Trainer notes: 1 minute

In this next part of the session, we're going to build on our training about safeguarding, by considering an area of inspection work that requires us to think very carefully and be constantly alert as we gather and interpret our evidence. This session will arm us with the information and tools to ensure that the important area of radicalisation and extremism is not overlooked during our inspection of safeguarding.

This part of the session gives you a brief overview. All inspectors receive periodic specialist training about extremism and radicalisation, because it is an area where things are constantly changing. The Prevent Duty guidance was updated in December 2023. There is a 30 minute webinar that you will need to complete which outlines these changes.

Why such a focus?

- People aged under 20 make up a large proportion of those who are referred to Prevent.
- The number of young people being arrested and/or convicted for terrorism related offences is increasing.

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Trainer notes: 1 minute

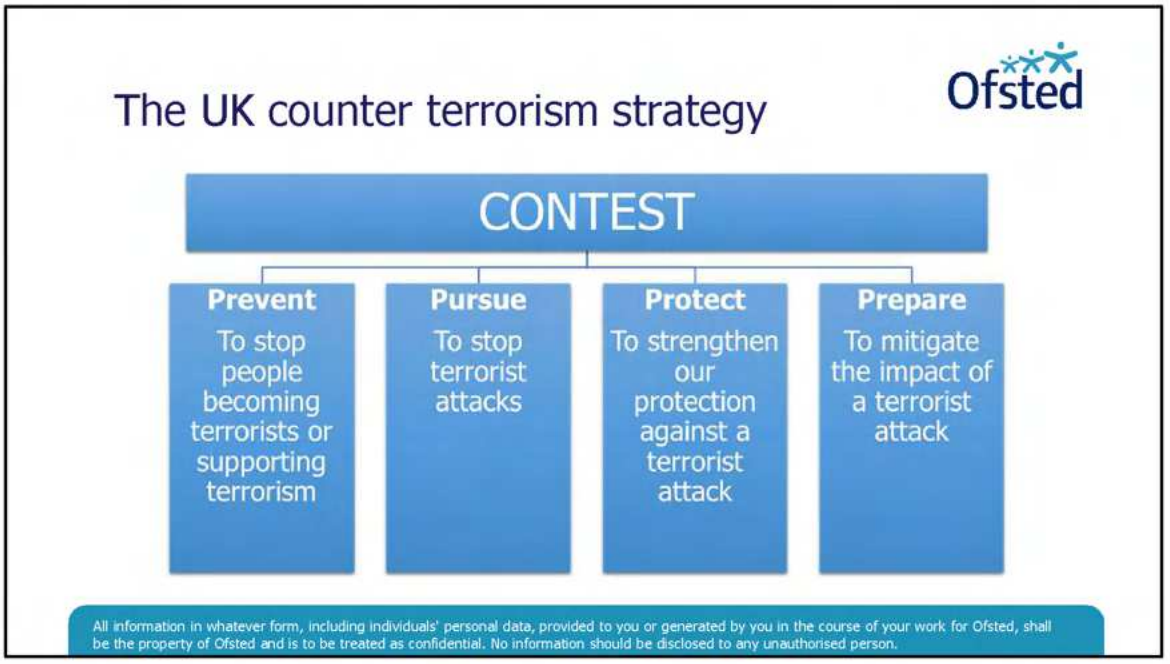
Keeping Children Safe in Education Annex B makes clear that 'children may be susceptible to extremist ideology and radicalisation, and that similar to protecting children from other forms of harm and abuse, protecting children from this risk should be a part of a schools or colleges safeguarding approach.'

Data shows that **this is increasingly an issue that is affecting and involving the young people in the schools that we inspect**.

- For example, the number of young people aged under 20 who are being referred to Prevent is on the rise. Almost half of the 2,367 referrals to Prevent between 2020 and 2021 were for people under the age of 20.

- Similarly, the number of young people being convicted for terrorism offences is increasing. From July 2021 to June 2022, 16% of people arrested – 33 people in total - were under the age of 18. This is the highest ever number recorded in a single year.

So we must be alert to this during our inspection work, particularly around **how leaders fulfil their duties to protect children from radicalisation in order to keep children safe**.



Trainer notes: 1 minute

Lets take a moment to refresh our minds about the Prevent duty is.

Prevent is one limb of the UK's counter-terrorism strategy, referred to as CONTEST. Prevent is an internationally respected intervention and several countries have adopted similar strategies to the UK.

The aim of CONTEST is to reduce the risk from terrorism to the UK, its citizens and interests overseas, so people can live freely and with confidence. As you can see on the slide, the counter terrorism strategy focuses on 4 strands:

- Prevent, which aims to stop people becoming terrorists or supporting terrorism
- Pursue, which aims to stop terrorist attacks
- Protect, which aims to strengthen our protection against a terrorist attack
- Prepare, which aims to mitigate the impact of a terrorist attack

Trainer notes: 2 minutes.

The Prevent Duty is the statutory duty on bodies such as schools, local authorities, healthcare, the police, and criminal justice agencies (which means prisons and probation services), to have 'due regard' to the need to prevent people from becoming terrorists or supporting terrorism.

There are three main objectives:

- Rehabilitation– providing support to those already engaged in terrorism to disengage and rehabilitate.
- Early intervention – using safeguarding principles to provide tailored, multi-agency support to those identified as most at risk of radicalisation
- **Tackling the ideological causes of terrorism**. – working online and offline to empower communities and individuals. This last aim is a new one in the guidance. We'll come back to this in a little while.

The duty recognises that children and young people continue to make up a significant proportion of Channel cases, and that in recent years increased numbers of CYP have been arrested for terrorism-related offences. It recognises too that schools are often in a unique position to be able to identify concerning changes to behaviour that may indicate **susceptibility to radicalisation**.

In summary, schools must consider the **risk of radicalisation** as part of their **day-to-day safeguarding work**. This includes referring individuals susceptible to radicalisation to Prevent for support. Referrals can be made to the police or through their local authority safeguarding hub by following **local safeguarding processes**. Where the police assess a radicalisation risk following a Prevent referral, a **Channel panel** - chaired by the local authority, and attended by multi-agency partners such as police, education professionals, health services, housing and social services - will meet to assess the risk and agree a tailored package of support. Channel is a voluntary process, and individuals must give their consent before they receive support. Where risks cannot be managed in Channel, they will be kept under review by the police.

What the handbook says (1)

- 'governors or trustees ensure that the school fulfils its **statutory duties**, for example under the Equality Act 2010, and other duties, for example in relation to the **'Prevent' duty** and safeguarding.' (LM, good)

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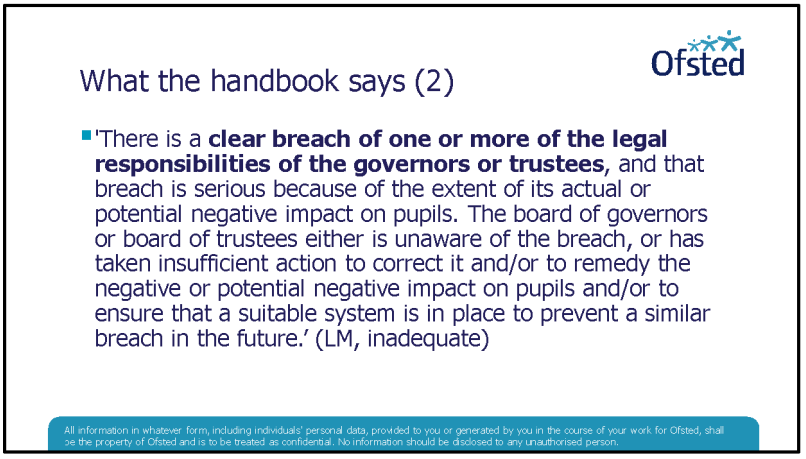
Trainer notes: 30 secs

The handbook makes several links to the responsibilities of leaders, governors or trustees to fulfil their duties around Prevent. The most obvious one is in the grade descriptors for leadership and management: have a read of the good descriptor, on the slide



Trainer notes: 30 secs

There is a corresponding inadequate grade descriptor … have a read…

– note that it is corresponding because they both refer to governor and trustee 'legal/ statutory responsibilities'

What the handbook says (3)

- 'the range of subjects is narrow and does not prepare pupils for the opportunities, responsibilities and experiences of life in modern Britain'. (QE)
- 'leaders and governors or trustees are not protecting pupils from radicalisation and extremist views. Policy and practice are poor, which means that pupils are at risk' (PD)
- 'leaders and governors or trustees are actively undermining fundamental British values and are not protecting pupils from radicalisation and extremist views.' (PD)

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Trainer notes: 1 minute

But here are three further examples of where the handbook tells us that leadership and management is likely to be judged inadequate if leaders don't fulfil their duties. Take a moment to read them now.

