

## Kings Preventing Extremism and Radicalisation Policy

All Kings' policies will be ratified by the Board of Directors and signed by the Chairperson. Each policy will be co-signed by the principal of each school. Review dates will be similar for each school.

| Coordinator            | Nominated Director                  | Chair of Board of Directors |
|------------------------|-------------------------------------|-----------------------------|
| <b>WELFARE OFFICER</b> | <b>DIRECTOR OF COLLEGE SERVICES</b> | <b>NIGEL PAMPLIN</b>        |

We believe this policy relates to the following legislation:

- [Education Act 2002](#)
- [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](#)
- [Equalities Act 2010](#)
- [The Education \(Independent School Standards\) Regulations 2014](#)

The following documentation is also related to this policy:

- [Equality Act 2010: Advice for Schools \(DfE\)](#)
- [Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges \(DfE\)](#)
- [Prevent Duty Guidance \(HM Gov\)](#)
- [Teaching approaches that help build resilience to extremism among people \(DfE\)](#)
- [Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children](#)
- [Preventing extremism in the education and children's services sectors \(DfE\)](#)
- [Protecting children from radicalisation: the prevent duty](#)
- [Preventing extremism in schools and children's services](#)
- [Counter Extremism Strategy \(HM Gov\)](#)
- [The use of social media for online radicalisation \(DfE\)](#)
- [Protecting Against Terrorism: third edition \(Centre for Protection of National Infrastructure\)](#)
- [Local resilience forums: contact details](#)
- [SMSC requirements for independent schools](#)
- [Channel Guidance \(Home Office\)](#)

We are committed to safeguarding and promoting the welfare of all students and we take account of the information contained in the DfE documents 'Working Together to Safeguard Children' and 'Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2015)' as the safety and protection of students 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 students and school personnel, training for school personnel and with working with parents.

We are aware that under the 'Counter-Terrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we believe it is essential that school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

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 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 (LSCBs), training for 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 students, school personnel or parents who express extremist views contrary to these values. We want to ensure students are prepared for life in modern Britain by the active promotion of and respect of British values.

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.

## **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 Board of Directors**

The Board of Directors has:

- has appointed a senior member of staff to act as the Designated Safeguarding Lead;
- delegated powers and responsibilities to the Principal to ensure all school personnel 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 the Director of College Services 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 Director of College Services to visit the school regularly, to liaise with the Principal and the Designated Safeguarding Lead and to report back to the Board of Directors;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

### **Role of the Principal and Senior Leadership Team**

The Principal and the Senior Leadership Team will:

- assess the risk of students at the school being drawn into terrorism;
- have in place an excellent working partnership with the LSCB;
- ensure all school personnel attend a 'Workshop to Raise Awareness of Prevent (WRAP)' and in the interim between a staff member being employed at the school and the next scheduled WRAP session, that they complete online Prevent training (ordinarily through Educare);
- ensure that training is updated at the same time as safeguarding and child protection training (in line with Kings Safeguarding and Child Protection Policy) and/or as and when required;
- provide training for school personnel about the risks to students of online activity from terrorist and extremist groups;
- ensure students are safe from terrorist and extremist material when accessing the school's internet;
- ensure that host carers receive Prevent training at induction and at each subsequent re-visit, including awareness of online safety and appropriate web filters, as well as updates as and when required;
- provide an effective Personal, Social and Health Education curriculum in order to develop in all students resilience, determination, self-esteem and confidence;
- develop Citizenship in order for all students to play an active part in society;
- ensure school personnel are vigilant against radicalisation and extremism;
- ensure a broad and balanced curriculum is taught;
- ensure that British values are promoted and embedded in the school;
- ensure students are taught about staying safe;
- ensure that students are not adversely influenced by the views and beliefs of others;
- refer any concerns about individuals or groups of individuals to the appropriate outside agencies;
- ensure all school personnel, students and parents are aware of and comply with this policy;
- ensure good practice is shared throughout the school;
- be prepared for all types of school inspection;
- work closely with the Director of College Services 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;
- monitor the effectiveness of this policy by:
  - monitoring learning and teaching through observing lessons
  - monitoring planning and assessment
  - speaking with students, school personnel, parents
- annually report to the Board of Directors on the success and development of this policy.

