Churchside Federation

Preventing Extremism and Radicalisation Policy

Policy Type:	**Trust Policy**
Date Issued by MAT:	**04/05/2023**
Approved By:	**Trust Board (Joint Policy Development Committee)**
Approval Date:	**09/03/2023**
Review Date:	**March 2024**
Person Responsible:	**Head of Safeguarding**

Summary of Changes

The model policy has been revised to reflect these changes to the statutory guidance as outlined below.

Page Ref.	Section	Amendment	Date of Change
4	Statutory Duties Safer Recruitment	Amended to include reference to Keeping Children Safe In Education 2022. All hyperlinks checked and updated	Sept 2022
4	Related Policies	Amended to include reference to Safeguarding Policy 2022 and updated Trust policies	Sept 2022
4-9	All sections	Updated to include definitions and referral procedures	Sept 2022
	Appendices	All hyperlinks checked and updated	Sept 2022
	Throughout	Reviewed January 2023 no updates required	Jan 2023

Our Christian Ethos and Values

All policies within the Diocese of Norwich Education and Academies Trust whether relating to an individual academy or the whole Trust, will be written and implemented in line with our Christian ethos and values.

>**DNEAT**: We make no apologies for having high ambition for all, and we truly value the wider educational experience.
>
>We walk and talk our Christian values. That means we put people at the centre of the organisation and want to see them flourish and grow. Our schools are inclusive, welcoming those of all faiths and none.

Overall accountabilities and roles

The Trust has overall accountability for all its academies and staff. Through a Scheme of Delegation for each academy it sets out the responsibilities of the Trust, its Executive Officers, the Local Governing Body and the Executive Head Teacher. The Executive Head of each academy is responsible for the implementation of all policies of the Trust.

All employees of the Trust are subject to the Trust's policies.

Background

This 'Preventing Radicalisation Policy' is part of our commitment to keeping children safe. Since the 'Education and Inspections Act 2006' schools and academies have a duty to promote community cohesion. Over the last few years, global events have led to a growth of extremist viewpoints, including advocacy of violent extremism.

Academies and schools have an important part to play in both educating children and young people about extremism and recognising when pupils start to become radicalised.

Prevent is the Government's strategy to stop people becoming terrorists or supporting terrorism, in all its forms. Prevent works at the pre-criminal stage by using early intervention to encourage individuals and communities to challenge extremist and terrorist ideology and behaviour.

The Counterterrorism and Security Act (2015), places a duty on specified authorities, including schools and colleges, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). The Prevent duty reinforces existing duties placed upon educational establishments for keeping children safe by:

- Ensuring a broad and balanced curriculum is in place schools to promote the spiritual, moral, social and cultural development of pupils.
- Assessing the risk of pupils being drawn into extremist views.
- Ensuring safeguarding arrangements by working in partnership with local authorities, police and communities.
- Training staff to provide them with the knowledge and ability to identify pupils at risk.
- Keeping pupils safe online, using effective filtering and usage policies

Safeguarding children from all risks of harm is an important part of an academy's work and protecting them from extremism is one aspect of that.

Ethos

At Churchside Federation hereafter known as The Academy we ensure that through our vision, values, rules, diverse curriculum and teaching tolerance and respect for all cultures, faiths and lifestyles are promoted. The Trust Board and Local Governing Body also ensure that this ethos is reflected and implemented effectively in the academy policy and practice and that there are effective risk assessments in place to safeguard and promote pupils' welfare.

The academy has a duty to prepare our children for life in modern Britain and to keep them safe.
Pupils who attend the academy have the right to learn in safety. The academy does not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

Statutory Duties
The duty to prevent children and young people being radicalised is set out in the following documents;
- Counter Terrorism and Security Act (2015)
- Keeping Children Safe in Education (2022)
- Prevent Duty Guidance (2015)
- Working Together to Safeguard Children (2018)
- Home Office (2021) 'Channel Duty guidance: protecting people vulnerable to being drawn into terrorism'

Non-statutory Guidance
- Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools (DfE 2014)
- Improving the spiritual, moral, social and cultural (SMSC) development of pupils: supplementary information (DfE 2014)

Related Policies
- Online safety Policy
- Behaviour for Learning Policy (academy policy)
- Evacuation and Invacuation Policy
- Safeguarding Policy
- Equality Policy
- Lettings' Policy
- Personal, Social And Health Education (PSHE) Policy (academy policy)
- Spiritual, Moral, Social, Cultural (SMSC) Policy
- Staff Code of Conduct
- Visitors Policy (academy policy)
- Whistle-blowing Policy

Definitions

Extremism – is defined as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This includes calling for the death of members of the armed forces.

