



# 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 2023

Next Review Date: January 2024

## **Prevent Lead**

Simon Graydon (Head Teacher & DSL) Tel: 01304 381906 / 07394984289  
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As Prevent Lead, the Head Teacher is responsible for security, including checking visitors to the school, ensuring record keeping is compliant and that appropriate checks are completed.

## **Kent Prevent Team**

**Nick Wilkinson - Prevent and Channel Strategic Manager**

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

**Jess Harman - Prevent Coordinator**

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Coordinates Prevent activity across Kent and Medway, promotes the Prevent Strategy across both statutory and non-statutory partners, develops and oversees a partnership Prevent plan and Counter Terrorism risk assessment and delivers Prevent training to a range of agencies.

**Georgia Dawson - 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.

**Jill Allen - (South and East Kent) - Prevent Education Officer (PEO)**

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Supporting educational establishments across Kent and Medway up to secondary level to implement Prevent through teaching, training, and guidance. Works in partnership with the Department of Education, and the Network of PEO's.

**Helene Morris - Channel Supervisor**

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Supervises and coordinates all activity under the Channel process. Undertaking section 36 Counter Terrorism and Security Act 2015 authorisations for a case to be heard at the Channel Panel. Partnership working with a wide range of organisations.

**Lisa Coward and Courtnie Carter - Channel Coordinators**

EMAIL: [dovetail@kent.gov.uk](mailto:dovetail@kent.gov.uk)

Case managing of Channel referrals and assessing the vulnerability and risk of an individual to radicalisation. Coordinating and working closely with statutory agencies, including Home Office intervention providers to create bespoke intervention plans for all individuals recognised as needing relevant Channel support.

## A SUMMARY OF GOVERNMENT DEFINITIONS

<b>Terrorism</b>	<p>Terrorism is an action or threat designed to influence the government or intimidate the public. Its purpose is to advance a political, religious or ideological cause. The current UK definition of terrorism is given in the <u>Terrorism Act 2006</u>.</p> <p>In the UK we define terrorism as a violent action that:</p> <ul style="list-style-type: none"><li>▪ Endangers a person’s life, other than that of the person committing the action</li><li>▪ Involves serious violence against a person</li><li>▪ Causes serious damage to property</li><li>▪ Creates a serious risk to the public’s health and safety</li><li>▪ Interferes with or seriously disrupts an electronic system</li></ul> <p>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.</p>
<b>Extremism</b>	<p>“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”.</p>
<b>Radicalisation</b>	<p>Radicalisation is the process through which a person comes to support or be involved in extremist ideologies. It can result in a person becoming drawn into terrorism and is in itself a form of harm.</p>

## POLICY STATEMENT

In October 2022, the Department for Education published a new Prevent self-assessment tool (DfE, 2022), along with a range of guidance documents to support schools in safeguarding children vulnerable to radicalisation. The new guidance from the DfE (2022) comprises:

- The Prevent Duty: An introduction to those with safeguarding responsibilities
- Understanding and identifying radicalisation risk in your education setting
- Managing risk of radicalisation in your education setting
- Case studies
- A self-assessment tool

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 is upheld.

This guidance sets out our beliefs, strategies and procedures to protect vulnerable 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 and free speech that is designed to manipulate the vulnerable, 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 acknowledge that we have a vital role to play 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.

Keeping children safe from these risks is a safeguarding matter and will be approached in the same way as safeguarding children from other risks.

## **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 vulnerability, radicalisation and exposure to extreme views. We recognise that we are well placed to be able to identify safeguarding issues and this policy clearly 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.

**UNDERSTANDING & IDENTIFYING RADICALISATION RISKS IN THE SCHOOL SETTING**

To safeguard students who are vulnerable to radicalisation, the designated safeguarding leads (DSLs) will take a risk-based approach.

The DSL should understand the risk of radicalisation in our area and educational setting. This risk will vary greatly and can change quickly, but nowhere is risk free. For further guidance (DfE Guidance October 2022)

<https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation/understanding-and-identifying-radicalisation-risk-in-your-education-setting>

**DUTIES & RESPONSIBILITIES**

Where there are concerns of extremism or radicalisation, students and staff will be encouraged to make use of our internal systems to whistle blow or raise any issue in confidence. Please refer to the 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”.

Learning Opportunities are required in our functions under section 26 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 & keep records.

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

### **Risk Assessment**

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 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;
- 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.