### **Role of the Designated Safeguarding Lead (DSL)**

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 Principal and the Director of College Services ;



- 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 students in need
  - understand the specific needs of students with special educational needs
  - have in place a secure and accurate record system of all concerns and referrals
- ensure all school personnel attend a 'Workshop to Raise Awareness of Prevent (WRAP)' and in the interim between a staff member being employed at the school and the next scheduled WRAP session, that they complete online Prevent training (ordinarily through Educare);
- ensure that training is updated at the same time as safeguarding and child protection training (in line with Kings Safeguarding and Child Protection Policy) and/or as and when required;
- take the lead in dealing with child protection issues and in deciding what steps should be taken;
- raise awareness of the need to protect students who might be vulnerable to radicalisation and involvement in terrorism;
- keep a confidential Child Protection Register of all those students 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 a central place;
- 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 personnel with the policy and procedures;
- investigate and deal with all cases of suspected or actual problems associated with child protection;
- 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;
- 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 students;
- keep up to date with all new guidance on safeguarding children;
- keep all school personnel up to date with any changes to procedures;
- organise appropriate training for school personnel;
- ensure all incidents are recorded, reported and kept confidential;
- keep all paperwork up to date;
- report back to the appropriate school personnel when necessary;
- ensure that there is a smooth transition of responsibilities and information when a new Designated Safeguarding Lead takes over the role;
- annually review the policy with the Principal.

### **Role of the Director of College Services**

The Director of College Services will:

- work closely with the Principal and the Designated Safeguarding Lead;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;



- attend training related to this policy;
- report to the Board of Directors every term;
- annually report to the Board of Directors on the success and development of this policy.

## **Role of School Personnel**

School personnel will:

- attend WRAP training;
- be aware of the risks to students of online activity from terrorist and extremist groups;
- ensure students are safe from terrorist and extremist material when accessing the school's internet;
- be involved with and/or support the teaching of PSHE and Citizenship;
- be vigilant against radicalisation and extremism;
- ensure a broad and balanced curriculum is taught;
- be aware of the DfE guidance 'Teaching approaches that help build resilience to extremism among young people';
- ensure British values are promoted and embedded in the school;
- ensure students are taught about staying safe;
- ensure that students are not adversely 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. Students:
  - 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.
- comply with all aspects of this policy;
- be aware of all other linked policies;
- 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 and beyond;
- develop positive working relationships with students, school personnel, parents;
- promote good behaviour;
- work in partnership with parents and carers keeping them up to date with their student'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;
- report any concerns they have on any aspect of the school community.

## **Role of Host Carers**



Host carers will:

- receive regular Prevent training;
- be aware of the risks to students of online activity from terrorist and extremist groups and understand how to use appropriate web filters in their home;
- be vigilant against radicalisation and extremism;
- ensure British values are promoted and embedded in the school and at home;
- ensure that students are not adversely 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. Students:
  - 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 anti-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.
- comply with all aspects of this policy;
- be aware of all other linked policies;
- 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;
- show respect for all members of the school community and beyond;
- promote good behaviour;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- report any concerns they have on any aspect of the school community.

## **Role of Students**

Students will promote a positive image of the school and themselves by:

- being aware of and complying with this policy;
- being encouraged to work in partnership with the school by making decisions and exercising choice in relation to their educational programme;
- listening carefully to all instructions given by the teacher;
- asking for further help if they do not understand;
- treating others, their work and equipment with respect;
- supporting the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaising with the school council;
- taking part in questionnaires and surveys.

## **Role of Parents/Carers**



Parents/carers will:

- be aware of and comply with this policy;
- be asked to take part periodic surveys conducted by the school;
- support regular and punctual attendance;
- encourage effort and achievement;
- join the school in celebrating success of their student's learning;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school;

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

We will raise awareness of this policy via:

- the Student Handbook
- the school website
- the Staff Handbook
- school events
- meetings with school personnel
- communications with parents
- information displays around the school

### **Training**

All school personnel:

- have equal chances of training, career development and promotion
- receive training on:
  - All aspects of this policy
  - Safeguarding & Child Protection
  - Workshop to Raise Awareness of Prevent (WRAP)
  - Anti-bullying
  - Student Behaviour & Discipline
  - E-Safety
  - Promoting British Values
  - Equal opportunities
- receive periodic training so that they are kept up to date with new information

### **Student Consultation**

We wish to consult our students 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.

Student consultation is integral to our process of regular self-evaluation and continuous improvement and will take place in a variety of ways.

The methods will include:

- A Student Forum/ Student Council (which will meet regularly and also be consulted by the Principal)
- An appointment system and means of contact with the Principal and key staff members
- Operating an 'open door' policy in school whenever possible
- Student Questionnaires (on a variety of matters relating to the school and/or and social issues)
- Open Class discussion (on a variety of matters relating to the school and/or and social issues)
- Suggestion Box (allowing anonymity if desired)





Every effort is made to provide a variety and range of consultation methods to all students. Every student who attends a course at Kings will be encouraged and given the opportunity to provide feedback on every aspect of school life during their stay with us.

A separate policy exists for student consultation which explains these processes in more detail.

### Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the Health and Safety Officer, the Principal and the Director of Operations.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Board of Directors for further discussion and endorsement. (See Policy Evaluation)

### Linked Policies

- Kings Anti-Bullying Policy
- Kings Behaviour and Discipline Policy
- Kings Community Cohesion Policy
- Kings Curriculum Policy
- Kings Equality Policy
- Kings Personal, Social, Health and Economic Education Policy
- Kings Religious Worship Policy
- Kings Spiritual, Moral, Social and Cultural Development Policy
- Kings Student Consultation Policy

### 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 student and it helps to promote equality at this school.

| This policy affects or is likely to affect the following members of the school community (✓) |   | Students   | School Personnel | Parents/carers  | Directors              | School Visitors | Wider School Community |                    |   |
|--|---|------------|------------------|-----------------|------------------------|-----------------|------------------------|--------------------|---|
|  |   | ✓          | ✓                | ✓               | ✓                      | ✓               | ✓                      |                    |   |
| Question   | Protected Characteristics   |            |                  |                 |                        |                 |                        | Conclusion         |   |
| Does or could this policy have a negative impact on any of the following?                    | Age   | Disability | Gender           | Gender identity | Pregnancy or maternity | Race            | Religion or belief     | Sexual orientation | Undertake a full EIA if the answer is 'yes' or 'not sure' |
| <b>YES</b>   |   |            |                  |                 |                        |                 |                        |                    |   |
| <b>NO</b>  | ✓   | ✓          | ✓                | ✓               | ✓                      | ✓               | ✓                      | ✓                  |   |
| <b>UNSURE</b>  |   |            |                  |                 |                        |                 |                        |                    |   |
| 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 | Undertake a full EIA if the answer is 'no' or 'not sure'  |
| <b>YES</b>   | ✓   | ✓          | ✓                | ✓               | ✓                      | ✓               | ✓                      | ✓                  |   |
| <b>NO</b>  |   |            |                  |                 |                        |                 |                        |                    |   |
| <b>UNSURE</b>  |   |            |                  |                 |                        |                 |                        |                    |   |
| <b>Conclusion</b>  | We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required. |            |                  |                 |                        |                 |                        |                    |   |

Annual Policy Review Sheet - Appendix A:





| Review Date | Primary Reviewer Name (Policy Coordinator) |
|-------------|--|
|             |  |

This Appendix A should be completed **annually** by the Policy Coordinator and Principal with specific details of each individual Kings college.

|   |        |
|---|--------|
| <b>Date of Last Review:</b>   |        |
| <b>Date of Next Review:</b>   |        |
| <b>Is this policy being implemented fully, with all outlined procedures followed as prescribed?</b>   | YES/NO |
| <b>If this policy is not being implemented fully, as prescribed, please outline what you have put in place instead and the reasons behind the change...</b> |        |
|   |        |
| <b>How are staff made aware of this policy?</b>   |        |
|   |        |
| <b>Does this policy require any specific/specialised training for staff, if yes please specify what it is and whether it has been done?</b>                 |        |
|   |        |




### Monitoring the Effectiveness of the Policy

The information in this policy and appendix will be reviewed annually by the Principal, or when the need arises, and the necessary recommendations for improvement will be made by the Principal to the Board of Directors.

Please comment on the overall effectiveness of this policy – giving any suggestions or recommendations for improvement...

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|                                     |  |              |            |
|-------------------------------------|--|--------------|------------|
| <b>Coordinator:</b>                 |  | <b>Date:</b> |            |
| <b>Principal:</b>                   |  | <b>Date:</b> |            |
| <b>Chair of Board of Directors:</b> |  | <b>Date:</b> | 01/01/2015 |
| <b>Name of School:</b>              |  |              |            |
| <b>Next Review Date:</b>            |  |              |            |



**Prevent Duty Risk Assessment/Action Plan**

| <b><u>No.</u></b> | <b><u>Prevent Vulnerability/Risk Area</u></b>   | <b><u>Risk Y/N</u></b> | <b><u>Action taken/already in place to mitigate/address risk</u></b> | <b><u>Owner</u></b> | <b><u>When</u></b> | <b><u>RAG</u></b> |
|-------------------|---|------------------------|--|---------------------|--------------------|-------------------|
| 1                 | <p><b><u>LEADERSHIP</u></b></p> <p>Do the following people have an good understanding of their own and institutional responsibilities in relation to the "Prevent Duty"?</p> <ul style="list-style-type: none"> <li>• Board of Directors</li> <li>• SMT</li> <li>• Staff</li> <li>• Student body</li> <li>• Safeguarding Lead</li> </ul>  |                        |  |                     |                    |                   |
| 2                 | <p><b><u>Partnership</u></b></p> <ol style="list-style-type: none"> <li>1) Is there active engagement from the institution's Directors, SMT/ managers and leaders?</li> <li>2) Does the institution have an identified single point of contact in relation to Prevent?</li> <li>3) Does the institution engage with the Local Authority and Police Prevent Leads and engage with local Prevent Boards/Steering Groups?</li> </ol>                                 |                        |  |                     |                    |                   |
| 3                 | <p><b><u>Staff Training</u></b></p> <p>Do all staff have sufficient knowledge and confidence to:</p> <ol style="list-style-type: none"> <li>1) exemplify British Values in their management, teaching and through general behaviours in the institution</li> <li>2) understand the factors that make people vulnerable to being drawn into terrorism and to challenge extremist ideas which are used by terrorist groups and can purport to legitimise</li> </ol> |                        |  |                     |                    |                   |