Radicalisation – is defined as the process by which an individual or group comes to support terrorism and extremist ideologies associated with terrorist groups.

Terrorism – is defined as violent threats or actions designed to influence government or intimidate the public with the purpose of advancing a political, religious or ideological cause. This includes endangering or causing serious violence to a person or people, serious damage to property, and seriously interfering or disrupting an electronic system.

British Values are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Roles and Responsibilities
Role of the Local Governing Body
It is the role of the Trust Board and the academy Local Governing Body to ensure that the academy meets its statutory duties with regard to preventing radicalisation.

The governing board will be responsible for:
- Ensuring the appropriate measures are in place to protect pupils from radicalisation.
- Ensuring the Prevent duty is seen as part of the school's wider safeguarding duties.

The Local Governing Body has a nominated person who will liaise with the Headteacher and other staff about issues to do with protecting children from radicalisation. (see Appendix 1 Prevent Risk Assessment and Action Plan Template)

Role of the Headteacher
- The overall implementation and management of this policy.
- Ensuring every staff member is familiar with the scope of this policy.
- Ensuring pupils are taught about British values through the curriculum.
- Ensuring the academy is a safe space in which pupils can understand and discuss sensitive topics, including terrorism and extremism, and are able to challenge these ideas.
- Undertaking a risk assessment to determine whether pupils are at risk of being drawn into terrorism.
- Identifying extremist risks in the local area.
- Ensuring any visitors and speakers at the academy are appropriate and vetted prior to them having access to pupils.

Role of the Designated Safeguarding Lead
The DSL, and any deputies, will be responsible for:
- Handling any referrals to the Channel programme and supporting staff who make referrals to Channel.

- Following up any referrals made to the Channel programme.
- Providing advice and support to staff on protecting pupils from the risk of radicalisation.
- Delivering staff training on the Prevent duty.
- Working with external agencies to support pupils at risk of being drawn into terrorism.
- Providing guidance to other staff members to help them support pupils at risk of being drawn into terrorism.
- Understanding local procedures for making a Prevent referral and making Prevent referrals where appropriate.
- Considering if it would be appropriate to share any information with a new academy or college in advance of a pupil leaving, e.g. if the pupil is currently receiving support through the 'Channel' programme and the information would allow the new setting to have support in place for when the pupil arrives.

Role of staff
All staff members will be responsible for:
- Being alert to the risk factors of extremism and radicalisation and any changes in a pupil's behaviour which could indicate that they may be in need of help or protection.
- Raising any concerns with the DSL (or any deputies, in their absence).
- Notifying the DSL (or any deputies, in their absence) when they make any referrals to the Channel programme.
- Engaging in staff training on the Prevent duty.
- Using their professional judgement to identify pupils who may be at risk of radicalisation and acting proportionately.

Safeguarding from extremism
The academy protects the right to freedom of expression. This policy is not intended or designed to restrict or prevent legitimate and lawful congregation or debate.
The academy has a dedicated DSL who deals with any incidents of extremism and/or terrorism within our academy community. As is the academy's responsibility under law, we will do our utmost to safeguard our pupils from being drawn into extremism and terrorism. The academy has strong relationships with our local safeguarding partners, and will involve them at the earliest opportunity if safeguarding issues arise.
The academy will encourage any pupil, parent, staff member or member of the wider academy community to speak to the DSL if they have concerns about:
- Pupils becoming radicalised.
- Groups, clubs or societies with extremist or radical views.
- Friends and/or families of pupils becoming radicalised or involved in extremism.
- Pupils planning to visit known areas of conflict.
- Members of the academy and wider community attempting to draw young and/or vulnerable pupils into extremism.