PAUSE WHILE DELEGATES READ.

When making a final judgement about a school's overall effectiveness, inspectors need to consider whether safeguarding is effective. We also need to take account of the judgements made across the framework areas, including for early years and sixth form where this exists, and the spiritual, moral, social and cultural development of pupils at the school. Lead inspectors must guide their teams carefully in taking all of this information into account when making these judgements at the end of the inspection. Being alert to risks around radicalisation and extremism is a key part of this.

So this session is designed to help us explore this topic in a bit more detail. At the same time, we'll think about how we can develop inspection strategies that will be equally useful across other elements of a graded inspection.

Definitions

- Extremism – vocal or active opposition to fundamental British values, including calling for the death of members of the armed forces.
- Radicalisation – process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- Terrorism – action that endangers or causes serious violence, serious damage to property or serious disruption to electronic systems, for the purpose of advancing a political, religious or ideological cause.

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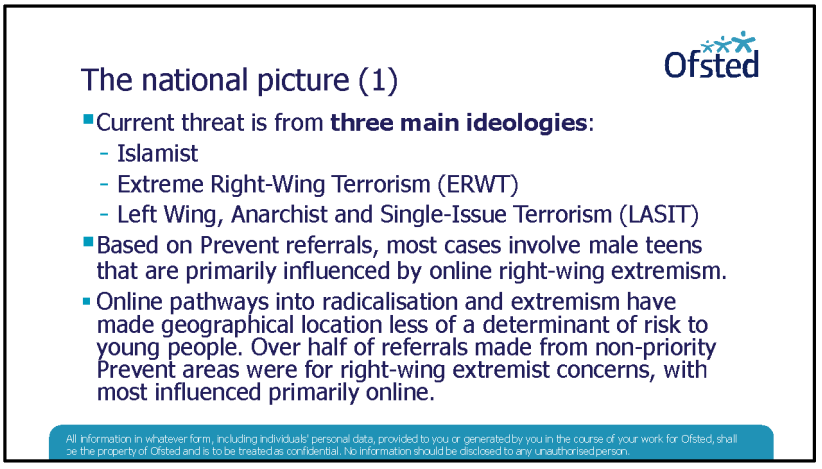
Trainer notes: 1 minute

So let's remind ourselves of what we mean by extremism and radicalisation. Here are some working definitions, taken from KCSIE. Take a moment to read them now. (PAUSE) We understand that the government is considering changing the definition of extremism, but this is what it is for now.

KCSIE identifies some of the indicators that may suggest a child is likely to be susceptible to an extremist ideology, when considered alongside other factors and contexts, such as background factors combined with specific influence from family and friends. Radicalisation can occur through many different methods, such as social media or the internet, and through different settings, including within the home. Factors such as changes to outward appearances, reluctance to engage with different points of view, changing friendship groups or being secretive, might sit alongside increased time spent online. This might all raise concerns, particularly when occurring alongside having more than one online identity or trying to join an extremist organisation or access extremist online content.



Trainer notes: 2 minutes 30 seconds

This slide helps us understand why consideration of extremism and radicalisation is such an important, and increasingly high-profile aspect of safeguarding in schools.

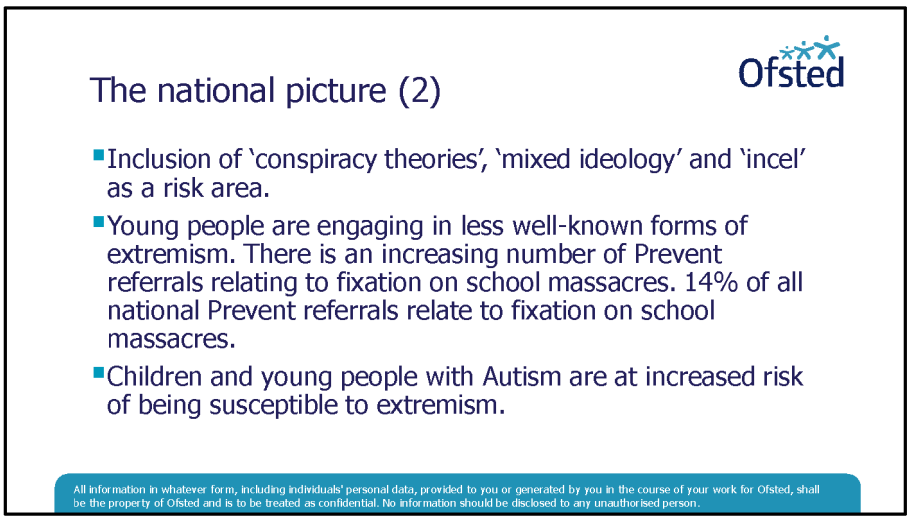
The new Prevent Guidance has a new objective of **tackling the ideological causes of terrorism**. The new objective has been updated to reflect the Shawcross independent review's findings, that Prevent shouldn't be attempting to address broader societal issues such as mental health. This objective therefore focuses on the **ideological component** of terrorism that sets it apart from other acts of serious violence. **There is therefore a greater emphasis on the importance of ideology and terror rather than on behaviour or non-violent extremism.**

The profile of extremism in England is not necessarily what some people might expect. The new guidance reminds us that Islamic extremism remains the most significant threat. **Islamist terrorism** is the threat or use of violence as a means to establish a strict interpretation of an Islamic society.
However, increasingly young people are being drawn into right-wing extremism.
Extreme Right-Wing Terrorism (ERWT) describes those involved in Extreme Right-Wing activity who use violence to further their ideology. These ideologies can be broadly characterised as Cultural Nationalism, White Nationalism and White Supremacism. People involved in this sort of terrorism may subscribe to ideas from more than one category.
Left Wing, Anarchist and Single-Issue Terrorism (LASIT) is also on the rise. This encompasses a wide range of ideologies. It includes those from the extreme political left-wing as well as anarchists who seek to use violence to advance their cause in seeking to overthrow the State in all its forms.

You can see from the second bullet point that male teens are most likely to be involved.

The new prevent guidance highlights that there is a greater risk for young people of online radicalisation. As the third bullet shows….

The periods of partial school closure during the pandemic changed the profile of how pupils are targeted and become involved in extremist behaviours. So geographical areas not previously considered to be high-risk for extremism and radicalisation may now be of more concern. For example, in 2022, Cornwall local authority made the highest number of Prevent referrals in the country. The periods of lockdown have also made it harder for schools to keep 'eyes on' pupils, magnifying the potential risks of extremist behaviours not being identified early enough.



Trainer notes: 2 minutes 30 seconds

Children drawn to 'conspiracy theories', and who use terms such as 'incel' are at risk of radicalisation into terrorism. (N.B. Incel refers to involuntary celibates – heterosexual men who describe themselves as wanting sexual partners but are unable to attract one, and who blame and become hostile towards society because of this.) Individuals are increasingly adopting a **mix of ideas** from different ideologies into their grievance narratives. New guidance acknowledges that assessing the motivation behind an individual's violence, and whether that violence constitutes terrorism, is consequently challenging.

