# LEARNING OPPORTUNITIES
## TACKLING EXTREMISM & RADICALISATION POLICY INCLUDING PREVENT DUTY

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The Tackling Extremism & Radicalisation Policy has been written and approved by a team with a range of experience and will be reviewed annually.

Previous Review Date:          January 2025
Next Review Date:              January 2026

Amendments may be made and shared with staff at any time in accordance with revised legislation or guidance.

## LEARNING OPPORTUNITIES PREVENT LEAD

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The Prevent Lead is responsibility for security, including checking visitors to the school, ensuring record keeping is compliant and that appropriate checks are completed.  Some of these duties may be delegated to other members of the Leadership Team.

## KENT CONTACT DETAILS

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Strategic lead for Prevent and Channel at Kent County Council, Chair of Kent and Medway Channel Panel. Chair of Southeast Prevent and Channel Chairs meeting. Lead officer for Kent Community Safety Agreement priority of Preventing Extremism and Hate.

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Manages delivery of Prevent and Channel activity across Kent and Medway. Promotes and delivers the Prevent Strategy across both statutory and non-statutory partners. Develops and oversees the Prevent partnership plan and Counter Terrorism Situational Risk Assessment. Co-chair of the Kent and Medway Cross Directorate Groups. Delivers Prevent support and training to a range of agencies.

**Nadine Permaul - Prevent Community Engagement Officer (PCEO)**
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Supporting Kent and Medway communities and encouraging engagement with Prevent. Promoting awareness and addressing misconceptions of Prevent to build resilience and confidence within communities. Improving outreach and awareness and working with partners to ensure local and emerging needs are addressed.

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Supporting educational establishments across Kent and Medway up to secondary level to implement Prevent through teaching, training, and guidance. Partnership working with the Department of Education and network of PEO's.

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# A SUMMARY OF GOVERNMENT DEFINITIONS

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|---|---|
| **Terrorism** | The Terrorism Act 2000 defines terrorism, both in and outside of the UK, as the use or threat of one or more of the actions listed below, and where they are designed to influence the government, or an international governmental organisation or to intimidate the public. The use or threat must also be for the purpose of advancing a political, religious, racial or ideological cause.<br><br>The specific actions included are:<br><br>• serious violence against a person;<br>• serious damage to property;<br>• endangering a person's life (other than that of the person committing the action);<br>• creating a serious risk to the health or safety of the public or a section of the public; and<br>• action designed to seriously interfere with or seriously to disrupt an electronic system.<br><br>The use or threat of action, as set out above, which involves the use of firearms or explosives is terrorism regardless of whether or not the action is designed to influence the government or an international governmental organisation or to intimidate the public or a section of the public.<br><br>Action includes action outside the United Kingdom.<br><br>It is important to note that in order to be convicted of a terrorism offence a person doesn't actually have to commit what could be considered a terrorist attack. Planning, assisting and even collecting information on how to commit terrorist acts are all crimes under British terrorism legislation. |
| **Extremism** | **New definition of extremism (2024) - GOV.UK**<br><br>Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:<br><br>▪ negate or destroy the fundamental rights and freedoms of others; or<br>▪ undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or<br>▪ intentionally create a permissive environment for others to achieve the results in (1) or (2). |
| **Radicalisation / Online Radicalisation** | Is the process of a person legitimising support for, or use of, terrorist violence.<br><br>Online radicalisation describes situations where the internet is believed to have played a role in a person's radicalisation pathway. The internet can play two broad roles in radicalisation (offering mechanisms often unavailable to people offline). These are: exposure to extremist and terrorist content and socialisation within 'likeminded' networks. Often this is facilitated by highly permissive environments online. |

## POLICY STATEMENT

This policy should be read alongside:

- Keeping Children Safe in Education (Part One or Annex A as appropriate).
- Safeguarding / CP Policy
- Online Safety Policy
- 'Working together to safeguard children'
- DfE - managing the risk of radicalisation

The Leadership Team and Designated Safeguarding Leads (DSLs), must also familiarise themselves with:

- Safer Recruitment policy
- Keeping Children Safe in Education
- The Prevent duty: safeguarding learners vulnerable to radicalisation

'**Vulnerable**' to extremist ideology and radicalisation has been changed to '**Susceptible**' to extremist ideology and radicalisation.

Learning Opportunities is fully committed to safeguarding and promoting the welfare of all its students. Every member of staff recognises that safeguarding is everyone's responsibility, and that radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. This policy statement is one element within our whole school approach to safeguarding and protecting the welfare of students.

The Leadership Team is actively involved in the life of the school, supporting students and their families. They take an active role in holding the school to account for the safety and well-being of students. Subject teachers ensure that the aspirations, ambitions and enrichment of students' learning is extensive and that the principles of equality for all groups and abilities are upheld.

This guidance sets out our beliefs, strategies and procedures to protect susceptible individuals from being radicalised or exposed to extremist views, by identifying who they are and promptly providing them with support.

Both students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility. Free speech that is designed to manipulate, or that leads to violence and harm of others, goes against the moral principles in which freedom of speech is valued.

There is no place for an acceptance of extremist views of any kind in our school, whether from internal sources – students or staff - or external sources – external agencies, visitors or other individuals. We recognise that if we fail to challenge extremist views, we are failing to protect our students.

As a school we recognise the growing risk in relation to radicalisation and extremism and that children and young people who are looked after, neurodivergent, have additional needs and/or disabilities can be particularly vulnerable.

We acknowledge the vital role adults have in protecting students from the risks of extremism and radicalisation, a role which is underpinned by the duty in the Counter-Terrorism and Security Act 2015 "to have due regard to the need to prevent people from being drawn into terrorism". Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which

can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit.

## PURPOSE

For Learning Opportunities to fulfil the Prevent duty, it is essential that staff can identify students who may be vulnerable to radicalisation and know what to do when they are identified. Protecting students from the risk of radicalisation is seen as part of our wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

Throughout the school, staff ensure that they secure a balanced presentation of political issues. Students' resilience to radicalisation is built by promoting fundamental British values and enabling them to challenge extremist views. It is important to emphasise that the Prevent duty is not intended to stop students talking about or debating controversial issues. We provide a safe and supportive environment where students and staff can understand and discuss sensitive topics, including the risks associated with terrorism and the extremist ideas that are part of terrorist ideology, and develop the knowledge and skills to be able to challenge extremist arguments at an age-appropriate level.

## POLICY AIMS

Learning Opportunities Tackling Extremism and Radicalisation Policy is intended to provide a framework for dealing with issues relating to susceptibility, radicalisation and exposure to extreme views. This policy sets out how the school will deal with such incidents and identifies how the curriculum and ethos underpins our actions.

Early intervention is vital, and staff must be aware of the established processes to refer concerns about individuals and/or groups. It is important that everyone has the confidence to challenge and the confidence to intervene. It is also essential that we ensure that we have strong safeguarding practices based on the most up-to-date guidance and best practice.