Visitors and speakers coming into the academy will be vetted prior to them having access to pupils. All materials handed out to pupils, whether by teachers or visitors and speakers, will be checked by the headteacher.

Pupil-led groups, clubs and societies will be subject to **monthly** unannounced inspections by our DSL.

Channel and Prevent

Channel, a key element of the Home Office's Prevent strategy, is a multi-agency approach to protect people at risk from radicalisation. The academy will work with the LA, local law enforcement, and religious and community leaders, to identify children vulnerable to radicalisation and to challenge extremism if it arises. This includes identifying pupils to whom any of the following criteria applies:

- Displaying feelings of grievance and injustice
- Feeling under threat
- Searching for identity, meaning and belonging
- Displaying a desire for status amongst their peers
- Displaying a desire for excitement and adventure
- Displaying a need to dominate and control others
- Displaying a susceptibility to indoctrination
- Displaying a radical desire for political or moral change
- Appearing susceptible to opportunistic involvement
- Having family or friends involved in extremism
- Appearing susceptible to being influenced or controlled by a group
- Displaying relevant mental health issues

The academy will cooperate with local panels involved in the Channel process. A representative of the academy will attend meetings as required to aid the mitigation of identified risk and vulnerabilities. This includes contributing towards the support plan and sharing information necessary and proportionate to the effective working of the panel.

Preventing radicalisation

The academy will assess the risk of pupils being drawn into terrorism through identifying the factors that affect children in the local area and knowing how to identify those at risk. Allegations and concerns of radicalisation and/or terrorism will always be taken seriously and staff will act proportionately, which may include making a Prevent referral.

Where appropriate, pupils will be helped to channel their desire for excitement and adventure into suitable and healthy activities.

Extremist propaganda is widely available online – the academy will ensure that British values are promoted regularly to encourage pupils to develop an appreciation of society. The academy will work with local religious and cultural organisations to instil a strong sense of identity in our pupils, as well as a clear place and purpose within the academy.

The academy recognises that pupils' parents and families are best placed to spot signs of radicalisation and, as such, will promote effective engagement with parents and families.

All internet activity that takes place on site will be recorded, as well as activity on any academy-owned computers, laptops and tablets off site, and appropriate filters will be installed to protect children from terrorist and extremist material online, in accordance with the Online Safety Policy. In accordance with KCSIE and our Child Protection and Safeguarding Policy, pupils will be taught about the importance of staying safe online through PSHE lessons.

We will always aim to integrate and engage every child within the academy community, and in the wider community. A range of different religious and cultural festivals will be celebrated across the year giving every pupil the opportunity to take part.

The academy will monitor and assess incidents which suggest pupils are engaging, or are at risk of engaging, in extremist activity and/or radicalisation. Where a pupil has been identified as at risk of radicalisation, the academy will take action proportionate to the incident or risk.

Making a judgement

Although extremist behaviour can be presented in many forms, the academy recognises the following as potential indicators of radicalisation or a susceptibility to radicalisation:

- Disclosure about extremist or radicalised behaviour by pupils – this could include exposure to materials outside of the academy
- Use of specific terms associated with certain ideological views, e.g. 'hate' language
- Intelligence reports from local and national agencies regarding the radicalisation of groups of people in the local area
- Focus on specific narratives that highlight particular extremist views
- Evidence of accessing online materials that include extremist materials
- Refusal to accept views expressed by others which is counter to the school's Equality Information and Objectives Policy
- Documented concerns raised by parents or family members about the changing behaviour of the pupil
- References to an extremist narrative in the pupil's work
- Disassociation from existing friendship groups
- A loss of interest in activities in which they previously engaged
- Behavioural characteristics, such as low self-esteem, isolation, and perceptions of failure and injustice
- Family tensions
- Events affecting their country or region of origin
- Alienation from UK values
- Grievance triggered by personal experience of discrimination
- Property damage
- Refusal to cooperate with the requests of teachers or other adults

When assessing whether a pupil is at risk of radicalisation, staff will ask themselves the following questions:

- Does the pupil have access to extremist influences through the internet?
- Does the pupil possess or actively seek extremist material?
- Does the pupil sympathise with, or support, extremist groups or behaviour in their speech or written work?
- Does the pupil's demeanour suggest a new social, religious or political influence, e.g. through jewellery or clothing?
- Has the pupil previously been a victim of discrimination or a religious crime?
- Has the pupil experienced any major disagreements with their peers, family or faith groups, leading to rejection, isolation or exclusion?
- Does the pupil display an irregular and distorted view of religion or politics?
- Does the pupil display a strong objection towards specific cultures, faiths or race?