As part of this, there is a worrying increase in the number of referrals relating to fixation on school massacres, particularly over the last four or five years..

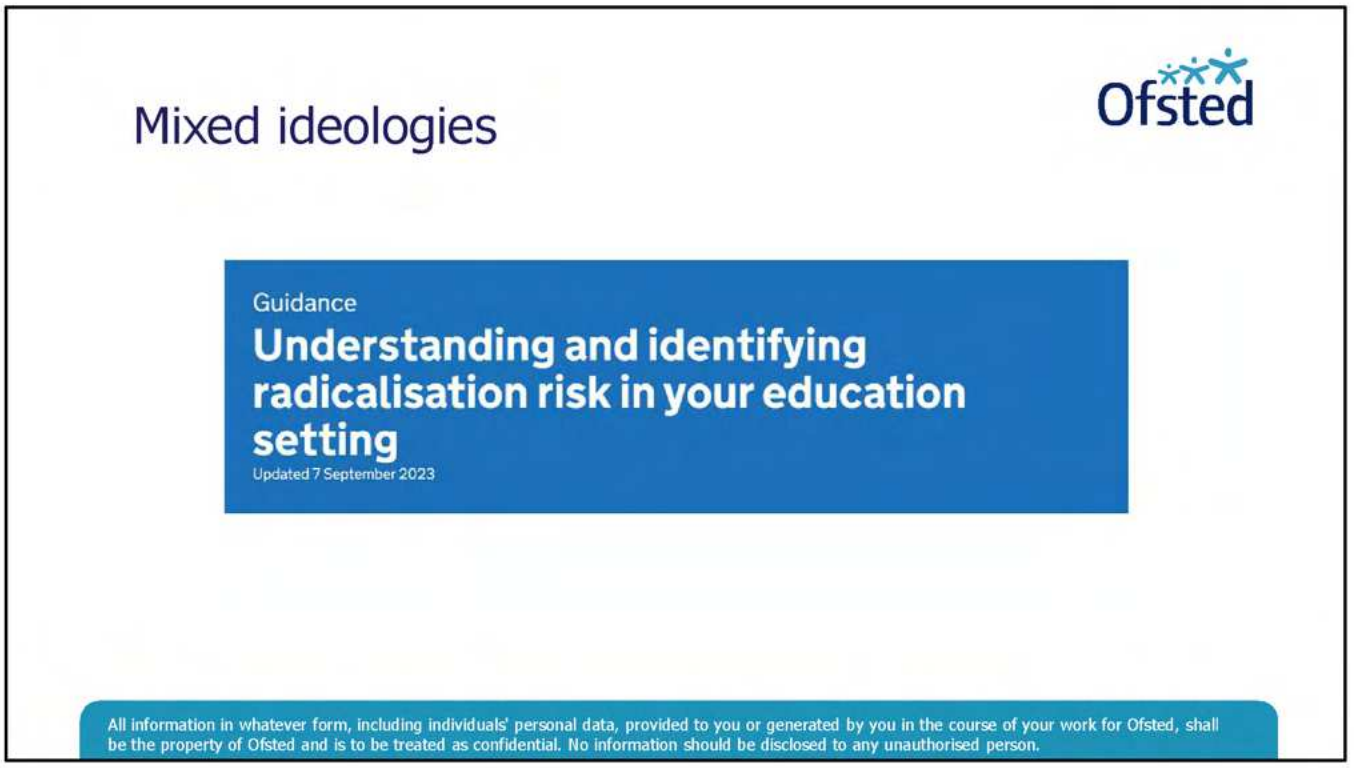
To bring these statistics to life, I'm going to share a couple of case studies with you.

In April 2022, a 16-year-old in Merseyside was convicted of one TACT and 5 public order offences. (TACT refers to a person convicted of an offence under the Terrorism Acts or an offence found to be terrorism-connected under the Counter-Terrorism Act 2008.) They had created numerous online posts which were anti-Semitic, racist, transphobic, homophobic and reflected an incel ideology. They had downloaded explosive manuals and threatened to bomb a synagogue. The young person involved was diagnosed with Autism, and this was found to be a factor in the case. Their social isolation had led them to look for online communities to be involved with, so they had been particularly vulnerable to radicalisation.

In another example, in November 2022, a 15-year old from the Isle of Wight was charged with 4 TACT offences, after planning terrorist acts with the Isle Of Wight festival as a potential target. They had researched the so-called Islamic State group and had reportedly threatened to attack an individual for insulting Islam. They had also researched firearms. Their trial is due to be January 2024.

These stark points serve to highlight how important it is that school leaders are aware of the changing national picture and the potential implications for their school and pupils.

And finally, children and young people with Autism are at increased risk of being susceptible to extremism. This is because they are more likely to develop special interests. Due to this and any social communication needs, children with autism are more likely to experience social isolation and so use the internet as a way to find friends. They trust the information they read and the 'friends' that they find online and so can be drawn into extremism.

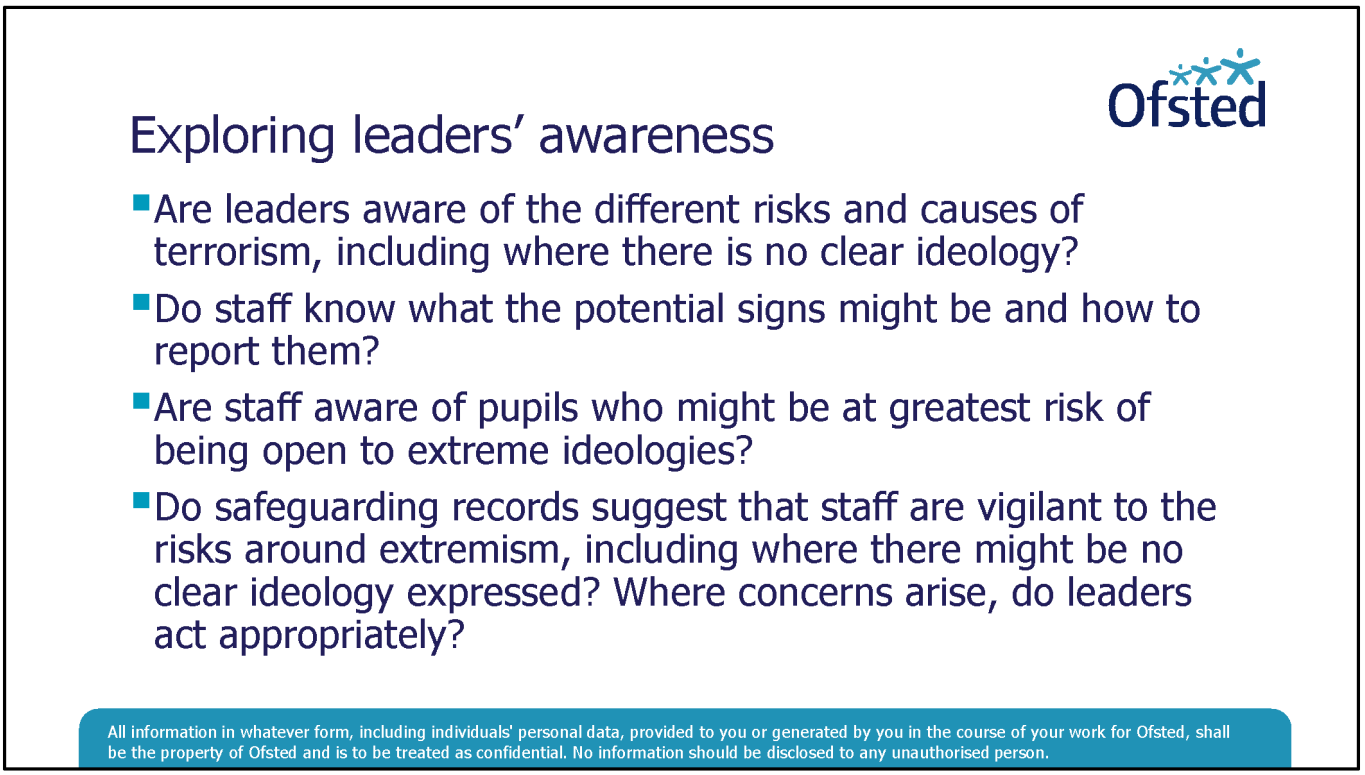


Trainer notes: 4 minutes

In October 2022, additional guidance was published for schools, called 'Understanding and identifying radicalisation risk in your education setting'. This provides leaders, and us, with a helpful overview of what to be alert to with regard to extremism and radicalisation.