**The main aims of this policy are to:**

- ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen here and ensure that we work alongside other professional bodies and agencies to ensure that our students are safe from harm.

- All staff will know what the school policy is on tackling extremism and radicalisation, including how to report concerns, and will follow the policy guidance swiftly when issues arise.

- All students will understand the dangers of radicalisation and exposure to extremist views; building resilience against these and knowing what to do if they experience them.

- All parents/carers and students will know that the school has policies in place to keep students safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.

**RECRUITMENT** (Refer to Safer Recruitment policy)

We will apply safer recruitment best practice principles and sound employment practice to ensure that the staff we appoint to the school are suitable. Our recruitment procedures are rigorous and aim to deter unsuitable candidates.

The arrangements for recruiting all staff, permanent and volunteers follow government guidance on safer recruitment best practice in education settings, including, but not limited to, ensuring that DBS checks are always made at the appropriate level, that references are always received and checked and that a Single Central Record of such vetting checks is maintained.

Learning Opportunities is alert to the possibility that persons may seek to gain positions within our school in an attempt to unduly influence our school's character and ethos. Therefore, by adhering to safer recruitment best practice, and by ensuring that there is an ongoing culture of vigilance within our school and staff team, we will minimise the opportunities for extremist views to prevail.


**TRAINING**

The statutory guidance refers to the importance of Prevent awareness training to equip staff to identify students and give them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas, which can be used to legitimise terrorism and are shared by terrorist groups.

Learning Opportunities will:

- ensure all newly appointed staff, as part of their induction, complete training that could help them prevent students being radicalised into terrorism.
- develop INSET opportunities to ensure that all staff understand the factors that lead people to support terrorist ideologies or engage in terrorist-related activities. Staff will be aware of the threats, risks and vulnerabilities that are linked to radicalisation, be aware of the process of radicalisation and how this might be identified early on and be aware of how we can provide support as a school to ensure that our students are resilient and able to resist involvement in radical or extreme activities.
- ensure the Designated Safeguarding Leads (DSL) / Prevent lead receive more in-depth training, including on extremist and terrorist ideologies, how to make referrals and how to work with Channel panels. This will be updated at least every two years
- Include Prevent awareness training as a key part of our safeguarding training and will be undertaken every 2 years.
- follow the recommendations of the Local Authority.

**Government training courses include:**
Awareness
Referrals
Channel or Prevent Multi-Agency Panel (PMAP) course
Refresher awareness


[https://www.support-people-susceptible-to-radicalisation.service.gov.uk/](https://www.support-people-susceptible-to-radicalisation.service.gov.uk/)

## UNDERSTANDING & IDENTIFYING RADICALISATION RISKS IN THE SCHOOL SETTING

There is no single route to radicalisation and no single way to identify whether a child is likely to be susceptible; background factors combined with specific influences, such as family and friends may contribute to a child's vulnerability.

Radicalisation is not a linear process and can occur through many different methods and combinations of methods, such as, online, via social media or in settings, such as, within the home, local groups etc.

To safeguard students who are susceptible to radicalisation, the designated safeguarding leads (DSLs) will take a risk-based approach and consider an individual's behaviour in the context of wider influencing factors and vulnerabilities.  The DSL will tell the police immediately if they think a student:

- is about to put themselves or others in immediate danger
- appears to be involved in planning to carry out a criminal offence

## Understanding the Context

The DSLs should understand the risk of radicalisation in their area and setting. This risk will vary greatly and can change quickly, but nowhere is risk free. The DSLs will engage with local safeguarding partners including the police, local authority and local and regional Prevent Co-ordinators (where applicable) to develop up-to-date understanding of the local risks and context.

'Peer relationships are increasingly influential during adolescence, setting social norms which inform young people's experiences, behaviours and choices and determine peer status. These relationships are, in turn, shaped by, and shape, the school, neighbourhood and online contexts in which they develop. So, if young people socialise in safe and protective schools and community settings, they will be supported to form safe and protective peer relationships. However, if they form friendships in contexts characterised by violence and/or harmful attitudes these relationships too may be anti-social, unsafe or promote problematic social norms as a means of navigating, or surviving in, those spaces' (Contextual safeguarding Briefing, Carlene Firmann, 2017).

Young people's peer groups, communities and social media activity are either key risk factors or key protective factors. For example, if a young person socialises with peers who have a positive influence on their thinking and behaviours, this will more than likely protect them within their communities and neighbourhoods. Likewise, if young people socialise with peers who are themselves involved in risky activities or who hold extremist views, this too may impact on the young person's safety and wellbeing in the community and their neighbourhoods.

## Identifying Radicalisation

The levels of risk are:

- low risk
- at risk
- medium risk
- high risk

This guidance provides information designed to help in the consideration of indicators of risk and to support what response is appropriate and proportionate. These indicators are a guide to help make a professional judgement.

Wherever there is doubt, a Prevent referral will be made.


## MEETING OUR RESPONSIBILITIES

Staff are often in a unique position, through their knowledge and regular interaction with students, to be able to identify concerning behaviour changes. Learning Opportunities will not only be alert to violent extremism but also non-violent extremism, including certain divisive or intolerant narratives which can reasonably be linked to terrorism.

Where there are concerns of extremism or radicalisation, students and staff will be encouraged to make use of our internal systems to whistleblow or raise any issue in confidence. Please refer to our separate Whistleblowing policy.

The Proprietor will ensure that Learning Opportunities is able to demonstrate compliance with the requirements of the PREVENT Duty.

Section 26 of the Counter Terrorism and Security Act 2015 places a duty on schools in the exercise of their functions to have "due regard to the need to prevent people from being drawn into terrorism".

### Preventing Radicalisation & Extremism

All members of the school community are alert to indications and risks, provide a curriculum that addresses the issues involved in radicalisation and ensure that conduct is consistent with preventing radicalisation.

Any concerns about a team member in relation to radicalisation or extremism must be reported to the DSL and the Proprietor must be informed.

Staff have a duty to promote an environment that is diverse and multicultural, but where views which are outside of mainstream society and single out a particular faith, religion, race or gender are not tolerated. Any form of discriminatory language will be challenged.

The Leadership Team will ensure that their approach is in line with the Contest Strategy best practice guidance, and that the 'four P' approach is understood: Prevent: to stop people becoming terrorists or supporting terrorism. Pursue: to stop terrorist attacks. Protect: to strengthen our protection against a terrorist attack. Prepare: to mitigate the impact of a terrorist attack.

Learning Opportunities are required in our functions to:

- Know about and identify early indicators in students.
- Develop the confidence to challenge and intervene.
- Assess the risk of our students being drawn into terrorism and terrorist ideology.

- Have clear protocols and keep records.
- To be monitored by Ofsted in how we exercise these duties.

The statutory guidance on the Prevent Duty summaries the requirements on us in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

There are a number of practical things that as a school we need to do to prevent students being drawn into terrorism and to challenge extremist idea, these include: carrying out a risk assessment, working in partnership, training staff and having appropriate IT policies and practices in place.