- Is the pupil a foreign national awaiting a decision regarding deportation or immigration?
- Is there an irregular pattern of travel within the pupil's family?
- Has the pupil witnessed or suffered from trauma or violence in a war zone or through sectarian conflict?
- Is there evidence of a relative or family friend displaying extremist views?
- Has the pupil travelled for extended periods of time to international locations?
- Does the pupil have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the pupil display a lack of affinity or understanding for others?
- Is the pupil a victim of social isolation?
- Does the pupil have insecure, conflicted or absent family relationships?

Critical indicators include where a pupil is:
- In contact with extremist recruiters.
- Articulating support for extremist causes or leaders.
- Accessing extremist websites.
- In possession of extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining extremist organisations.
- Making significant changes to their appearance and/or behaviour.

The DSL, and any deputies, will undergo annual Prevent awareness training in order to provide advice and support to staff on protecting pupils from the risk of radicalisation. Staff will undergo annual Prevent awareness training, delivered by the DSL, in order to ensure that they are up-to-date to recognise indicators of radicalisation. Staff, including the DSL and any deputies, will also undergo regular training in response to any updates.
The academy will encourage staff to engage with online government resources, including the website Educate Against Hate, and the Prevent e-learning modules provided by the Home Office.

Making a referral
In accordance with the Trust Safeguarding Policy, if any member of staff has any concerns about a pupil, they will raise this with the DSL.
Parents will be contacted to discuss the issue and investigate where there are any mitigating home circumstances, unless doing so would put the pupil at further risk of harm. A decision will be made at this meeting to determine whether a referral should be made to the Channel programme. In most cases, the DSL will refer the case to the Channel programme where there is a radicalisation concern, as appropriate.

Staff members may make referrals to the Channel programme if they deem it necessary – the DSL will be notified in all cases and will support staff members who do so. Staff members will be informed that they may be asked to attend a Channel panel to discuss the pupil who has been referred to determine whether support is required. The LA's Channel

panel will decide which support, if any, is required and arrange for this support to be implemented.

The DSL will follow up any referrals and the pupil will be monitored for a period of time to determine whether there have been any changes in behaviour. Parents will be consulted during this period, unless doing so would put the pupil at further risk of harm.
If any concerns are raised, the DSL will contact the Channel programme to discuss further steps.
The DSL will record and retain all incidents for academy records in accordance with the Data Protection Act 2018 and the UK GDPR, as outlined in the Data Protection Policy.

Promoting fundamental British values
Through the national curriculum, the academy will:
- Teach our pupils a broad and balanced international history.
- Represent the cultures of all of our pupils.
- Teach a wide range of English and non-English literature.
- Commemorate World War 1 and 2.
- Discuss the UK's relations with the rest of Europe, the Commonwealth and the wider world.

Through our social, moral, spiritual and cultural programme, the academy will:
- Enable pupils to develop their self-knowledge, self-esteem and self-confidence.
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England.
- Encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the academy and to society more widely.
- Enable pupils to acquire a broad general knowledge of, and respect for, public institutions and services in England.
- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of, and respect for, their own and other cultures.
- Encourage respect for other people.
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

The academy will do this by:
- Including material on the strengths, advantages and disadvantages of democracy, and how democracy and the law work in Britain as part of our curriculum.
- Ensuring that all pupils within the academy have a voice that is listened to, e.g. by demonstrating how democracy works via a school council whose members are voted for by the pupils.
- Using opportunities such as general or local elections to hold mock elections to offer pupils the chance to engage in politics from an early age.
- Offering a debate club to provide pupils with the opportunity to learn how to argue and defend points of view.

