



# **Kessingland Church of England Primary Academy**

## **Preventing Extremism and Radicalisation Policy**

<b>Policy Type:</b>	<b>Trust Core Policy</b>
<b>Approved By:</b>	<b>Trust Board</b>
<b>Approval Date::</b>	
<b>Review Date:</b>	<b>September 2022</b>
<b>Person Responsible:</b>	<b>Trust Safeguarding Lead</b>



### Summary of Changes

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

<b>Page Ref.</b>	<b>Section</b>	<b>Amendment</b>	<b>Date of Change</b>
4	Statutory Duties Safer Recruitment	Amended to include reference to Keeping Children Safe In Education 2020 All hyperlinks checked and updated	August 2020
4	Related Policies	Amended to include reference to Safeguarding Policy 2020	August 2020
7	Referral process	Links to Prevent National Referral Form	August 2020

## **Roles and Accountabilities**

The Trust is accountable for all policies across its Academies. All policies whether relating to an individual academy or the whole Trust will be written and implemented in line with our ethos and values as articulated in our prospectus. We are committed to the provision of high quality education in the context of the Christian values of service, thankfulness and humility where individuals are valued, aspirations are high, hope is nurtured, and talents released.

A Scheme of Delegation for each academy sets out the responsibilities of the Local Governing Body and Principal / Head Teacher. The Principal / Head Teacher of each academy is responsible for the implementation of all policies of the Academy Trust.

## **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 Kessingland Church of England Primary 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 (2020)
- Prevent Duty Guidance (2015)
- Working Together to Safeguard Children (2018)

## **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**

- E-Safety and ICT acceptable use Policy
- Behaviour for Learning Policy (academy policy)
- Safeguarding Policy 2019
- Equality Policy
- Lettings' Policy
- Personal, Social And Health Education (PSHE) Policy
- Spiritual, Moral, Social, Cultural (SMSC) Policy
- Staff Code of Conduct
- Visitors Policy (academy policy)
- Whistle-blowing Policy

## **Definitions**

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.

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

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 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**

It is the role of the Headteacher to:

- ensure that the academy and its staff respond to preventing radicalisation on a day-to-day basis,
- ensure that the academy's curriculum addresses the issues involved in radicalisation

- ensure that staff conduct is consistent with preventing radicalisation

### **Role of the Designated Safeguarding Lead**

It is the role of the designated safeguarding lead to:

- ensure that staff understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns
- receive safeguarding concerns about children and young people who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation
- make referrals to appropriate agencies with regard to concerns about radicalisation
- liaise with partners, including the Trust and the police
- report to the local governing body on these matters

### **Role of staff**

It is the role of staff to understand the issues of radicalisation, to recognise the signs of vulnerability or radicalisation and know how to refer their concerns.

### **Curriculum**

The Academy is committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our pupils to be inquisitive learners who are open to new experiences and are tolerant of others.

The academy's curriculum prevents pupils from becoming radicalised in the following ways: Children at Kessingland Church of England Primary Academy are privy to a host of avenues where radicalisation and extremism is discussed: children have assemblies where they are taught about having their own voice and not always heeding the views of other people, especially if they have doubts about them. The PSHE and RE curriculum covers aspects of radicalisation and extremism, as well as the close links to bullying rights and wrongs. Our Values are taught across all Key Stages and children learn about the right and wrongs in society.

These values support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere. Teaching the academy's and the Trust's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

### **Internet Safety**

The internet provides children and young people with access to a wide range of content, some of which is harmful. Extremists use the internet, including social media, to share their messages. The filtering systems used in the academy blocks inappropriate content, including extremist content and filters out social media, such as Facebook. Searches and web addresses are monitored and the ICT technicians will alert senior staff where there are concerns and prevent further access when new sites that are unblocked are found.

Where staff, students or visitors find unblocked extremist content they must report it to a senior member of staff.

We are aware that children and young people have access to unfiltered internet when using their mobile phones and staff are alert to the need for vigilance when pupils are using their phones. The e-Safety and ICT Acceptable Use Policy refers to preventing radicalisation and related extremist content. Pupils and staff are asked to sign this policy annually to confirm they have understood what is acceptable.

Pupils and staff know how to report internet content that is inappropriate or of concern.

### **Staff Training**

Staff will be given training to help them understand the issues of radicalisation, to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. This information also forms part of induction safeguarding training. Staff are updated as necessary in weekly safeguarding briefings.

### **Safer Recruitment**

We ensure that the staff we appoint to the academy are suitable, our recruitment procedures are rigorous, and we follow the statutory guidance published in part 3 of Keeping Children Safe in Education (2020). Vetting and barring checks are undertaken on relevant people, including governors and volunteers.

### **Visitors**

Visitors to the academy are made aware of our safeguarding and child protection policies on arrival at the academy and are given information about what to do if they are concerned about any aspect of child welfare.