When originally published, this guidance made specific reference to 'mixed, unclear or unstable cases' – basically this is where individuals demonstrate extremist views or actions that are not based on one clear ideology. The DFE have moved away from this term in the latest guidance, but the list of characteristics remain remain.... Let's explore that in a bit more detail.

Start by reading what the guidance says. You can find an excerpt from the guidance on page 17 of your resource book. Then talk about how you might explore leaders' understanding of this type of terrorism as part of your inspection of safeguarding?



Trainer notes: 1 minute

Here are some of the things you may have considered. Importantly, the new guidance highlights that leaders need to be aware of and address the greatest risks in their area – which they can find out about from their local authority. The webinar has more on this. However, for schools it is important that they are aware of the potential of CYP having no clear ideology too….

So we would expect leaders to be alert to the potential risks around pupils, particularly those who might otherwise be vulnerable because of **special educational needs or social isolation**, for instance. So you wouldn't necessarily explore 'MUU' as a theme in its own right, especially now the terminology is not used in government guidance, but the questions on the slide might help us consider more broadly whether leaders and staff are sufficiently knowledgeable and vigilant about the risks of extremism.

Trainer notes: 1 minute

How leaders keep pupils safe from the risks of being drawn into extremism should be a key consideration in every school, and for us in exploring safeguarding during our inspections. Be alert to leaders who feel it is not relevant to their local context – it absolutely can be, particularly in an age where online communication has become the norm rather than exception.

There are obvious links between this aspect of safeguarding and leaders' effectiveness in promoting SMSC and British values. **Leaders should be actively promoting respect and tolerance** in the broadest sense. Part of that is about challenging others who demonstrate their lack of tolerance and respect through their extremist views.

Trainer notes: 1 minute

I mentioned that there is new guidance on the Prevent Duty at the start of this session. There are no new duties on schools with this new guidance – it has just been simplified so that the sections are the same for each sector, there is updated information on the national risk and threat, and some new terminology. Throughout, there is a renewed focus on understanding the **ideological causes of terrorism** and **taking a proportionate response to the assessment of risk.**

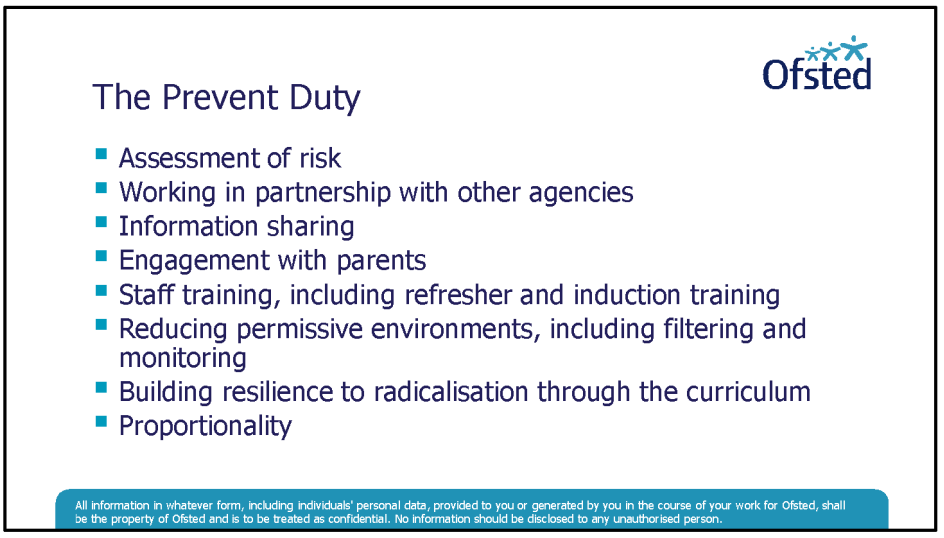
The new guidance sets out what each sector should consider around Prevent. Each section starts with the specifics for that sector, and then covers 4 strands – so for Education, there's a summary of school's duties, and then the

- **Leadership and partnership** section outlines how schools should work with other agencies.

- **Capabilities** section outlines training requirements, management of risk, and information sharing.

- **Reducing permissive environments** refers to building resilience, IT policies and external speakers and events. This is a new section – so I'll talk about it more later in the session.
- Finally, the **monitoring and assurance** section outlines how Prevent is overseen – which includes our role in Ofsted – which, to reassure you, has not changed.

Lets explore the key requirements within the guidance:



Trainer notes: 5 minutes

The key requirements on schools and childcare providers. Let us consider these:

Schools are expected to **assess the risk** of children being drawn into terrorism. They should know the potential local risks to children and how to **identify and support children who may be at risk** of radicalisation. Schools should also consider **online risks**, such as via social media. As is the case for all types of potential safeguarding risk, school staff should be alert to **changes in pupils' behaviour** that might indicate a concern. They should be **suitably trained** to be able to take appropriate action in the event of potential concern arising. ****It is important to note here that, although schools should consider how they manage and mitigate the risks, they do not have to have a written risk assessment showing this. This means that we cannot expect there to be one. Of course, if schools have chosen to produce a separate risk assessment for Prevent, they are welcome to share it with us. ****

Partnership working should link with systems already in place, such as the local safeguarding partnerships. Local authority prevent officers, safeguarding officers and police are likely to play a vital role here.

Information sharing has been highlighted as a new section in the new guidance, after recommendations from the Manchester Arena Enquiry which found that better partnership working, may have helped prevent the bombing there. Information known to the school relating to concerns about individuals' being drawn into extremism, including referrals to Prevent and involvement in the Channel programme, should be handed over to new providers as would any other safeguarding information. This helps new providers to be well prepared to support individuals who are susceptible to extremism.

Parental engagement is also critical – because parents and other family members are likely to be well-placed to spot changes in behaviour that might indicate a concern.