- Using teaching resources from a wide variety of sources to help pupils understand a range of faiths.
- Considering the role of extra-curricular activities, including any activity run directly by pupils, in promoting fundamental British values.

Community links

The academy will engage in annual community round-table discussions with local community and religious leaders, and local law enforcement. Governing board meetings will include discussion about extremism and terrorism where appropriate.

The academy will operate an open-door policy for community members to report concerns. The academy will, where appropriate, partake in community festivals, religious celebrations and other events. The academy will select a range of charities to support across the year which represent our academy community, including local community groups.

Monitoring and review

This policy will be monitored by the Local Governing Body at least annually by receiving a report from the Designated Safeguarding Lead.

This is not a statutory policy and will be reviewed at an appropriate time not later than three years after being noted by the Local Governing Body.

Signed (Headteacher)
Sarah Godbold

Signed (Chair of Governors)
Michael Cross

Date

Appendix 1

Outcome	Risk/Vulnerability	Action to address risk	Owner	Evidence of progress	RAG*
Leadership					
The organisation takes ownership of extremism and radicalisation concerns and appropriate oversight of the Prevent agenda is provided	There is a lack of clarity within the organisation regarding a systemic approach to respond to the Prevent duty	The organisation has an identified single point of contact in relation to Prevent			
		Senior leadership team (SLT) and Governors have an understanding, shared with partners, of the potential risk in the local area to assess the risk of pupils being drawn into terrorism, including support for the extremist ideas that are part of terrorist ideology?			
		There is active engagement from the institution's Governors, SLT, managers and leaders.			
		Prevent is included within the institution's safeguarding policy.			
		Prevent is included within the institution's related policies (e.g. safer recruitment/ venue hiring/visitors /contractors).			
		Principles of the Prevent duty are included in new contracts for the delivery of services			

Outcome	Risk/Vulnerability	Action to address risk	Owner	Evidence of progress	RAG
Partnership					
The organisation proactively supports the multi-agency delivery of the Prevent duty across the county	The organisation delivers Prevent actions in isolation and good and weak practice is not shared across the county	Ensure safeguarding procedures work alongside those of the local authority and other partner agencies			
	The organisation does not effectively share information and vulnerable individuals are not given appropriate and possible support	Support the Channel project by attending and supporting multi agency Channel panel meetings where relevant			
		Internal and external procedures in place to share information about vulnerable individuals including information sharing agreements.			
The organisation has a clear understanding of the local risks related to extremism and radicalisation.	The organisation does not access available intelligence leading to a failure: a) to develop a comprehensive action plan; and, b) effectively support vulnerable individuals	The organisation works with partners to develop an understanding of the potential risk of the local area.			
		Seek involvement of local communities within Prevent and assess local impact of activity on these communities			

Outcome	Risk/Vulnerability	Action to address risk	Owner	Evidence of progress	RAG
Capabilities					
Staff (including those in contracted services) have a good understanding of Prevent and are able to recognise vulnerabilities	Vulnerable individuals will not be identified or supported and will therefore potentially be drawn further into radicalisation	Training programme including targets is planned with proportionate level of Prevent training determined for all staff groups			
		Staff attend appropriate training and training impact assessment is carried out			
		Places on WRAP 3 training are made available to partner agency staff and contractors			
Pupils develop spiritual, moral, social and cultural awareness and critical thinking in order to develop resilience and the ability critique extremist materials	Pupils do not have the critical thinking skills necessary to assess extremist promotional material and are vulnerable to radicalisation	School has a range of initiatives and activities that promote the spiritual, moral, social and emotional needs of children aimed at protecting them from radicalisation and extremist influences			
		Staff promote fundamental British values[1] in the delivery of the curriculum and extra-curricular activities and reflected in the general conduct of the school			
		The school curriculum includes components that help develop critical thinking skills around power of influence, particularly on-line and through social media.			
Staff understand the referral process into Channel and the role that it plays	Vulnerable individuals will not be linked in with appropriate levels of support. Knowledge and data regarding risk of radicalisation in Norfolk will not be monitored	All staff are aware of referral process; relevant information on Prevent duty and key personnel are readily accessible			
		The organisation monitors and reviews the number of referrals being initiated. This information is used to inform risk assessment process and subsequent actions			

