-level concerns.<br>• Robust due diligence is completed on any external speakers who are brought into school to work with pupils. This includes on the organisations they represent and the materials they present, promote or share. DFE Guidance on political impartiality is considered as part of this process and the BDAT Central Team are available to provide advice and guidance if necessary.<br>• Procedures are in place to ensure that any external speakers are monitored and supervised throughout their time in school.<br>• Procedures are in place to ensure that any visitor, including contractors, are subject to background checks and supervised whilst on site as required.<br>• A Lettings Policy is in place that details the safeguarding expectations for any organisation who rent any area of the school site for private/commercial use.<br>• Robust due diligence is completed on any external organisation who wish to let the school site in advance of any agreement being made. | | | | |
| Pupils are exposed to intolerant or hateful narratives through contact online with individuals who advocate these ideologies. | • The Designated Safeguarding Lead takes responsibility for safeguarding and child protection including online safety.<br>• Online safety is included as part of annual basic safeguarding awareness training for all staff.<br>• Filtering (via Smoothwall Filter) and Monitoring (via Smoothwall Monitor) systems are in place within school that are compliant with DFE Standards.<br>• Filtering systems are tested on a half-termly basis by the DSL using www.testfiltering.com and this reports that | | | **GE** | **2/9/25 Ongoing** |

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| | they are preventing access to harmful content online, including that which is related to extremism or terrorism.<br>• An alert system is in place via the Filtering and monitoring software that flags up any concerns related to extremism, radicalisation or terrorism directly to the Designated Safeguarding Lead and their team, thereby enabling a safeguarding response to be implemented as required.<br>• The BDAT Prevent Policy and school's Online Policy outline the measures taken in relation to keeping pupils safe online.<br>• The school's PSHE curriculum teaches pupils at an age appropriate level the skills and knowledge needed to keep themselves safe online.<br>• School provides information to parents to support them with keeping their children safe online by information via dojo, newsletters and parent meetings. | | | | |
| Pupils lack understanding of the risks posed by terrorist organisations and extremist ideologies that underpin them. | • School teaches a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of students including fundamental British values and community cohesion.<br>• Teaching of the PSHE/Personal Development is prioritised and given sufficient curriculum time by each class being taught by a teacher for a minimum of 1 hour per week as well as additional extracurricular days such as online safety.<br>• Teaching of PSHE/Personal Development is quality assured in the same way that other subject areas are to ensure that pupils receive quality first teaching in this area. This is done through class teachers teaching the lesson, following the school policy of I do, we do, you do and assessments at the end of each unit following the PSHE association planning. | | | **GE** | **2/9/25 Ongoing** |

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| | • School provides opportunities within the curriculum to discuss controversial issues and for students to develop critical thinking and digital literacy skills, such as in class discussions, extracurricular days and whole school assemblies.<br>• School provides a safe space 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.<br>• Student voice is completed through half termly pupil voice collections, class discussions during lessons and during assemblies and this enables leaders to understand the impact of the Personal Development curriculum, as well as giving students the forum to air their views. School has a strong pastoral and safeguarding team who monitors and supports pupils with any concerns.<br>• Schools teach relationships education in an age-appropriate way to help pupils learn about what constitutes a health relationship and counteract any views of misogyny or misandry.<br>• There are arrangements in place to support and promote equality, diversity and inclusion within the school community. The school has the bronze diversity award. Pupils have the opportunity to pray daily and have additional prayer spaces if and when required. | | | | |