## **Staff Training**

The statutory guidance refers to the importance of staff having training that gives 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 that all staff, including volunteers know where and how to refer students for further help.
- through developing INSET opportunities in school, ensure that all staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation, are aware of the process of radicalisation and how this might be identified early on, and are 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.
- Prevent awareness training will be a key part of our safeguarding training and will be undertaken every 2 years.
- the Home Office E-learning Prevent training, as a minimum, is encompassed in newly appointed staff induction.
- follow the recommendations of the Local Authority. Online training for Prevent awareness

**Online courses on Prevent awareness include:**

[Prevent awareness elearning](#) - an introduction to the Prevent duty (Home Office)

[Prevent referrals elearning](#) - make a referral that is robust, informed and with good intention (Home Office)

[Channel awareness elearning](#) - understand the objectives of the Channel programme, the working process, roles and responsibilities (Home Office)

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

We are aware of the increased risk of online radicalisation, as extremist and terrorist organisations seek to radicalise young people using social media and the internet.

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.
- 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 parental forums, 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**

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 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 also to 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.

We will be flexible and adapt our teaching approaches, as appropriate, so as 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. 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 vulnerable 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 using 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 vulnerable 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 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.
- Possession of materials or symbols associated with an extremist cause.
- Using insulting to derogatory names for another group.
- Condoning or supporting violence towards others.
- Graffiti symbols, writing or art work promoting extremist messages or images
- Accessing extremist material online, including through social networking sites
- Parental / carer reports of changes in behaviour, friendship or actions and requests for assistance
- Use of extremist or 'hate' terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, in line with our Equalities
- Voicing opinions from extremist ideologies and narratives

Further information on managing the risk of radicalisation can be found using the link below (DfE Guidance October 2022)

<https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation/managing-risk-of-radicalisation-in-your-education-setting>

**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/>

## **REFERRAL PROCEDURE**

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 and ensure that we have strong safeguarding practices based on the most up-to-date guidance and best practise.

Three members of the Leadership Team (LT), plus the Proprietor are trained as Designated Safeguarding Leads and will 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 will use 'My Concern' to record safeguarding concerns. These will automatically be brought to the attention of the Designated Safeguarding Lead, who will follow the agreed procedures. Where a referral is needed this will be referred to the Police Prevent team using the form.

Learning Opportunities understand that the Channel Programme is an element of the Prevent Strategy aimed at stopping vulnerable 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.

### **How do I report concerns?**

#### **Immediate Threat /Emergency**

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 (Simon Graydon) and / or contact the Kent & Medway Prevent Team by emailing [prevent@kent.gov.uk](mailto:prevent@kent.gov.uk)

Contact the Kent & Medway Prevent Coordinator, Jess Harman by emailing [jess.harman@kent.gov.uk](mailto:jess.harman@kent.gov.uk)

Contact the police on 101 or 0800 789 321 or complete an online report form

#### **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 of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264)

## CONTEST (Counter-terrorism strategy)

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:

- Pursue: investigate and disrupt terrorist attacks.
- Prevent: stop people from becoming terrorists or supporting terrorism - read more about the Prevent strategy in Kent.
- Protect: improve our protective security to stop a terrorist attack.
- Prepare: work to minimise the impact of an attack and to recover as quickly as possible - read more about Prepare.

Kent has unique characteristics, such as its ports, the Channel Tunnel and its proximity to France. The county remains relatively safe and doesn't have terrorist hotspots that other parts of the UK have.

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

## PREVENT

The Prevent strategy, published by the Government in 2011, is part of our overall counter-terrorism strategy, CONTEST. The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism. In the Act this has simply been expressed as the need to “prevent people from being drawn into terrorism”.

The 3 main objectives of Prevent:

- Tackle the cause of radicalisation and respond to the ideological challenge of terrorism
- Safeguard and support those most at risk of radicalisation through early intervention, identifying them and offering support
- Enable those who have already engaged in terrorism to disengage and rehabilitate.

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.

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*.

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

Channel and PMAP are part of the Prevent strategy. The process is a multi-agency approach to identify and support individuals at risk of being drawn into terrorism.

Channel/PMAP is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Channel refers to panels operating in England and Wales, while PMAP operates in Scotland.

The programme uses a multi-agency approach to protect vulnerable people by:

- identifying individuals at risk
- assessing the nature and extent of that risk
- developing the most appropriate support plan for the individuals concerned

Channel/PMAP may be appropriate for anyone who is vulnerable to being drawn into any form of terrorism. Channel/PMAP is about ensuring that vulnerable children and adults of any faith, ethnicity or background receive support before their vulnerabilities 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.

### **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 reported using My Concern. The DSL will then investigate the incident and will be 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 policy)

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.

### **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 schools 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.