Outcome	Risk/Vulnerability	Action to address risk	Owner	Evidence of progress	RAG
Resources					
The organisation's venues and resources do not provide a platform for extremists and are not used to disseminate extremist views	Online radicalisation, which can include accessing inflammatory material or online grooming, is an ever increasing danger and can affect even the most remote rural areas	Ensure that IT equipment owned by the organisation is covered by appropriate security software and firewalls to limit access to extremist material			
		IT policies are in place to ensure that students and staff are protected from terrorist related content			
		Internet safety awareness training/resources are accessible for staff pupils and carers			
	The use of the organisation's venues as a platform for extremists may be viewed as the expressed views being sanctioned by the organisation	Ensure compliance with the Equality Act 2010 so that buildings and spaces that they are responsible for are not used inappropriately			
		There is an effective policy/framework in place for managing visiting speakers			

* Status
Please assess by assigning as Red / Amber / Green:
Red: Significant issues identified; corrective action needed;
Amber: Underway, but problem or delay identified; being dealt with;
Green: On track, no significant problems

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[1] Fundamental British values include democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Appendix 2

Guidance for Schools: The Prevent Duty (Revised July 2019)

Schools are well placed to raise concerns and take action to prevent young people from being radicalised and drawn into extremism.

This guidance aims to raise awareness amongst education professionals of children who are vulnerable to radicalisation. It should be read together with the Prevent Duty Guidance produced by the Government.

What is Prevent?

Prevent is the Government's strategy to stop people becoming terrorists or supporting terrorism, **in all its forms**. Prevent works at the pre-criminal stage by using early intervention to encourage individuals and communities to challenge extremist and terrorist ideology and behaviour.

The Counter-Terrorism and Security Act (2015), places a duty on specified authorities, including schools and colleges, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). The Prevent duty reinforces existing duties placed upon educational establishments for keeping children safe by:

- Ensuring a broad and balanced curriculum is in place schools to promote the spiritual, moral, social and cultural development of pupils.
- Assessing the risk of pupils being drawn into extremist views.
- Ensuring safeguarding arrangements by working in partnership with local authorities, police and communities.
- Training staff to provide them with the knowledge and ability to identify pupils at risk.
- Keeping pupils safe online, using effective filtering and usage policies.

Warning Signs/Indicators of Concern

There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors. It is vital that school staff are able to recognise those vulnerabilities. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

Factors which may make pupils more vulnerable may include:

- **Identity Crisis:** the pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society.
- **Personal Crisis:** the pupil may be experiencing family tensions; a sense of isolation; low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging.
- **Personal Circumstances:** migration; local community tensions and events affecting the pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.
- **Unmet Aspirations**: the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life.
- **Experiences of Criminality**: involvement with criminal groups, imprisonment, poor resettlement or reintegration.

- **Special Educational Need**: pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

Pupils who are vulnerable to radicalisation may also be experiencing:
- Substance and alcohol misuse
- Peer pressure
- Influence from older people or via the Internet
- Bullying
- Domestic violence
- Race/hate crime

Behaviours which may indicate a child is at risk of being radicalised or exposed to extremist views could include:
- Being in contact with extremist recruiters and/or spending increasing time in the company of other suspected extremists;
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- Pupils accessing extremist material online, including through social networking sites;
- Possessing or accessing materials or symbols associated with an extremist cause;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Pupils voicing opinions drawn from extremist ideologies and narratives, this may include justifying the use of violence to solve societal issues;
- Graffiti symbols, writing or art work promoting extremist messages or images;
- Significant changes to appearance and/or behaviour increasingly centred on an extremist ideology, group or cause;
- Changing their style of dress or personal appearance to accord with the group;
- Attempts to recruit others to the group/cause;
- Using insulting to derogatory names for another group;
- Increase in prejudice-related incidents committed by that person – these may include:
  - physical or verbal assault
  - provocative behaviour
  - damage to property
  - derogatory name calling
  - possession of prejudice-related materials
  - prejudice related ridicule or name calling
  - inappropriate forms of address
  - refusal to co-operate
  - attempts to recruit to prejudice-related organisations
  - condoning or supporting violence towards others
  - Parental reports of changes in behaviour, friendship or actions and requests for assistance;
  - Partner schools, local authority services, and police reports of issues affecting pupils in other schools.