Visitors who are invited to speak to pupils will be informed about our preventing extremism policy and relevant vetting checks are undertaken. We undertake due diligence to ensure that visiting speakers are appropriate. Speakers will be supervised at all times and will not be allowed to speak to children without a member of staff being present.

Staff must not invite speakers into the academy without first obtaining permission from the Headteacher.

### **'No Platform for Extremists'**

The academy is vigilant to the possibility that out-of-hours hire of the academy premises may be requested by people wishing to run an extremist event. The academy does not accept bookings from individuals or organisations that are extremist in their views and will seek advice from the Trust in the event of any concerns with contact from such external bodies.

### **Signs of Vulnerability**

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are number of signs that together increase the risk. Signs of vulnerability include:

- underachievement
- being in possession of extremist literature
- poverty
- social exclusion
- traumatic events
- global or national events
- religious conversion
- change in behaviour
- extremist influences
- conflict with family over lifestyle
- confused identify
- victim or witness to race or hate crimes

- rejection by peers, family, social groups or faith

### **Recognising Extremism**

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside the academy
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, artwork or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

### **Referral Process**

Staff and visitors to the academy must refer all concerns about children and young people who show signs of vulnerability or radicalisation to the Designated Safeguarding Lead using the usual methods for reporting other safeguarding concerns.

When there are significant concerns about a pupil, the Designated Safeguarding Lead in liaison with the Headteacher will make a [referral](#) to the appropriate body.

### **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 ratification by the local governing body.

Signed (Headteacher)

Signed (Chair of Governors)



Date

## Appendix 1

Outcome	Risk/Vulnerability	Action to address risk	Owner	Evidence of progress	RAG*
<b>Leadership</b>					
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	SLT	Sarah Smith is the Prevent Lead	
		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?	SLT COG	SLT have prioritised PREVENT by asking all staff to complete Channel training. SS and LH have attended WRAP training.	
		There is active engagement from the institution's Governors, SLT, managers and leaders.	SLT COG	All staff including governors read the Prevent Policy as part of the induction process.	
		Prevent is included within the institution's safeguarding policy.	SLT	There is a trust wide policy in place for Prevent.	
		Prevent is included within the institution's related policies (e.g. safer recruitment/ venue hiring/visitors /contractors).	SLT	Prevent is included in the relevant policies (Trust wide)	
		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
<b>Partnership</b>					
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  The organisation does not effectively share information and vulnerable individuals are not given appropriate and possible support	Ensure safeguarding procedures work alongside those of the local authority and other partner agencies	SLT	All staff are aware of the local safeguarding procedures regarding Prevent duty in Suffolk.	
		Support the Channel project by attending and supporting multi agency Channel panel meetings where relevant	SLT	School would be happy to attend Channel panel meetings where relevant. SS/LH have recently attended WRAP training.	
		Internal and external procedures in place to share information about vulnerable individuals including information sharing agreements.	SLT	Procedures in place and outlined in the Prevent and Safeguarding policies.	
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.	SLT	As part of Annual Safeguarding Conference attended by SS/LH sessions linked to Suffolk issues.	
		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
<b>Capabilities</b>					
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	SLT	All staff complete online Channel training and is part of safeguarding training.	
		Staff attend appropriate training and training impact assessment is carried out	SLT	Appropriate training is in place for all staff.	
		Places on WRAP 3 training are made available to partner agency staff and contractors	SLT	WRAP training has been completed by members of staff as part of training cycle.	
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	SLT	Children are privy to a host of avenues where radicalisation and extremism is discussed: children have assemblies where they are taught about having their own voice and not always heeding the views of other people, especially if they have doubts about them. The PSHE and RE curriculum covers aspects of radicalisation and extremism, as well as the close links to bullying. Our Values are taught across all Key Stages and children learn about the right and wrongs in society.	
		Staff promote fundamental British values <sup>1</sup> 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	All staff are aware of referral process; relevant information on Prevent duty and key personnel are readily accessible	SLT	All staff have completed online Channel training. Records and certificates show dates of training.	
		The organisation monitors and reviews the number of referrals being initiated. This		Prevent recording forms are in place and will be monitored and reviewed	

	of radicalisation in Norfolk will not be monitored	information is used to inform risk assessment process and subsequent actions		in line with other safeguarding referrals.	
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	RM	All computers are fitted with appropriate security software and firewalls. Fortiguard and E-Safe.	
		IT policies are in place to ensure that students and staff are protected from terrorist related content	SLT	Relevant Trust wide ICT and acceptable use policy is in place.	
		Internet safety awareness training/resources are accessible for staff pupils and carers	Online Safety Lead	All staff have completed online safety training	
	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	SLT	The school is not used by any external parties or organisations.	
		There is an effective policy/framework in place for managing visiting speakers	SLT	There is a visitor policy in place. All visitors are monitored and induction is in place.	

\* 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;

<sup>1</sup> Fundamental British values include democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

**Green:** On track, no significant problems

## 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 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:**

- X Dismiss the concerns.
- X 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 \(2020\)](#)
- ['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.