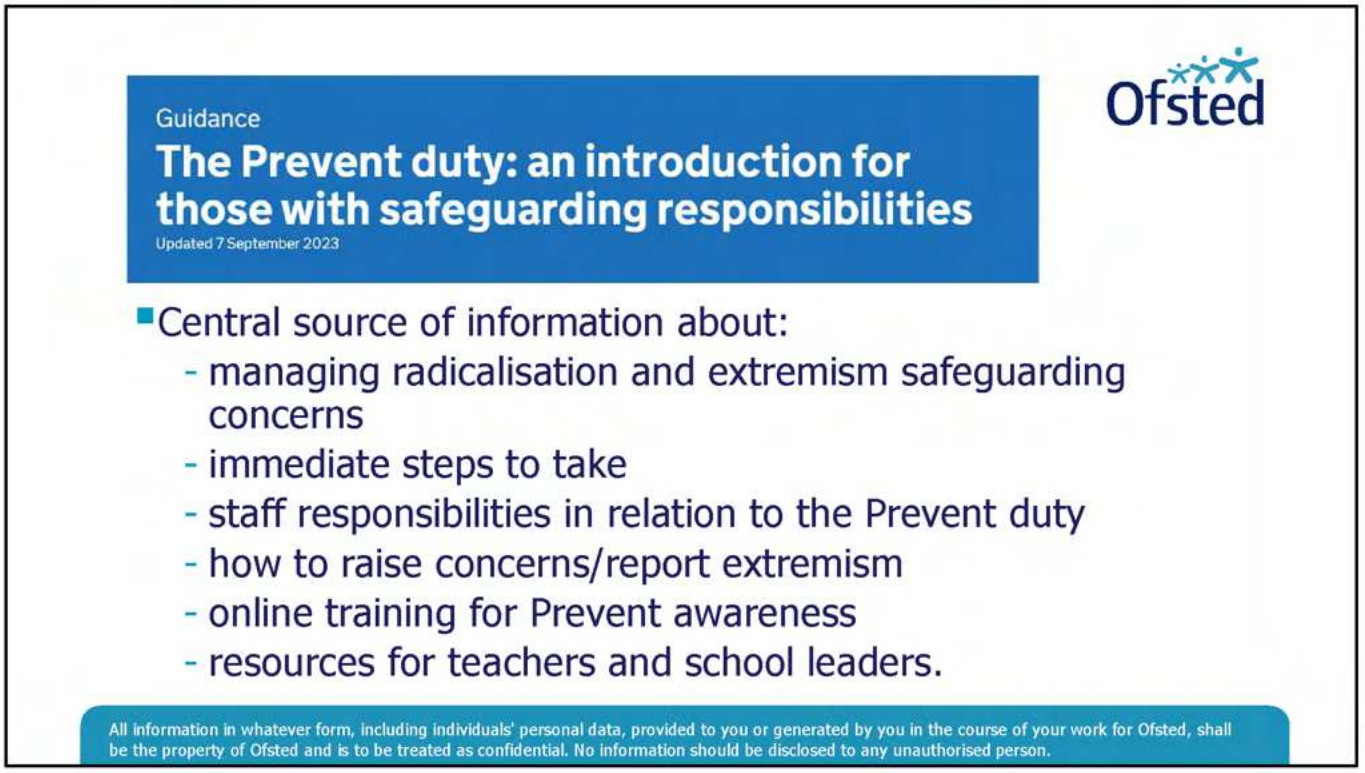
Staff training is really important in ensuring that staff know enough about radicalisation, particularly in relation to their **own context**. Schools should determine the most appropriate training for their staff. Ofsted has no preferred approach. As a minimum, the DSL should complete Prevent awareness training every 2 years. Inspectors may want to ask **how leaders satisfy themselves that staff are suitably knowledgeable** about radicalisation and extremism and the signs to look out for.

The guidance contains a new phrase – that of '**reducing permissive environments**.' Put simply, a 'permissive environment' is one that enables ideologies which are used to radicalise people to flourish. Radicalisers might do this through the use of facilities, but are using the online environment much more. So school leaders should think carefully about **online radicalisation risks** to children. This is partly about how schools ensure that internet filters reduce the risk of pupils accessing inappropriate material while in school.

Just as important is how pupils learn how to keep themselves safe online and in the community through the **content of the curriculum**. There is a strong focus on **preparing pupils for life in modern Britain** through promoting **fundamental British values**. The curriculum does this in various ways, and Ofsted has no preferred view of how schools might choose to do this. But a curriculum that provides opportunities for pupils to **develop their resilience to radicalisation**, by helping them to learn respect and tolerance, debate controversial issues and learn how to manage risk and resist pressure, is important.

Throughout the new guidance, there is an emphasis on **proportionality**. Schools should use 'professional judgement and curiosity', and take a 'risk based approach'. That means that training and education should be proportionate to local risk and threat. For example – An area with a high Islamist threat but low extreme right-wing threat would probably spend more time training staff on the Islamist threat rather than a disproportionate time on the ERW threat. High risk areas attract more funding, so we may find that schools are involved in prevent-based projects in the local community for groups or individuals, organised by the Prevent in Education officer.

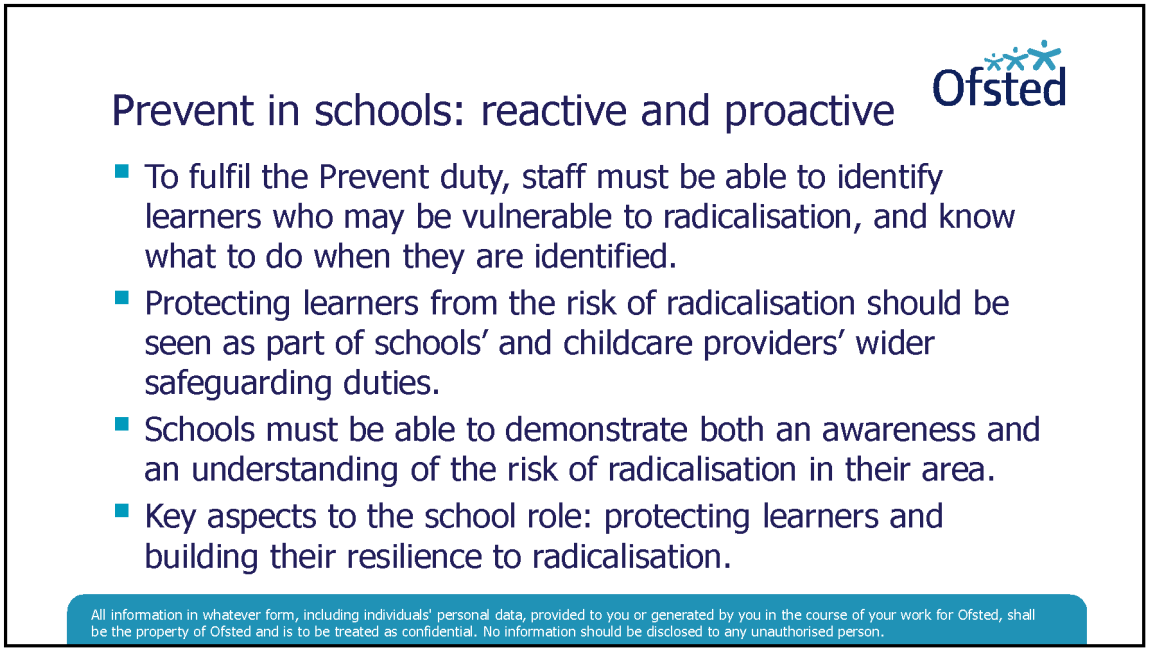
However, although schools should have a proportionate response, the core message remains the same; if a school has any concerns about radicalisation, they should make a referral – **professional judgement remains key and shouldn't discourage leaders from making referrals**.



Trainer notes: 30 seconds

This additional guidance was published on the gov.uk website in Oct 2022. It has been very slightly updated in 2023- It provides a 'one stop shop' for school teachers and leaders with regard to the Prevent duty. We've included it in your resource book, starting on page 18, so you can refer back to it later. For now, we'll consider the key points of relevance.

For trainer – the guidance is v slightly different - they've removed repeated references to 'Children, young people and adult learners' to just say 'learners', named the DFE regional prevent coordinator as a contact and partner and updated the resources section v slightly).