## Risk Assessment

Learning Opportunities will perform a risk assessment which assesses how students or staff may be at risk of being radicalised into terrorism, including online. Where specific risks are identified, we will develop an action plan to set out the steps we will take to mitigate the risk.

We will assess and monitor the risk of students being drawn into terrorism; the general risks may vary from area to area, and according to their age, local threat and proportionality. Learning Opportunities recognise we are in an important position to identify risks within our local context. We will work alongside other agencies to identify and share potential risks within the local area.

- Staff will be aware of the increased risk of online radicalisation, as extremist and terrorist organisations seek to radicalise young people through the use of social media and the internet.

- There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, we will be alert to changes in student's behaviour which could indicate that they may be in need of help or protection. Students at risk of radicalisation may display different signs or seek to hide their views.

- Staff will use their professional judgment in identifying students who might be at risk of radicalisation and act proportionately in consultation with the DSL.

Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. The Prevent duty does not require us to carry out unnecessary intrusion into family life but as with any other safeguarding risk, we will take action when we observe behaviour of concern.

We will identify the most appropriate referral, which could include Channel or Children's Social Care, for example, based on the identified level of risk.

## Working in Partnership

The Prevent duty builds on existing local partnership arrangements.  Learning Opportunities will work with local partners, families and communities in our efforts to ensure our school understands and embraces our local context and values in challenging extremist views, and to assist in the broadening of our student's experiences and horizons.  We will:

- follow the procedures set out by the Kent Safeguarding Children's Multi-Agency Partnership (KSCMP) with reference to safeguarding & promoting the wellbeing of children and young people who are deemed to be susceptible to extremism

- work with the Local Authority and with other agencies in making sure we undertake our duties under Prevent to identify and support students;
- encourage effective engagement with our parents/carers as they are in a key position to spot signs of radicalisation. We recognise that it is important to assist and advise families who raise concerns and point them in the right direction for support.

**Computing / IT Policies** – refer to Online Safety policy

Students do not need to meet people to become involved in extremist views and beliefs. The internet and the use of social media is increasingly being used by extremist groups to radicalise young people. These groups will often offer young people solutions to their feelings of being misunderstood, not listened to, or being treated unfairly.

The statutory guidance makes clear the need for schools to ensure that students are safe from terrorist and extremist material when accessing the internet in school. Learning Opportunities will:

- ensure that appropriate levels of filtering are in place. The school uses educational filtered secure broadband connectivity through a recognised web filtering solution, which is appropriate to the age and requirement of our students. Smoothwall filtering systems block sites that fall into categories such as racial hatred, extremism, and sites of an illegal nature.
- ensure staff are vigilant when students are using their mobile phones and other devices. Any concerns content must be reported immediately to the DSL.
- ensure access to social media sites / chat rooms are blocked on the school network.
- ensure Internet safety remains integral to our IT curriculum, and we will provide training for our staff and students where appropriate.
- help students to keep safe online and consider the impact of social media networking sites with additional consideration to the threat of exposure to extremism and radicalisation.
- work in accordance with the guidelines around monitoring and auditing staff and student's usage of the internet when in School. Within the school we use Securus, which is an online monitoring system specifically designed to help implement and enforce safeguarding policies as well as acting as a deterrent. In using this system, we are able to respond quickly to potentially serious or disruptive situations, decide on the most appropriate actions to take and define boundaries so that students understand what is expected of them.
- update Kent Prevent Education Officer (PEO) of any incidents of terrorist material being shared between students at our school.

We adopt a whole school approach to empowering staff, students and parents / carers to ensure that they have the knowledge and skills to stay safe and to build resilience online, these include:

- Clear procedures for responding to online safety concerns
- Acceptable Use policies for staff and students, which are regularly updated to reflect changes in technology.
- All staff completing online safety training and receiving updates through INSET and staff meetings
- Raising parent / carer awareness via whole school events, newsletters
- Using the school website to provide information
- Safer Internet and Anti-bullying initiatives

**Visitors**

Visitors and contractors will be subject to Identification checks which will include clarification of the purpose of their visit.

**External Speakers** (Refer to policy)

Learning Opportunities will ensure the school premises will not be used to give a platform to extremists.

We encourage the use of external agencies or speakers to enrich the experiences of our students. We will positively vet those external agencies, individuals or speakers. Such vetting is to ensure that we do not unwittingly use agencies whose messages are inconsistent with, or are in complete opposition to, the school's values and ethos.

A risk assessment will be completed and reviewed by the LT before approving a visiting speaker to assess the suitability and effectiveness of input to ensure that:

- Any messages communicated to students are consistent with the ethos of the school and do not marginalise any communities, groups or individuals
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise students through extreme or narrow views of faith, religion or culture or other ideologies
- Activities are properly embedded in the curriculum and clearly mapped to LTPs to avoid contradictory messages or duplication.
- Activities are matched to the needs of students
- Activities are carefully evaluated to ensure that they are effective

## THE ROLE OF THE CURRICULUM

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

Learning Opportunities will provide a broad and balanced curriculum, delivered by skilled / experienced professionals, so that our students are enriched, understand and become tolerant and respectful of difference and diversity and ensure that they thrive, feel valued and not marginalized. Intrinsic to this is to equip students with the skills necessary to develop their resilience thereby resisting involvement in extreme or radical activities. We aim to include in the curriculum learning around threat and risk and online radicalisation.

SMSC development is promoted through all our subjects, including the ethos of our School where development of positive attitudes and values is central to everything we do.

Values underpinning public life in the UK have been summarised as democracy, the rule of law, individual liberty, mutual respect, and the tolerance of those with different faiths and beliefs. By delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we strive to ensure our students recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability, but also to help students develop the critical thinking skills needed to understand opposing views and ideologies, appropriate to

their age, understanding and abilities, and to be able to actively engage in informed debate. We believe that this will support students to be responsible citizens and will prepare them for life in modern multi-cultural Britain which is diverse and changing.

We will be flexible and adapt our teaching approaches, as appropriate, to address specific issues relevant to extremism and radicalisation as they arise by:

- Making a connection with students through good teaching and a student-centred approach.
- Facilitating a 'safe space' for dialogue

This will be embedded within the ethos of our school and will link to our approach to the spiritual, moral, social and cultural development of students as defined in Ofsted's School Inspection Handbook. We will ensure the promotion of British values and that these efforts are inclusive and aim to promote unity between students, parents / carers and the local community. Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution.

Relationships and sex education (RSE) and health education provision is embedded across the curriculum in line with statutory requirements, and this focus on healthy, respectful relationships and good mental wellbeing underpins the ethos of the school. It is used as an effective way of providing students with time to explore sensitive or controversial issues, and to equip them with the knowledge and skills to understand and manage difficult situations. It is used to teach students to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing. It also helps them to develop effective ways of resisting pressures by developing positive character traits, such as resilience, determination, self-esteem, and confidence, including knowing when, where and how to get help. We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches students may experience elsewhere may make it harder for them to challenge or question these radical influences.