Mixed, Unclear, Unstable Ideologies
As we have seen in some recent tragic terror attacks, the motivations of the terrorists responsible sometimes remain unclear even after the event, so we need to pay due regard to this complex issue in order to better protect the public and prevent individuals from being drawn into extremism.

In some cases, the ideology is obvious, well embedded and appears to be the primary factor that is drawing an individual towards supporting or engaging in extremist activity. In these circumstances identifying and challenging that ideology is likely to be an essential part of how you would seek to reduce that individual's vulnerability, and the risk posed to themselves and to the public.

Ideological drivers can appear mixed, unclear or unstable. Anecdotal evidence suggests that this group commonly present with multiple and complex vulnerabilities (such as criminality, substance misuse, social isolation and poor mental or emotional health, and so on). In such cases it often appears that people are being drawn towards an extremist ideology, group or cause because it seems to provide them with a 'solution' to the other problems in their lives, or an outlet to express problematic and dangerous behaviours that they may have developed.
Individuals may:
- demonstrate an interest in multiple extremist ideologies in parallel;
- switch from one ideology to another over time;
- target a 'perceived other' of some kind (perhaps based upon gender or another protected characteristic), but do not otherwise identify with one particular terrorist ideology or cause;
- are obsessed with massacre, or extreme or mass violence, without specifically targeting a particular group (e.g. 'high school shootings'); and/or
- may be vulnerable to being drawn into terrorism out of a sense of duty, or a desire for belonging, rather than out of any strongly held beliefs.

Individuals whose ideological motivations are unclear, mixed or unstable, but who demonstrate a connection to, or personal interest in, extremism, terrorism or massacre, **should be given the same consideration for support** as those whose concerning ideological motivations are more consistent and obvious**.**
Key points to think about in terms of Prevent:
- consider those individuals who appear to have an interest in multiple, concurrent, and even contradictory extremist ideologies or causes, or who seem to shift from one extremist ideology / cause to another;
- do not necessarily rely on vulnerable individuals to be able to identify, understand or describe with coherence their own ideological motivations as a measure of the risk of being vulnerable to being drawn into terrorism; and,
- consider the possibility of an individual's obsessive interest in public massacres of any kind as a possible signal of vulnerability.

What can Schools do to prevent pupils becoming radicalised?
- Implement appropriate policies and procedures.
- Provide all staff with appropriate training that equips them with the skills to identify and respond appropriately to concerns regarding extremism and radicalisation;
- Assess the risk of pupils being drawn into extremist views. The risk assessment may include consideration of the school's curriculum, the use of school; premises by external agencies and any other local issues relating to the school community;
- Ensure that a broad curriculum is in place to deliver the spiritual, moral, social and cultural development of pupils.
- Encouraging young people to access appropriate advice, information and support.
- Implementing systems to keeping pupils safe from terrorist and extremist material when accessing the internet in school by using effective filtering and usage policies.

What to do if you suspect a child is at risk of radicalisation:
If you believe that someone is vulnerable to being exploited or radicalised, please follow the established safeguarding procedures in your school to escalate concerns to the appropriate people who can access support for the individual and refer concerns to Channel if appropriate.

Do:
- ✓ Take the issue seriously and recognise the potential risk of harm to the child.
- ✓ Act as quickly as possible to prevent a situation escalating.
- ✓ Follow your child protection procedures and talk to your Designated Safeguarding Lead (DSL) or, if unavailable, to the alternate designated person without delay in order to get support from other agencies.
- ✓ The DSL will consider what action to take and will follow the Norfolk Channel procedures by contacting CADS 0344 800 8021 as appropriate.
- ✓ If an allegation is made or information is received about another adult who works in the setting which indicates that they may be unsuitable to work with children because of concerns relating to extremism and radicalisation, inform the Headteacher or Chair of Governors immediately in line with the procedures outlined in our Safeguarding Policy and the Whistleblowing Policy.

