

Annex 5

Preventing radicalisation and extremism

From 1 July 2015, schools and settings, must have 'due regard to the need to prevent people from being drawn into terrorism'. This is set out in Section 26 of the [Counter-Terrorism and Security Act 2015](#) and the accompanying [Prevent duty guidance](#) under section 29 of the Act. Although settings are not specifically included in the 2015 Act, it is regarded as good practice for them to have due regard for preventing people from being drawn into terrorism.

The context of the setting will affect the extent to which inspectors will need to consider the setting's work in this area. However, it is good practice for every setting to comply with the duty and inspectors should satisfy themselves that the provider is aware of the duty and acting appropriately.

Possible questions to consider:

- Does the provider's safeguarding policy take account of the duty to protect children and young people from radicalisation and extremism?
- Has the provider assessed the potential risk of radicalisation and extremism in their local area? Is the risk assessment available and is it being implemented?
- Are there clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised?
- How well does the provider co-operate with the police and local authorities where relevant?
- Do staff, responsible person/registered person understand what radicalisation means and why people may be vulnerable to being drawn into terrorism as a consequence of it?
- Are relevant members of staff aware of what measures are available to prevent people from becoming drawn into terrorism and how to challenge the extremist ideology that can be associated with it?
- Has the provider ensured that appropriate training has been given to staff? The provider's approach to training should take account of the level of risk in their local area.
- Does the provider know how to obtain support for children who may be being exploited by radicalising influences?
- Does the setting give due regard to developing tolerant attitudes