Students are regularly taught about how to stay safe when using the internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the internet.


## INDICATORS, HELP & SUPPORT

Anyone can be susceptible to extremism and radicalisation, but children are particularly at risk. As they grow and become more independent, it is not unusual for them to take risks, explore new things and push boundaries. Teenage years are often a time when young people will be searching for answers to questions about identity, faith and belonging, as well as looking for adventure and excitement. Extremist groups know young people are vulnerable and may claim to offer them answers, identity and a strong social network, and use the internet and social media to spread their ideology.

It can be difficult to identify when a young person may be being drawn into extremism. We know that Radicalisation is a process, but that may look very different for everyone.

There are many factors that can make someone susceptible to radicalisation. They can apply to any age, social class, religion, ethnic or educational background. More important than any one specific sign is the sense that something is not quite right with the person you're worried about. You could spot one sign or a combination of signs that are increasing in intensity. Sometimes they can be indicators of other underlying issues or challenges that are not connected to radicalisation.

**Remember that PREVENT is concerned with Safeguarding. As with all safeguarding concerns sometimes it is the professional instinct that something is not right that is the best guide.**
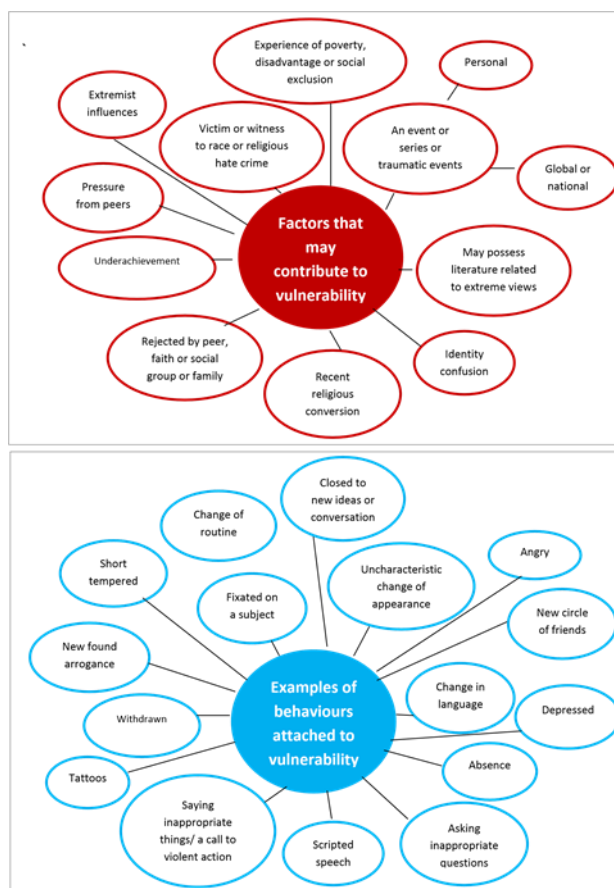


**Indicators**

There is no obvious profile of a person likely to become involved in extremism. The process of radicalisation is different for everyone and can take place over an extended period or within a very short timeframe. Some of the known ways that children and young people can be drawn into violence, or can exposed to the messages of extremist groups include:

- Through the influence of family members or friends
- Direct contact with extremist groups and organisations or extremist literature
- Grooming – where the vulnerabilities of a young person are exploited to form an exclusive friendship which draws the young person away from other influences that might challenge the radical ideology.
- Through the internet and social media, which may normalise radical views and promote content that is shocking and extreme. Children can be trusting and may not necessarily appreciate bias, which can lead to being drawn into such groups and to adopt their extremist views.

Personal vulnerabilities or local factors can make a young person more susceptible to extremist messages, including:

- Sense of not belonging or struggling with their sense of identity
- Behavioural problems or difficulties socialising
- Emotional difficulties, lack of self-esteem
- Issues at home or family issues
- Criminal activity/ Being involved with gangs
- Becoming distanced from their cultural or religious background
- Questioning their place in society
- Experiencing a traumatic event
- Experiencing racism or discrimination and/or community tension
- Lacking empathy, difficulty in understanding the consequences of their actions
- Events affecting the country or region where they or their parents are from
- Socialising with friends or family who have joined extremist groups.
- Exposure to one-sided points of view

There are a number of behaviours which may indicate a student is at risk of being radicalised or exposed to extreme views. These include:

- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.
- Glorifying violence, especially to other faiths or cultures
- Use of extremist or 'hate' terms to exclude others or incite violence
- Evidence of possessing illegal or extremist literature
- Out of character changes in dress, behaviour and peer relationships (involvement via online groups, narratives, programmes and networks may be less apparent)
- Secretive behaviour, losing interest in friends and activities
- Accessing extremist material online, including through social networking sites
- 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
- Voicing opinions from extremist ideologies and narratives
- Advocating violence and/or messages similar to illegal organisations or other extremist groups

Staff must always be alert to changes in children and young people's behaviours which could indicate that they may be in need of help or protection.

For further guidance (DfE Guidance September 2023)

https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation/the-prevent-duty-an-introduction-for-those-with-safeguarding-responsibilities

**Help identifying a concern can be found on the following websites:**
Let's Talk About It – Working Together to Prevent Terrorism https://www.ltai.info/
Act Early  https://actearly.uk/


## WHAT TO DO IF YOU HAVE CONCERNS


If a child or others are in immediate danger, you must phone the Police 999 immediately.

The DSL must receive all safeguarding concerns about students who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation. The DSL is the main point of contact for referring concerns about radicalisation to the appropriate agencies, including Prevent. The DSL must report any concerns or issues regarding radicalisation to the Proprietor.

Any concerns about students who show signs of vulnerability or radicalisation must be reported to the DSL and recorded using My Concern.

When there are significant concerns, the DSL will make a referral to the local Prevent Team.



## Concerned that someone is being radicalised?

- Contact the Kent and Medway Prevent team on prevent@kent.gov.uk or 03000414141
- Visit actearly.uk or call 0800 011 3764 for confidential advice
- Visit www.gov.uk/prevent for guidance on the Prevent programme
- Make a Prevent referral using the directions below
- If there is an immediate danger or threat call 999
- If there is a non-immediate danger or threat call 101

**How do I report concerns?**

When a concern is identified, the 'notice, check, share' procedure should be applied as outlined in the Prevent duty awareness course.

If you have an immediate concern about the welfare of any persons, then contact the Police by calling 999.

**Make a referral** - if you have any concerns or are unsure about making a referral then discuss it with the DSL/Prevent lead and/or contact the Kent and Medway Prevent Team by emailing **prevent@kent.gov.uk**

Contact the Kent and Medway Prevent and Channel Manager, Jess Harman by emailing **jess.harman@kent.gov.uk**

Once you have completed the referral form it is essential that you submit it to the police directly, or the Designated Safeguarding Lead (DSL) will do this on your behalf. For Kent and Medway all forms must be submitted to **preventreferrals@kent.police.uk**

Where possible you will receive a response on your referral, but this is not always possible due to data-protection considerations and other sensitivities.