Do not:
- ✗ Dismiss the concerns.
- ✗ Attempt to mentor or counsel the pupil you are concerned about without passing on the concerns to the DSL.

What is Channel?
Channel is an early intervention Multi-Agency panel designed to safeguard vulnerable individuals from being drawn into extremist or terrorist behaviour. Channel works in a similar way to existing Multi-Agency partnerships for vulnerable individuals. It is a voluntary process allowing the individual to withdraw from the programme at any time.

Who is Channel aimed at?
Channel is for individuals of any age who are at risk of exploitation by extremist or terrorist ideologues. Early intervention can prevent individuals being drawn into terrorist-related activity in a similar way to criminal activity such as drugs, knife or gang crime.

How does Channel work?
The Channel Panel is chaired by the local authority and works with Multi-Agency partners to collectively assess the risk to an individual and decide whether an intervention is necessary. If a Channel intervention is required, the Panel works with local partners including schools to develop an appropriate individualised support package. Partnership involvement ensures that those at risk have access to a wide range of support. The support package is monitored closely and reviewed regularly by the Channel Panel.

Further Guidance and references:

- [Prevent duty guidance: for England and Wales](#)
- [Prevent duty guidance: for further education institutions in England and Wales](#)
- [Norfolk Channel Procedures](#)/[Suffolk Channel Procedures](#)
- [The prevent duty: for schools and childcare providers](#), DfE (2015)
- ['Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools',](#) DfE (2014)

- *'Keeping Children Safe in Education'*, DfE (2021)
- '*Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children*', DfE (2018)
- 'Information Sharing: Advice for practitioners', DfE (2018)

Resources:

There are many organisations, groups and websites that provide resources to support schools with tackling radicalisation, extremism, intolerance, hate crime and other related topics. Here are some suggested resources:

- educate.against.~~hate~~ is the Government website providing practical advice to parents, teachers and school leaders on protecting children from extremism and radicalisation. The website includes links to a range of useful resources, good practice examples and suggested curriculum content.
- London Grid for Learning: Counter extremism narratives and conversations -This resource offers information, insights and advice through a series of videos which seek to help schools navigate the difficult subject of extremism.
- Show Racism the Red Card: Islamophobia education pack - This education pack is intended to accompany the Show Racism the Red Card "Islamophobia" DVD. The activities have been designed to help young people (from Key Stage 2 to adulthood) challenge stereotypes and prejudice towards Muslims.
- The Holocaust Centre: Hosts outreach programmes and teaching materials to educate young people about the Holocaust and share lessons on combating prejudice and racism.
- 1001 Inventions: This website examines the degree of shared heritage between the Muslim community and other communities in the UK, Europe and across the World.
- The Let's Talk About It: provides information enabling people to learn more about the Government's Prevent strategy with an aim to safeguard those who may be vulnerable to radicalisation. There is a range of supportive material on the website which also provides links to partner agencies to help people spot the signs of radicalisation at an early stage and provide communities with advice as to what to do.
- The Prevent Training Catalogue is produced by HM Government and provides a recommendation of different training courses that can aid Prevent awareness. These range from web-based learning to facilitators delivering workshops. The costs of these training packages are included.

Appendix 3: Glossary of Terms

'Extremism' is defined in the 2011 Prevent strategy as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

'Non-violent extremism' is extremism, as defined above, which is not accompanied by violence.

'Prevention' in the context of the Prevent duty means reducing or eliminating the risk of individuals becoming involved in terrorism. Prevent includes but is not confined to the identification and referral of those at risk of being drawn into terrorism into appropriate interventions. These interventions aim to divert vulnerable people from radicalisation.

'Radicalisation' refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

The current UK definition of **'terrorism'** is given in the Terrorism Act 2000 (TACT 2000). In summary this defines terrorism as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

'Terrorist-related offences' are those (such as murder) which are not offences in terrorist legislation, but which are judged to be committed in relation to terrorism.

'Vulnerability' describes the condition of being capable of being injured; difficult to defend; open to moral or ideological attack. Within Prevent, the word describes factors and characteristics associated with being susceptible to radicalisation.