Trainer notes: 3 minutes

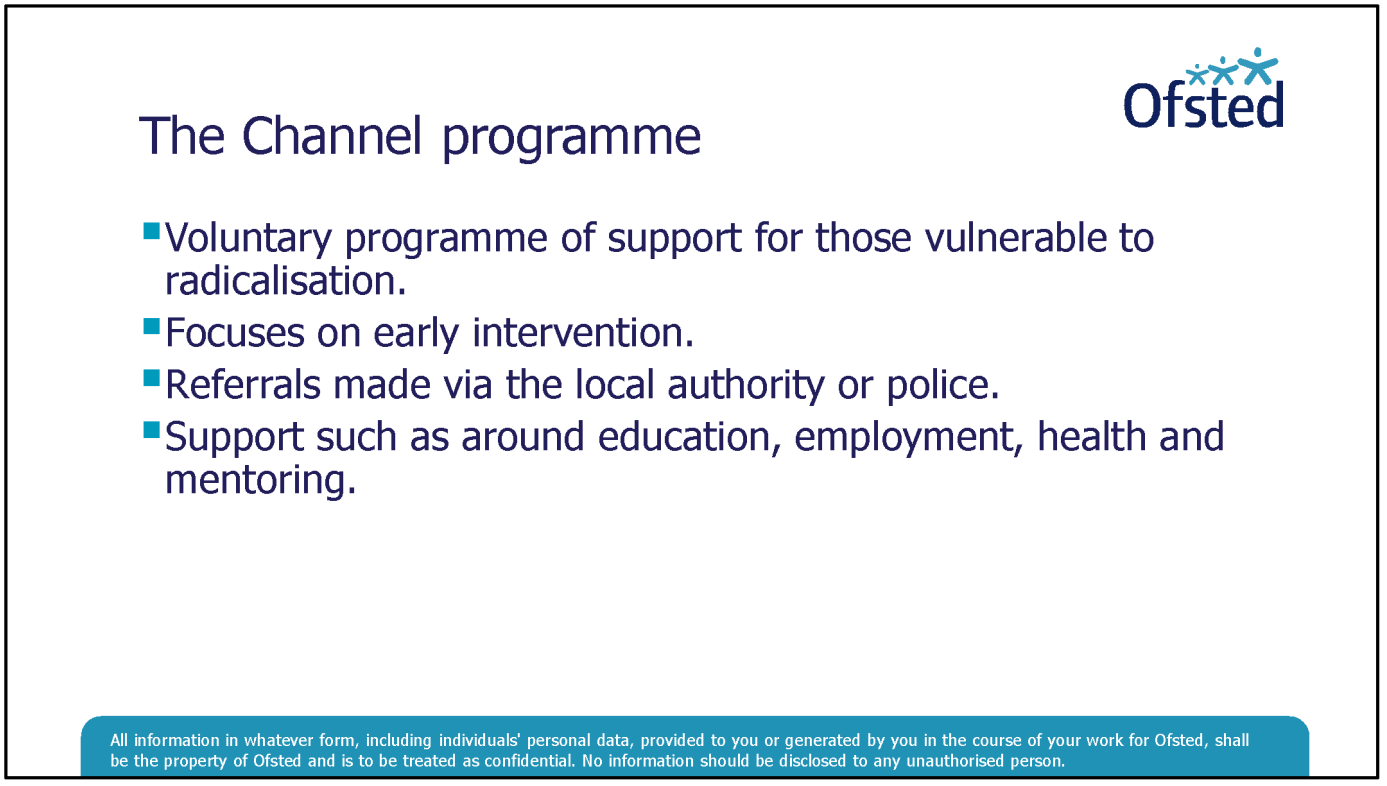
So to fulfil the Prevent duty, schools need to be both proactive and reactive.

The **reactive** part is about being alert to the potential signs of radicalisation. Making sure that staff are well placed to quickly identify where a child might be at risk**.** This means they can **react** quickly, seeking advice from relevant agencies and putting appropriate specialist support in place, so that the risk to the pupil, and potentially to others, is reduced. (Important to note that it's not about spying on people or seeking out extremist behaviours – it's about **being alert to potential signs** of radicalisation and acting quickly.)

Just as important is how leaders deliberately act to reduce the likelihood of pupils being susceptible to radicalisation in the first place- **being proactive** in ensuring that all children have the tools to recognise extremism and attempts to radicalise them, and to respond accordingly. For example, by helping pupils to **build resilience** that makes them less vulnerable to those who try to impose extremist views or recruit them to extremist organisations.

The third bullet point is really crucial. School leaders need to **understand the context for their school**, and consider pupils' **SMSC development** in that context. For example, they need to be aware of whether there might be an extreme right-wing group targeting the local youth club, or an Islamic group targeting the local area by giving out leaflets on a local market stall. They also need to **remain alert to online risks,** and consider this when they teach pupils how to stay safe online.

The final bullet reminds us that it's not just about keeping an eye on those pupils thought to be at greatest risk of radicalisation. It's about **active and deliberate planning** to develop **all** pupils' resilience to the threat of radicalisation. Leaders should be encouraging pupils to develop respect and tolerance for others, regardless of their background, culture, religion or views, as part of their planned teaching about fundamental British values. Pupils should also be deliberately taught to identify potential risks in the world around the, including online, in relation to extremist behaviours, This will help pupils to recognise when they might be at risk of radicalisation, and to seek help and support.



Trainer notes: 1 minute

Prevent strategies often make reference to Channel, or the Channel programme. Let's just clarify what that is, using information published by the Home Office.

Channel is a confidential, voluntary, multi-agency safeguarding programme that supports people who are vulnerable to radicalisation. It is run in every local authority in England and Wales and addresses all types of extremism including the extreme-right and Islamist-related. It is about **early intervention** to protect vulnerable children and adults who might be susceptible to being radicalised, which, if left unsupported, could lead to involvement in terrorist-related activity.

Anyone can make a referral via the local authority or the local police, if they are concerned about someone being radicalised.

The Channel panel will meet to discuss the nature and extent of the potential vulnerability of the individual being referred. The panel is chaired by the local authority and made up of representatives from different safeguarding areas including health, education, and the police.

Sometimes the person doesn't need any help at all, and the referral is closed. In other cases, the panel will offer the individual an appropriate support package tailored to their needs. This might include assistance with education or employment, health support, and ideological mentoring to provide vulnerable individuals with the skills to protect themselves from being drawn into committing terrorist-related activity or supporting terrorism.

LUNCH HERE: 12.40

Trainer notes: seconds

So let's think about what this might look like in schools.

Trainer notes: 2 minutes 30 seconds

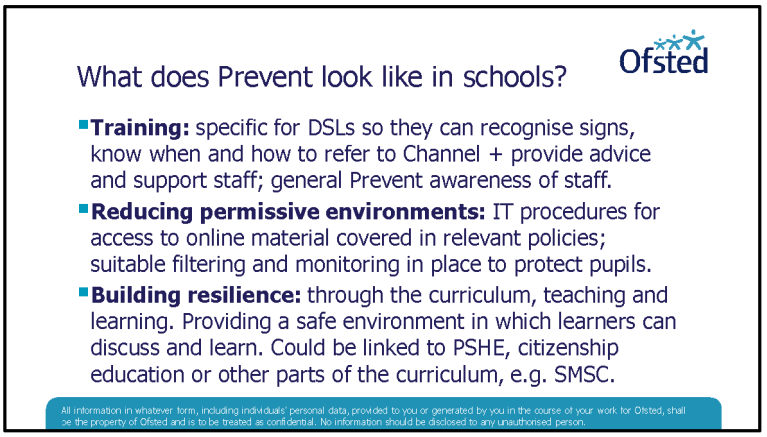
We **don't need to have a separate meeting** with leaders to specifically explore their approach to Prevent. We are **not** actively seeking examples of extremism, and we are **not** actively seeking concerns about how leaders fulfil their duties around protecting children from the risks of radicalisation. Local context may mean we choose to focus on Prevent during inspection, but whatever the context, keep the things on the next few slides in mind as part of our broader work to inspect safeguarding in school. If the evidence raises concerns, we can explore them more deeply if necessary. Remember: be professionally curious.

The school's **safeguarding policy** should include reference to preventing extremism. It needs to show clearly that leaders have given thought to how they will protect pupils at risk of radicalisation. There does not need to have a separate policy on radicalisation or Prevent.

Community is relevant to context. So ask leaders who their **local Prevent contact** is – they should have someone (eg an LA prevent lead, their regional DfE Prevent coordinator, and in high-risk areas the Prevent education officer) and know who they are. If not, that probably tells you something about the extent to which leaders are vigilant to the risk.