Members of the public can call the Act Early Support Line on 0800 011 3764 in confidence to share your concerns or call the anti-terrorism Hotline on  0800 789 321

**Report online material promoting terrorism or extremism**

Terrorist attacks can sadly lead to spikes in hate crimes against certain groups, and many people in communities across the country are likely to feel vulnerable. Such action is not tolerated, is taken extremely seriously, and should always be reported.

**Referral Procedure**

**National Prevent Referral Form**
https://www.kent.gov.uk/about-the-council/strategies-and-policies/service-specific-policies/community-safety-and-crime-policies/contest/prevent



## Making a Prevent referral

You can find the National Prevent Referral Form by visiting **www.kent.gov.uk/prevent** and on **www.medway.gov.uk** by searching 'Prevent'.

You will need to describe your concerns about the individual that are specific to Prevent in as much detail as possible following the question prompts and explain any vulnerabilities that this person may have which may make them more susceptible to radicalisation.

Completed referrals are then emailed to **preventreferrals@kent.police.uk**

Learning Opportunities has a clear policy on our approach for submitting a Prevent referral, including use of the Prevent national referral form.

It is important for us to be constantly vigilant and remain fully informed about the issues which affect the local area and society in which we live / teach.

Staff are reminded to suspend any 'professional disbelief' that instances of radicalisation 'could not happen here' and to be 'professionally inquisitive', referring any concerns through the appropriate channels.

Early intervention is vital, and staff must be aware of the established processes for front line professionals to refer concerns about individuals and/or groups. We must have the confidence to challenge, the confidence to intervene.

The DSLs and Proprietor, all of who are trained as Designated Safeguarding Leads, deal swiftly with any referrals made by staff or with concerns reported by staff. They will discuss the most appropriate course of action on a case-by-case basis and will decide when a referral to external agencies is needed.

As with any child protection / safeguarding issues, staff are aware that they can make a referral directly, or if they do not agree with a decision not to refer, they can make the referral themselves.

We use 'My Concern' to record safeguarding concerns. All reports using this system are automatically bought to the attention of the Designated Safeguarding Leads, who exercise their professional judgement about whether a referral is proportionate and appropriate. Where a referral is needed this will be referred to the Police Prevent team using the Prevent referral form. Details to include in the referral include:

- how or why we came to be concerned
- what happened if there was a specific event
- the indicators that something is wrong
- any sympathetic interest in hate crimes, extremism or terrorism - including any extremist ideology, group or cause, support for 'school shooters' or public massacres, or murders of public figures
- any worrying use of mobile phone, internet or social media and how we found this out
- any contact with groups or individuals that cause us concern, including who and how often, and why we are concerned
- any expression of wanting to cause physical harm, or threats of violence, including who to, when and what was said or expressed
- any additional need, disability or special educational need, including what they are and if they're known or suspected
- any other safeguarding concerns about the family, peer group or environment
- any discussions we have had with the student, parent or carer (if under 18)
- the parental or carer support (if known and under 18)
- why the referral is relevant to Prevent, for example, is there a presence or possible presence, of any terrorist or terrorism-linked ideology
- what are we worried about, what may happen if the student's needs are not met and how this will affect them

Where a concern or incident is judged to be immediate and serious a member of the Leadership Team will contact the Police directly using 999.

Learning Opportunities understand that the Channel Programme is an element of the Prevent Strategy aimed at stopping susceptible people being drawn into terrorism. Individuals we refer to Prevent may receive a programme of support from this multi-agency group, and we may be asked to work with and attend Channel Panel(s) to progress this support.

Where concerns about the impact of radicalisation or extremism indicate that a child or young person is additionally vulnerable and has complex needs or they are at risk of significant harm, a referral will be made to children's social care.

**Informing parents or carers**

The designated safeguarding lead (DSL) should tell the student that they're going to speak with their parents or carers (if under 18) and refer this to the local authority.

The reason for a referral is to:

- make a multi-agency safeguarding assessment
- support vulnerable people to move away from harmful activity

The DSL will tell the parents or carers that making a referral to the local authority does not mean they are accusing the child or young person of a crime.

If Learning Opportunities have not received an acknowledgement of our referral within one working day, the DSL will contact Children's Social Care or whichever agency the referral was made to.
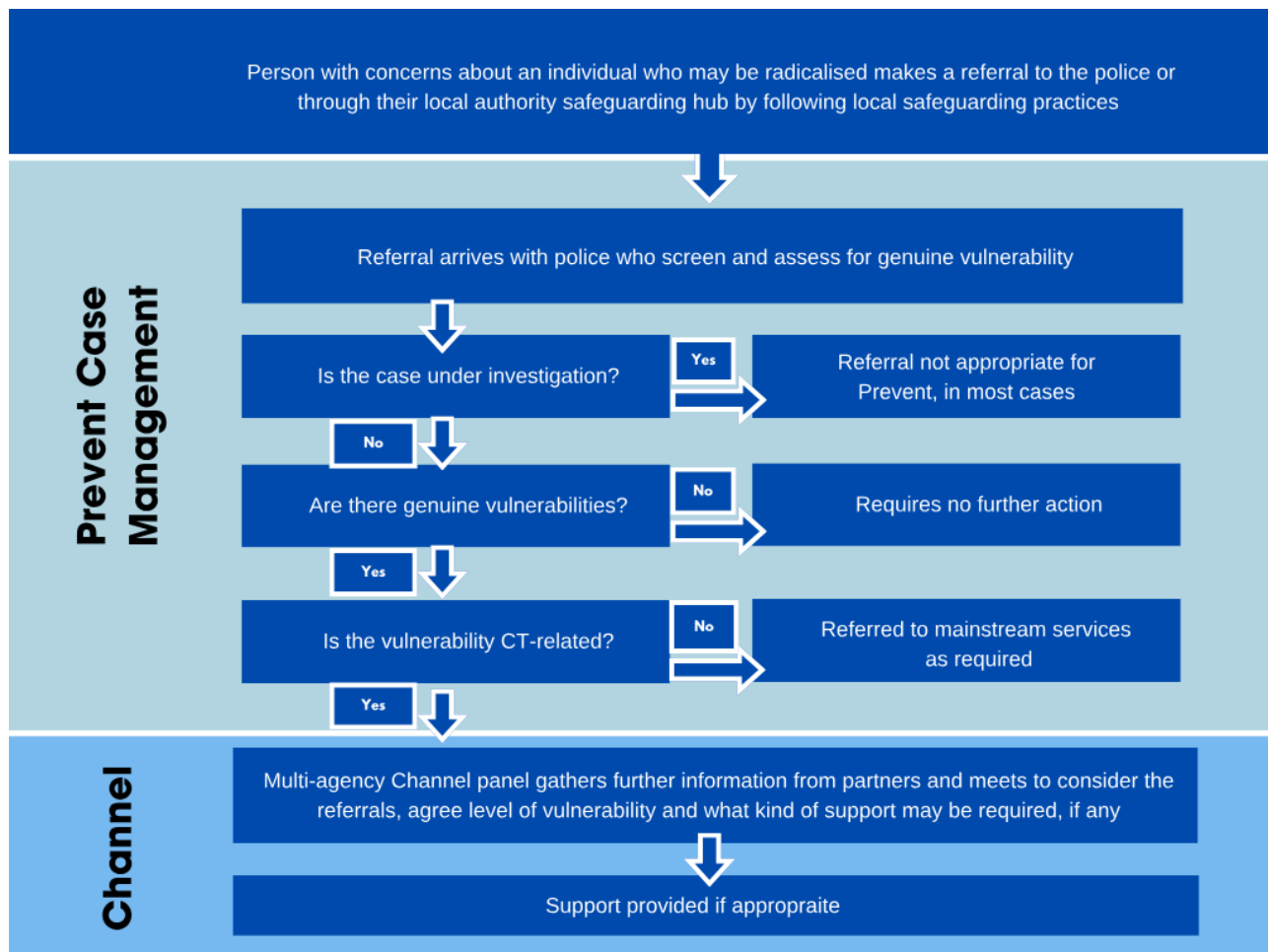