|   |   |  |  |  |  |  |
|---|---|--|--|--|--|--|
|   | <p>terrorism</p> <p>3) have sufficient training to be able to recognise this vulnerability and be aware of what action to take in response</p>  |  |  |  |  |  |
| 4 | <p><b><u>Welfare support</u></b></p> <p>1) Are there adequate arrangements and resources in place to provide pastoral care and support as required by the institution?</p> <p>2) Does the institution have access to specialist provision to deal with/address issues?</p> <p>3) Are their adequate monitoring arrangements to ensure that this support is effective and supports the institutions welfare and equality policies?</p>   |  |  |  |  |  |
| 5 | <p><b><u>Speakers and Events</u></b></p> <p>1) Are visiting speakers vetted to ensure they comply with the school's aims and ethos?</p> <p>2) Are events or off-site visits scrutinised to ensure students are not at risk?</p>   |  |  |  |  |  |
| 6 | <p><b><u>Safety Online</u></b></p> <p>1) Does the institution have a policy relating to the use of IT and does it contain a specific reference and inclusion of the Prevent Duty?</p> <p>2) Does the institution employ filtering/firewall systems to prevent staff/students/visitors from accessing extremist websites and material?</p> <p>3) Does this also include the use of using their own devices via Wi-Fi?</p> <p>4) Does the system alert to serious and/or repeated breaches or attempted breaches of the policy?</p> |  |  |  |  |  |
| 7 | <p><b><u>Prayer and Faith Facilities</u></b></p>  |  |  |  |  |  |

|    |  |  |  |  |  |  |
|----|--|--|--|--|--|--|
|    | <ol style="list-style-type: none"> <li>1) Does the institution have prayer facilities?</li> <li>2) Are there good governance and management procedures in place in respect of activities and space in these facilities?</li> </ol>   |  |  |  |  |  |
| 8  | <p><b><u>Campus Security</u></b></p> <ol style="list-style-type: none"> <li>1) Are there effective arrangements in place to manage access to the campus by visitors and non-students/staff?</li> <li>2) Is there a policy regarding the wearing of ID on campus? Is it enforced?</li> <li>3) Are dangerous substances kept and stored on site?</li> <li>4) Is there a policy in place to manage the storage, transport, handling and audit of such substances?</li> <li>5) Does the institution intervene where off campus activities are identified or are likely to impact upon staff and/or students i.e. leafleting, protest etc?</li> </ol> |  |  |  |  |  |
| 9  | <p><b><u>Safeguarding</u></b></p> <ol style="list-style-type: none"> <li>1) Is protection against the risk of radicalisation and extremism included within Safeguarding and other relevant policies?</li> <li>2) Do Safeguarding and welfare staff receive additional and ongoing training to enable the effective understanding and handling of referrals relating to radicalisation and extremism?</li> <li>3) Does the institution utilise Channel as a support mechanism in cases of radicalisation and extremism?</li> </ol>  |  |  |  |  |  |
| 10 | <p><b><u>Communications</u></b></p>  |  |  |  |  |  |

|    |   |  |  |  |  |  |
|----|---|--|--|--|--|--|
|    | <ol style="list-style-type: none"> <li>1) Is the institution Prevent Lead and their role widely known across the institution?</li> <li>2) Are staff and students made aware of the Prevent Duty, current risks and appropriate activities in this area?</li> <li>3) Are there information sharing protocols in place to facilitate information sharing with Prevent partners?</li> </ol>  |  |  |  |  |  |
| 11 | <p><b><u>Incident Management</u></b></p> <ol style="list-style-type: none"> <li>1) Does the institution have a critical incident management plan which is capable of dealing terrorist related issues?</li> <li>2) Is a suitably trained and informed person identified to lead on the response to such an incident?</li> <li>3) Does the institution have effective arrangements in place to identify and respond to tensions on or off campus which might impact upon staff, student and/or public safety?</li> <li>4) Are effective arrangements in place to ensure that staff and students are appraised of tensions and provide advice where appropriate?</li> </ol> |  |  |  |  |  |
| 12 | <p><b><u>Staff and Volunteers</u></b></p> <ol style="list-style-type: none"> <li>1) Does awareness training extend to sub-contracted staff and volunteers?</li> <li>2) Is the institution vigilant to the radicalisation of staff by sub-contracted staff and volunteers?</li> </ol>  |  |  |  |  |  |