Weakest aspect that has been found in school inspections is **risk assessment**. Schools have often focused on the general points to raise awareness, building 'Prevent' into polices etc. but have not necessarily assessed the specific risks based on local circumstances and responded proportionally. We might ask leaders how they have assessed the risks to pupils (school wide and individuals) and how they plan to mitigate any risks they have identified. This might include some general education as part of PSHE, or multi-agency work where a child has been identified at greater risk. We might explore how leaders' assessment of risk has impacted the other areas of their work, such as partnership working, staff training, IT procedures, the curriculum….

I've included 'leadership' here as reminder that leaders, and ultimately those responsible for governance, are responsible for having 'due regard' to Prevent, and so should be ensuring the guidance is followed. One useful question for governors or trustees might be 'what changes have you felt necessary as a result of the new Prevent guidance' – schools might then talk about proportionality, their assessment of risk, their work around IT, reducing permissive environments, the curriculum etc.



Trainer notes: 3 minutes

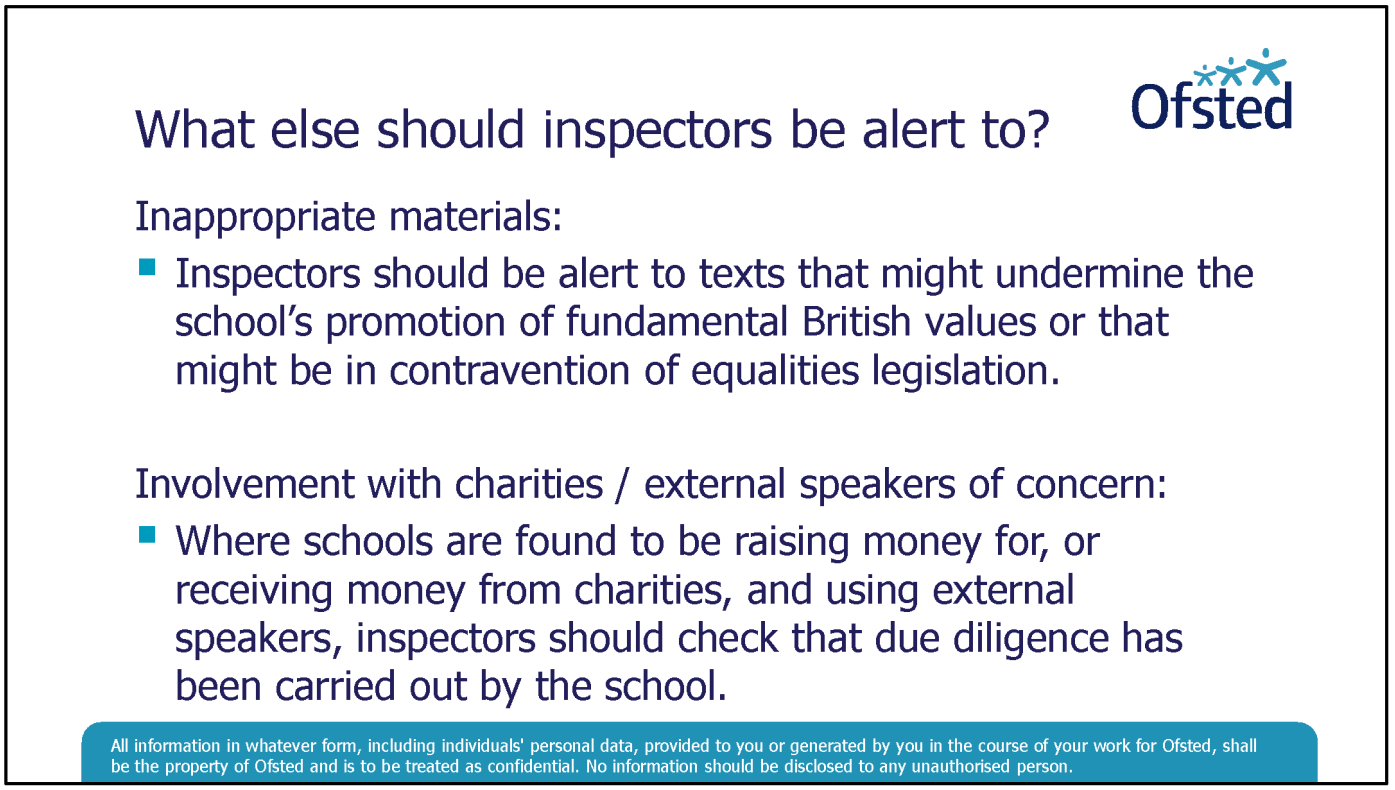
We might explore if leaders' assessment of risk has had an impact on staff training, IT filtering/monitoring policies.

As a minimum, the DSL must be trained in Prevent and be able to provide advice and support to other staff. It is up to schools to decide who needs Prevent training and remember that Ofsted has no preferred package of **Prevent training.** On inspection, we would be asking **how leaders have ensured staff are suitably trained**, and what the **impact** of that training is. We could also **test that out with staff** during our discussions: Most schools choose to have all staff trained, but if they have not – ask them about their rationale for who has been trained. They should be those who interact most frequently with pupils, and so may not be just teaching staff – it may include the admin team, for example if they meet with pupils or parents or book facilities used by external groups. IT technicians may also be trained to help understand the needs of the filtering and monitoring systems. So ask these people about what Prevent training they've had and what they understood from it.

Schools should have thought about how they reduce pupils' exposure to **permissive environments**, and creating an environment where radicalising ideologies are challenged and are not permitted to flourish - as put simply, this can help stop people from becoming terrorists or supporting terrorism. This might be through their IT policies, considering carefully who external speakers are, and through **building resilience through the curriculum**. (nb – this is new terminology – so we shouldn't expect everyone to be aware – but for instance, in a large secondary school, we might ask a question, as part of our safeguarding evidence-gathering, **what have they done in response to the latest changes in KCSIE which emphasise the importance of filtering and monitoring of IT systems? -** how the **IT systems** enable leaders to monitor the websites pupils are accessing, how successfully their **internet filters block** out inappropriate material and how they know.

An effective school will look for opportunities/points within the **curriculum** to deliver counter narratives linked to extremism – for example, linked to racism/bias etc. So you might want to explore that as part of evidence-gathering about **PD**, for instance, or through **discussions with teachers** if there is sufficient time.

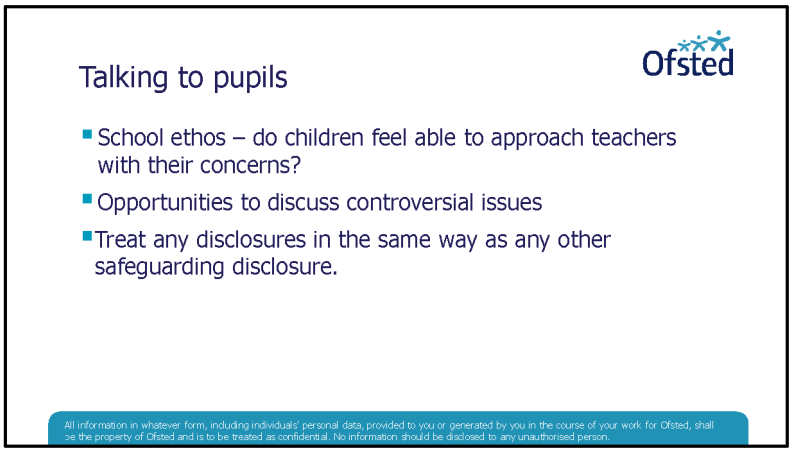
Remember that we cannot inspect beyond the law, and there are no requirements on schools to have a separate Prevent policy or risk assessment, or for ALL staff to be trained – so we shouldn't be asking for this on inspection, But of course, if such documentation and practice exists we are able to take a look. As ever, what is important is what is happening on the ground to keep children safe. If you have concerns, the Duty Desk is there to help.