**No immediate threat**
If you are concerned about possible terrorist activity or about the radicalisation of a young person or other family members:

**Refer the case to the County Channel Panel** by completing the prevent referral form
https://www.kent.police.uk/advice/advice-and-information/t/prevent/prevent/alpha/prevent-referral/
Your details will be kept confidential; or
- contact the Front Door Team on 03000 41 11 11
- call the Police on 101 or 0800 789 321

**Report online material promoting terrorism or extremism** - https://www.gov.uk/report-terrorism

**Report illegal or harmful information, pictures or videos you've found on the internet.**
You can report things like:
- articles, images, speeches or videos that promote terrorism or encourage violence
- websites made by terrorist or extremist organisations
- videos of terrorist attacks

You do not have to provide evidence. However, it can help an investigation if you include:
- screenshots
- links to the website or platform (for example an app)

**You can speak to your local policing team**
Contact Kent Police – Online:  http://www.kent.police.uk/
Phone:  101

**You can also call the national police Prevent advice line** 0800 011 3764, in confidence, to share your concerns with specially trained officers.

**You can report hate crime to Kent Police.**
Terrorist attacks can sadly lead to spikes in hate crime against certain groups, with many people feeling vulnerable. Hate crime is not tolerated, is taken extremely seriously, and should always be reported.

The Department for Education has a dedicated telephone helpline to enable school staff to raise concerns about extremism directly: 020 7340 7264. You can also email
counter.extremism@education.gov.uk

Call **999** if you think someone is in **immediate danger**

## CLARIFICATION ON SHARING PERSONAL INFORMATION ABOUT SUSCEPTIBLE STUDENTS

As part of our existing approach to safeguarding, we already have robust procedures for sharing information, both internally and externally. Learning Opportunities acknowledge that information sharing is vital in promoting the welfare of students and staff. Failure to share relevant information can affect the safety, welfare and educational outcomes of students.

Learning Opportunities will always treat sharing information on Prevent the same way as any other safeguarding issue, this includes complying with the usual data protection laws.

When seeking to share personal data regarding people susceptible to radicalisation, Learning Opportunities does not need to rely on that person's consent to share providing we have a lawful basis for doing so.

The school can also share information about someone susceptible to radicalisation without the consent of the parent / carer, if necessary.

We will refer to requirements set out in 'Keeping children safe in education'. This includes ensuring that when a student leaves Learning Opportunities, relevant information about engagement with Channel and the outcome of this should be securely transferred within the appropriate child protection file. This enables the new setting to have support in place in advance of a student transferring provision.

## SCHOOL RESPONSE TO PREJUDICIAL BEHAVIOUR

The Prevent Lead / DSL will deal swiftly with any referrals made by staff or with concerns reported by staff and will consider the most appropriate course of action including making a decision as to when a referral to external agencies is needed.

**In the event of prejudicial behaviour, the following system will be followed;**

Any prejudice, discrimination or extremist views, including derogatory language displayed by students or staff will always be challenged and where appropriate dealt with in line with Learning Opportunities Positive Behaviour Policy and Staff Code of Conduct. Where misconduct by a teacher is proven the matter will be referred to Teaching Regulation Agency (TRA) for their consideration as to whether a Prohibition Order is warranted.

All incidents of prejudicial behaviour will be recorded / reported using My Concern. The DSL will then investigate the incident and will recorded in line with the school Safeguarding / Child Protection policy.

Where there is no reason to believe that the parents / carers could be involved, and where there is no risk to the student, contact will be made, and the incident discussed in detail. The aim being to identify motivating factors, any changes in circumstances at home, parental / carer / social worker views of the incident, and to assess whether the incident is serious enough to warrant a further referral. A record of any discussions / meetings are kept alongside the initial referral recorded on 'My Concern'.

Any adult who fails to challenge extremist views are failing to protect our students. If there is any concern about a student, staff should speak with the Designated Safeguarding Leads, and raise a concern using the 'My Concern' system (see separate safeguarding policy). If necessary, we will seek outside agency support.

## PARENT / CARER ENGAGEMENT

Our parents and carers also need an understanding of the issues associated with this policy. We keep them informed of our efforts at every opportunity in order that they are clear about how the school will deal with such incidents, including how our curriculum and ethos underpins our actions.

Telephone contact, regular newsletters and our website ensure that there is good communication between home and school.  Parents / carers and students can access school-based help, advice and support as required.  Where appropriate, contact is made with external agencies as a means of additional specialist support.

Where there are specific concerns regarding possible radicalisation, the Prevent Lead / DSL will discuss these issues with parents / carers unless to do so would place the student at risk.

### SAFEGUARDING (Refer to Safeguarding / CP & Escalation policies)

Learning Opportunities has comprehensive safeguarding procedures in place as part of our commitment to the welfare of all students.  The related policies and procedures are coordinated by the DSL.  Accurate records are kept and referrals are followed up conscientiously. Liaison with social care and other agencies is carried out effectively.

Learning Opportunities continues to work towards integrating issues of national concern including CSE, FGM and radicalisation into the curriculum.  These areas are already encompassed within our Safeguarding / Child Protection policy.

### RELATED POLICIES & GUIDANCE

**This Extremism & Radicalisation Policy is linked to the following policies:**

- Safeguarding & Child Protection Policy
- Racial Equality, Diversity & Inclusion Policy
- Anti - bullying Policy including Cyberbullying
- Positive Behaviour Policy
- Online Safety Policy
- Whistleblowing policy
- Acceptable Use Policy

### MANAGEMENT, MONITORING & REVIEW

The Proprietor will oversee the policy; ensure its implementation and compliance to statutory duties reviewing its content on an annual basis.

The effectiveness of this Policy will be evaluated by monitoring staff understanding and application of the procedures within this Policy and reviewing their overall duty to safeguard students.