Trainer notes: 1 minute

Here are some other things to keep an eye out for in inspection. We might remain alert to examples of **inappropriate material** in schools, such as books, posters/displays or programmes being watched, considering whether they raise questions about how effectively fundamental British values are promoted. You wouldn't be expected to review all of the materials available in a school library to check for inappropriate content. However, as you carry out deep dives, for example, you would want to be alert to materials that might potentially undermine fundamental British values or breach equalities legislation. This might suggest that extreme views are being promoted through the materials they are being exposed to. Remember that fundamental weaknesses in the promotion of fundamental British values is something that sits within the inadequate grade descriptors for personal development.

The second bullet isn't suggesting that you should be auditing the school's accounts. However, when talking to leaders, for example about opportunities for pupils' wider development, be alert to any charities they might be supporting via fundraising. How has the school satisfied itself that these charities are appropriate, and are not funding extremist groups or behaviours? Similarly, how are schools checking that any external speakers are not inappropriate, for example by undermining fundamental British values.



Trainer notes: 3 minutes

This slides gives us some points of focus when considering risks of radicalisation as part of the bigger picture about safeguarding.

When **talking to pupils**, we can quickly glean some really helpful information. **Do pupils feel able to talk to adults** about issues that concern them – this would indicate an **open culture** where potential worries about radicalisation or extremist behaviour would be able to be identified quickly. A **scenario-based approach** might be helpful in exploring pupils' understanding of extremism and radicalisation. What would they do if someone they knew was expressing extreme views around, for example, a religious or political topic? Would they be worried about that person? Who would they be able to talk to about it?– is there someone trusted they could speak to? Explore how those fundamental British values of respect and tolerance are actively and deliberately promoted through the curriculum.

It is interesting to reflect here on the parallels with Ofsted's rapid review into sexual abuse in schools which took place in summer 2021, following the testimonials shared on the Everyone's Invited website. During this work, it was really fascinating to see how pupils are not always comfortable to share concerns about their peers, sometimes for fear of getting them into trouble, even though they are worried – **the 'snitch' culture prevails**. So in our inspection work, we might want to be alert to how readily pupils say they would report concerns they might have about a peer demonstrating worryingly extremist views.

Do pupils have the **opportunity to discuss controversial issues**? Are they learning about the counter-narratives around extremist groups? Is this enabling them to develop an age-appropriate understanding of extremism and how to spot it? Is this helping pupils to manage their own risks and choices, and to be alert to others who are vulnerable?

We would treat any disclosure around Prevent on inspection in the same way as we would any other safeguarding disclosure; documenting it, informing the DSL, and escalating further if we were concerned the school would not act. And just to cover all our bases, if you have a concern about another inspector or a member of Ofsted staff, you should follow guidance in Ofsted's safeguarding and Whistleblowing policies by speaking to your line manager, a senior manager or an HR manager.

Summary

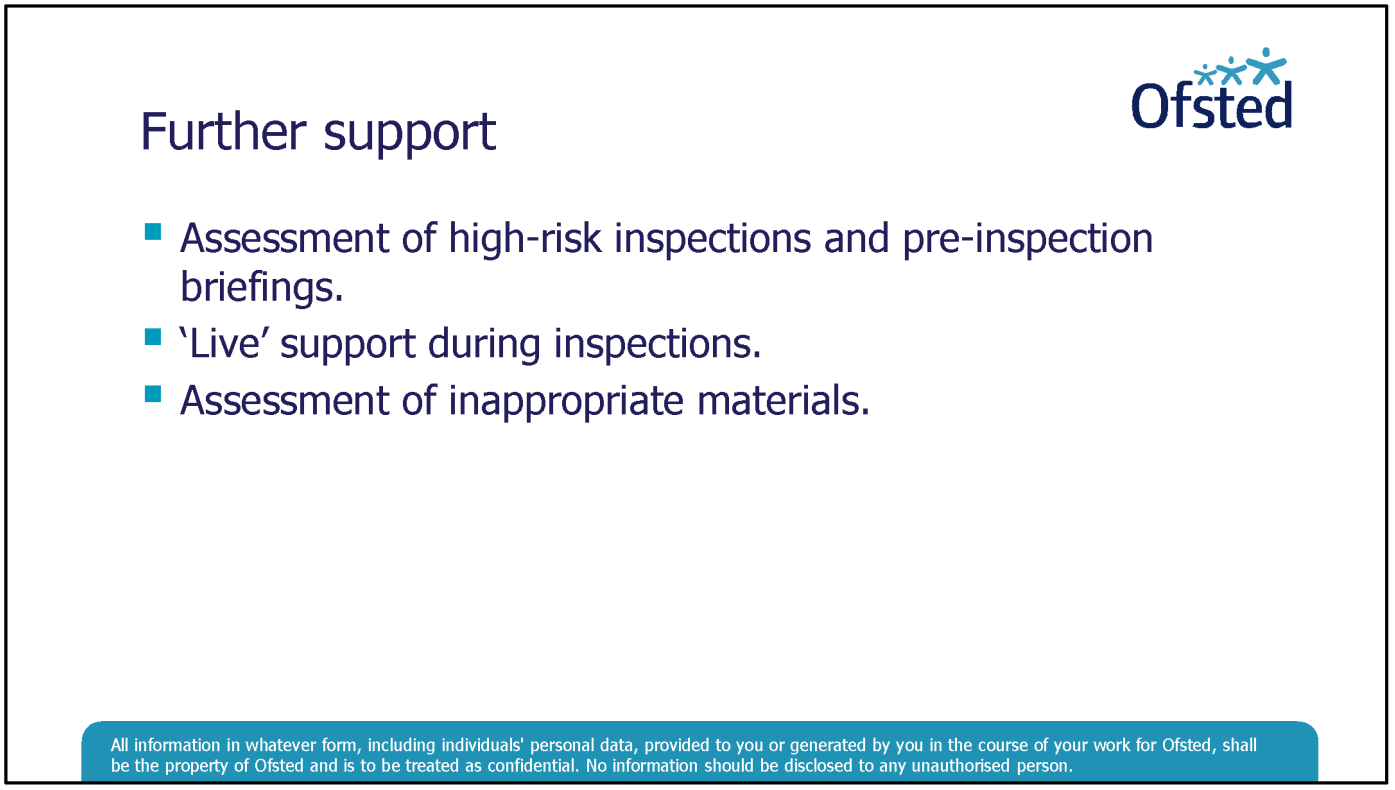
- Radicalisation and extremism is not a bolt-on or an extra set of questions to ask.
- This is not just an inner-city issue.
- There are obvious links with SMSC and FBV.
- Schools must be able to demonstrate both an awareness and understanding of the risk of radicalisation in their area.

All information in whatever form, including individuals' personal data, provided to you or generated by you in the course of your work for Ofsted, shall be the property of Ofsted and is to be treated as confidential. No information should be disclosed to any unauthorised person.

Trainer notes: 1 minute

So here are some reminders and top tips in relation to our work around radicalisation and extremism on inspection.

If an inspection identifies concerns about the school's work to prevent extremism and radicalisation, it would impact negatively on the inspection judgement. We would include reference to it in the published inspection report. In the past, retrieval work (where we review evidence bases from inspections) shows that only a small proportion of reports reference concerns that were identified in evidence bases about extremism.



Trainer notes: 30 seconds

Finally, just to mention that our colleagues in the independent and unregistered schools team are always happy to be contacted if you need any kind of support around potential extremism concerns linked to inspection. You would make your duty desk aware as a first action, who can then liaise with, or put you in contact with, [redacted] who is a SHMI in the unregistered schools team and would be able to provide useful advice.