**APPENDIX A**                    <u>**SOURCES OF INFORMATION**</u>

National guidance in relation to Keeping Children Safe in Education;
- [Keeping Children Safe in Education](#)
- [Working together to safeguard children](#)
- [Information sharing advice for safeguarding practitioners](#)

In tackling extremism and radicalisation, we will take account of the following national guidelines and legislation:
- [CONTEST (Counter Terrorism Strategy) 2018](#)
- [Prevent Duty Guidance for specified local authorities HMI June 2015](#)
- [The Prevent Duty, DfE Departmental advice for schools and childcare providers 2015](#)
- [Channel Duty Guidance 2020](#)
- [Counter Terrorism & Border Security Act 2019](#)
- [Use of Social Media for online radicalisation](#)

<u>Useful websites</u>

- Act Early UK
- Action Counters Terrorism (ACT) – a website to engage the community in reporting concerns about people who may be involved in extremism / radicalisation
- Child Net / Trust me - A resource which could start conversations around extremism and extreme online content
- Counter Terrorism Policing | Home
- Educate Against Hate - Government advice and trusted resources for schools to safeguard students.
- Going Too Far? (lgfl.org.uk)
- Let's Talk About It - providing practical help and guidance to stop people becoming terrorists or supporting terrorism. Includes posters and pocket guides
- PSHE Association - A generic framework for discussing a terrorist attack. Includes guidance for a 'one-off' lesson plan in response to a terrorist incident

The Prevent duty: departmental advice for schools and childcare providers
[https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty](https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty)

**NSPCC**
[https://learning.nspcc.org.uk/safeguarding-child-protection/radicalisation](https://learning.nspcc.org.uk/safeguarding-child-protection/radicalisation)

**Uk – Safer Internet Centre**

Online centre where you can find e-safety tips, advice and resources to help children and young people stay safe on the internet.

Tel: 0844 800 2382 (UK SIC) or 0844 381 4772 (POSH)
Email: [enquiries@saferinternet.org.uk](mailto:enquiries@saferinternet.org.uk)
Website: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)

**<u>Childnet</u>**

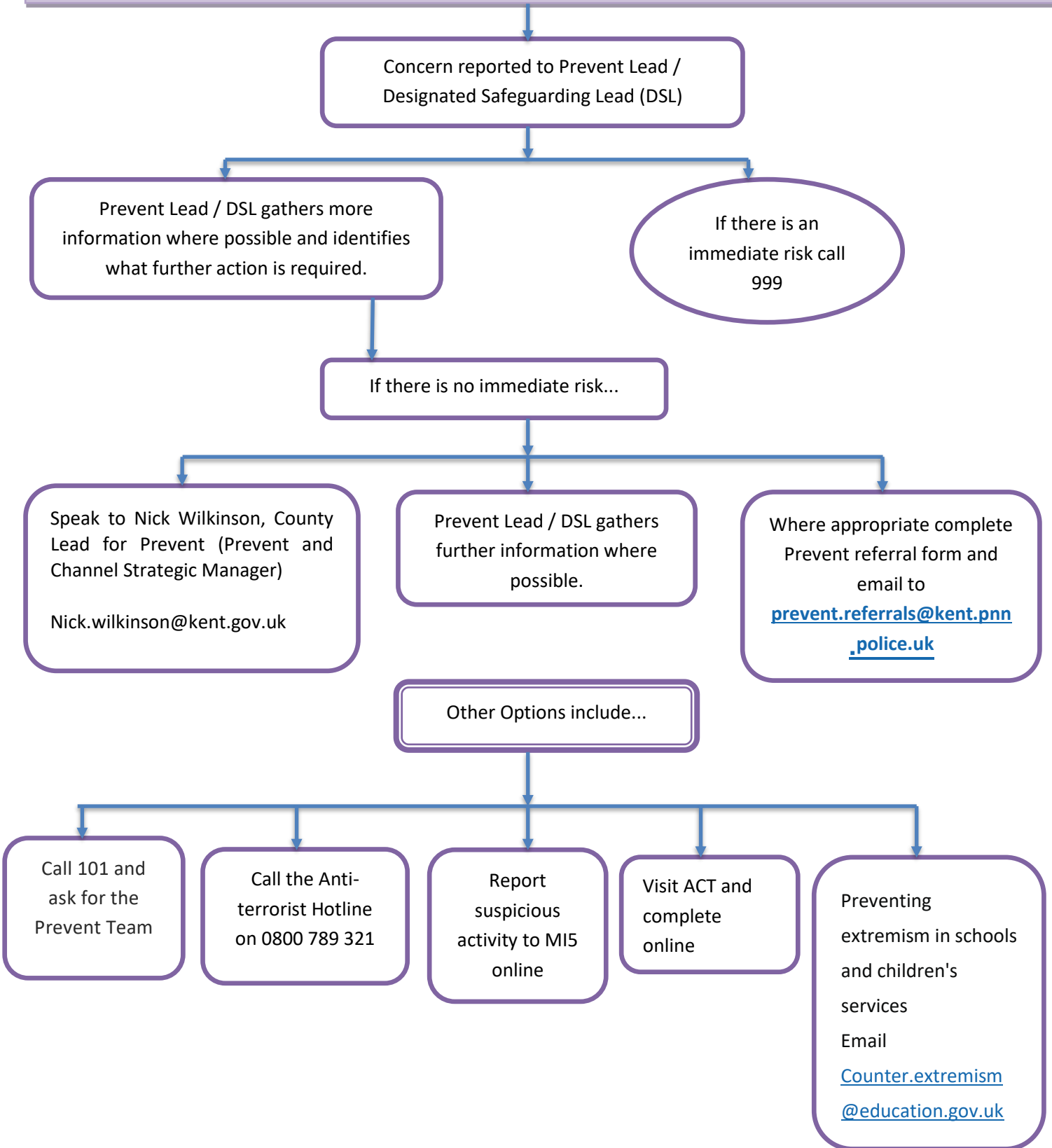Childnet is a UK-based charity set up to empower children, families and schools in the digital age.

Tel: +44 (0)20 7639 6967
Email:  info@childnet.com
Website:  www.childnet.com

**APPENDIX B**                     **Prevent and Channel**

**Process for reporting a concern of a vulnerable individual**

It is important that members of staff know where to go if they have concerns that an individual make be at risk of radicalisation. The flow chart below aims to show the process to be followed.

Concern reported to Prevent Lead / Designated Safeguarding Lead (DSL)

Prevent Lead / DSL gathers more information where possible and identifies what further action is required.

If there is an immediate risk call 999

If there is no immediate risk...

Speak to Nick Wilkinson, County Lead for Prevent (Prevent and Channel Strategic Manager)

Nick.wilkinson@kent.gov.uk

Prevent Lead / DSL gathers further information where possible.

Where appropriate complete Prevent referral form and email to **prevent.referrals@kent.pnn.police.uk**

Other Options include...

Call 101 and ask for the Prevent Team

Call the Anti-terrorist Hotline on 0800 789 321

Report suspicious activity to MI5 online

Visit ACT and complete online

Preventing extremism in schools and children's services Email Counter.extremism@education.gov.uk

Once a referral has been made and enters the Channel process, the flow chart below illustrates what happens next...

Further information gathering in conjunction with Learning Opportunities and other key agencies that the individual is involved with.

Are there shared concerns between agencies?

Is there a vulnerability to radicalisation?

No

If it is deemed there is low-risk – further action within normal support network. Key agency progresses with further monitoring.

Yes

Police will organise a Multi-Agency Channel meeting which will be made of key agencies. The meeting will be chaired by the Local Authority.

Implement support plan depending on level of risk.

It is important to remember that the Channel Programme is voluntary and therefore consent needs to be gained from the individual in order to be part of the support and intervention.

Regular review process – Channel Panel members work together to review progress and review risks.

The individual will exit the Channel process when all agencies feel that the vulnerability to radicalisation has been completely removed or significantly lessened.

Once a referral has exited the process, it will be reviewed at 6 and 12 months. If concerns remain, the individual can be re-referred.

**Appendix C**          **CONTEST, PREVENT, CHANNEL & PREVENT PANEL (PMAP)**

<u>**CONTEST**</u> (Counter-terrorism strategy)

A key element of the CONTEST refresh is a greater effort to use every lever to identify and then intervene against terrorists. This will include the opportunities presented by new technology – such as AI – just as terrorists are seeking to do.

Contest is the UK's counter-terrorism strategy. It aims to reduce the risk from terrorism so that people can go about their lives freely and with confidence. Contest has 4 strands:

- Prevent: stop people from becoming terrorists or supporting terrorism - read more about the Prevent strategy in Kent.

- Pursue: aims to detect, investigate, and disrupt the activities of those who have crossed that threshold into the world of terrorism

- Protect: is about strengthening our defences against terrorist attacks.

- Prepare: seeks to minimise impact of an attack and reduce the likelihood of further attacks.

Kent has unique characteristics, such as its ports, the Channel Tunnel and its proximity to France.

Read advice about being vigilant and knowing what to report on the ACT (Action Counters Terrorism) website  https://act.campaign.gov.uk/


<u>**PREVENT**</u>

Prevent is part of the UK's overarching counter-terrorism strategy known as CONTEST.

It relies on frontline professionals across society – working in healthcare, education, local authorities, and the police.

Prevent work depends on effective partnership. To demonstrate effective compliance with the duty, specified authorities must demonstrate evidence of productive co-operation, in particular with local Prevent co-ordinators, the police and local authorities, and co-ordination through existing multi-agency forums, for example Community Safety Partnerships.

The purpose of Prevent is to safeguard and support vulnerable people to stop them from becoming terrorists or supporting terrorism. It aims to:

- Tackle the causes of radicalisation and respond to the ideological challenges of terrorism;

- Safeguard and support those most at risk of radicalisation through early intervention; identifying them and offering support; and

- Enable those who have already engaged in terrorism to disengage and rehabilitate.

Under Section 26 Counter-Terrorism and Security Act 2015, all schools in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism".

Team members have a duty to protect children and young people from the risks of radicalisation and extremism, as they would with any other form of exploitation. Team members must educate children and young people around the risks of radicalisation and extremism and ensure that they create a safe space where they are able to debate issues relating to radicalisation. This is part of educating them about the risks.

British values are defined as democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. For further resources can be accessed at: EducateAgainstHate

Learning Opportunities acknowledges its responsibilities under the Prevent Duty to:

▪ Assess *risk* of radicalisation in the local area and within the school.
▪ Develop an **action plan** to reduce identified risks.
▪ Train staff to *recognise* radicalisation and extremism.
▪ Work in *partnership* with other agencies.
▪ Establish *referral* mechanisms and refer people to Channel as appropriate.
▪ Maintain records and reports to show *compliance*.

## Prevent Kent & Medway

Prevent covers all forms of terrorism and extremism, including Right Wing Terrorism, violent Islamist extremism, and emerging risks such as mass shootings and the Involuntary Celibate movement.

Kent & Medway offer:
▪ Advice and guidance on policy and procedures including self-evaluation and risk assessment templates.
▪ Information and insight about the local counter terrorism risk profile.
▪ Tailored support and responses to concerns or referrals around at-risk individuals.
▪ A wide range of contextual staff training sessions that have been designed to reflect the local risk profile as well as those faced by children and young people online.
▪ Student engagement sessions and curriculum materials for all key stages.
▪ Parent engagement workshops focused on managing online risks around, hate, fake news, and extremism and how to help build digital resilience in children.

### Prevent duty self-assessment tool

DFE have produced a self-assessment tool to help schools in England review their responsibilities under the Prevent duty. The tools help schools to understand how well embedded their existing policies and practices are, and to encourage a cycle of continuous review and improvement. They contain requirements and recommend good practice activities to meet those requirements.

## CHANNEL & PREVENT MULTI-AGENCY PANEL (PMAP)

Channel is a key element of the Prevent Strategy and Local Authority Channel Panels are a statutory requirement under the Counter Terrorism and Security Act 2015. Channel is a multi-agency programme across England and Wales that provides support to people susceptible to becoming terrorists or supporting terrorism, underpinned by Section 36 of the CTSA 2015. The person (or their parent or legal guardian, if under 18) referred to it must give consent before any support can be provided under Channel.

The overall aim of the programme is early intervention and diverting people away from potential risk. The Kent and Medway Channel Panel involves agencies working together to give individuals access to services such as health and education, specialist mentoring and diversionary activities - Channel can (uniquely) provide theological or ideological mentoring. For those requiring support an appropriate package is offered based on an assessment of their vulnerability. Further information on Channel is available here
https://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance

Channel/PMAP is about ensuring that children and adults of any faith, ethnicity or background receive support before they are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist activity.

Referring possible cases of early-stage radicalisation is similar to safeguarding processes designed to protect people from gang activity, drugs, and physical or sexual abuse. Many types of support are available as part of the Channel programme, addressing educational, vocational, mental health and other vulnerabilities.

The Channel programme is:
- Voluntary
- Confidential
- A support programme – not a criminal sanction and it will not affect a person's criminal record

A referral can come from anyone who is concerned about a person they know who may be at risk of radicalisation, whether a family member, friend, school leader, colleague or from a wide range of partners. Channel addresses all forms of terrorism, including Islamist, far-right and others.

If the case is passed to a Channel panel, the members will assess the risk to the student and decide whether to adopt the case. Statutory interventions could take place alongside the Channel process.

**Channel decisions**

**No support**
If the Channel panel decides the referral is not appropriate for Channel support or other safeguarding services, it will signpost it back to the education setting.

The Channel panel will list the areas of concern and the student's susceptibilities. It may suggest how to deal with them but it will be up to the school to choose how we support the student.

**Support from Channel**
If the Channel panel decides the referral is appropriate for support through Channel, it will design a support package for the student based on the risks and susceptibilities identified.