## **RELATED POLICIES & GUIDANCE**

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

- Safeguarding & Child Protection Policy
- Equality & Diversity Policy
- Anti - bullying Policy including Cyberbullying
- Positive Behaviour Policy
- Online Safety Policy
- Whistleblowing policy
- Staff Code of Conduct
- Acceptable Use Policy

## **MANAGEMENT, MONITORING & REVIEW**

The Head Teacher will implement the policy and will ensure all staff have read this policy and understand their responsibilities.

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.

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

**Useful websites**

- 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>

**NSPCC**

<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)

**Childnet**

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

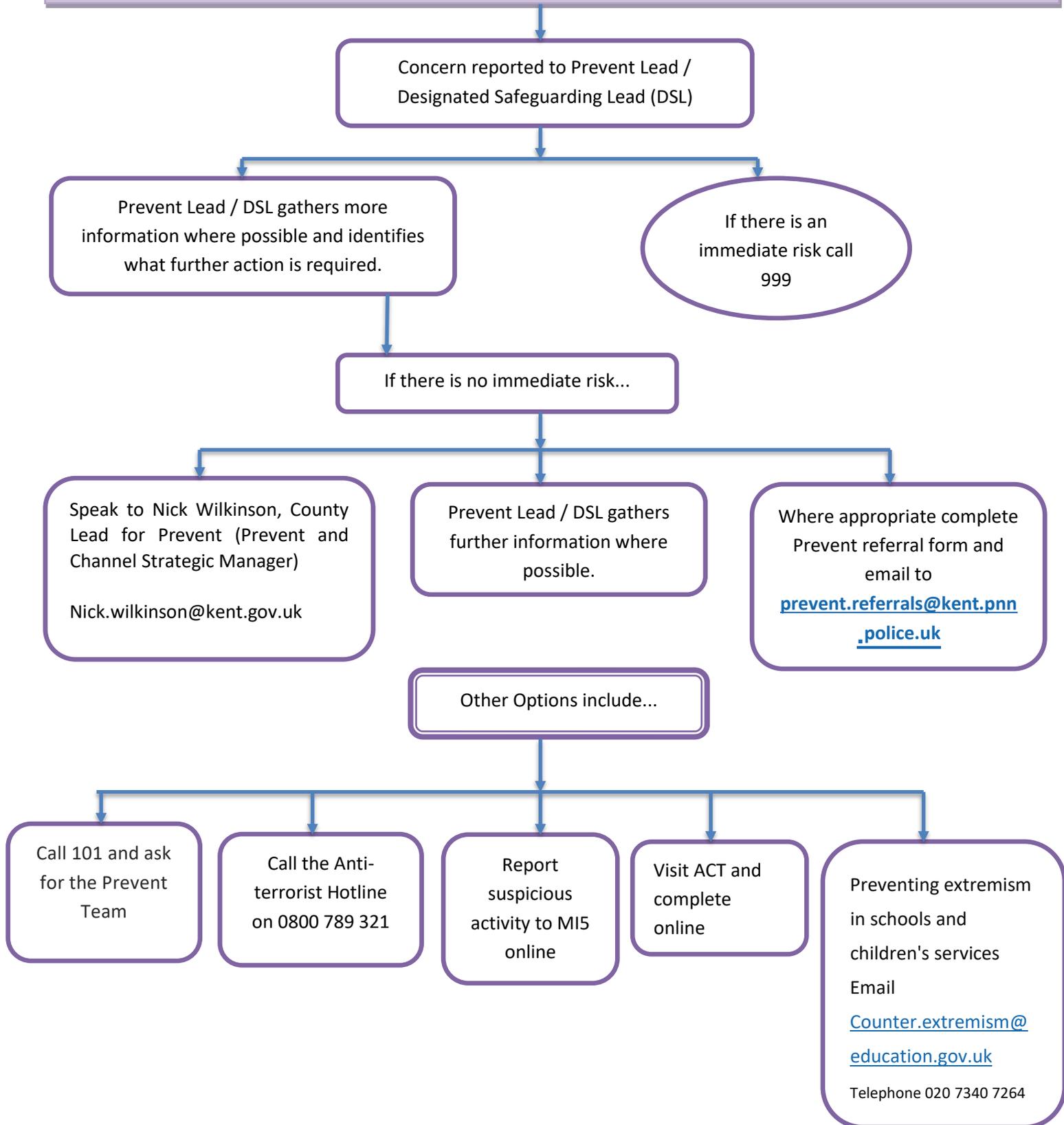
Tel: +44 (0)20 7639 6967

Email: [info@childnet.com](mailto:info@childnet.com)

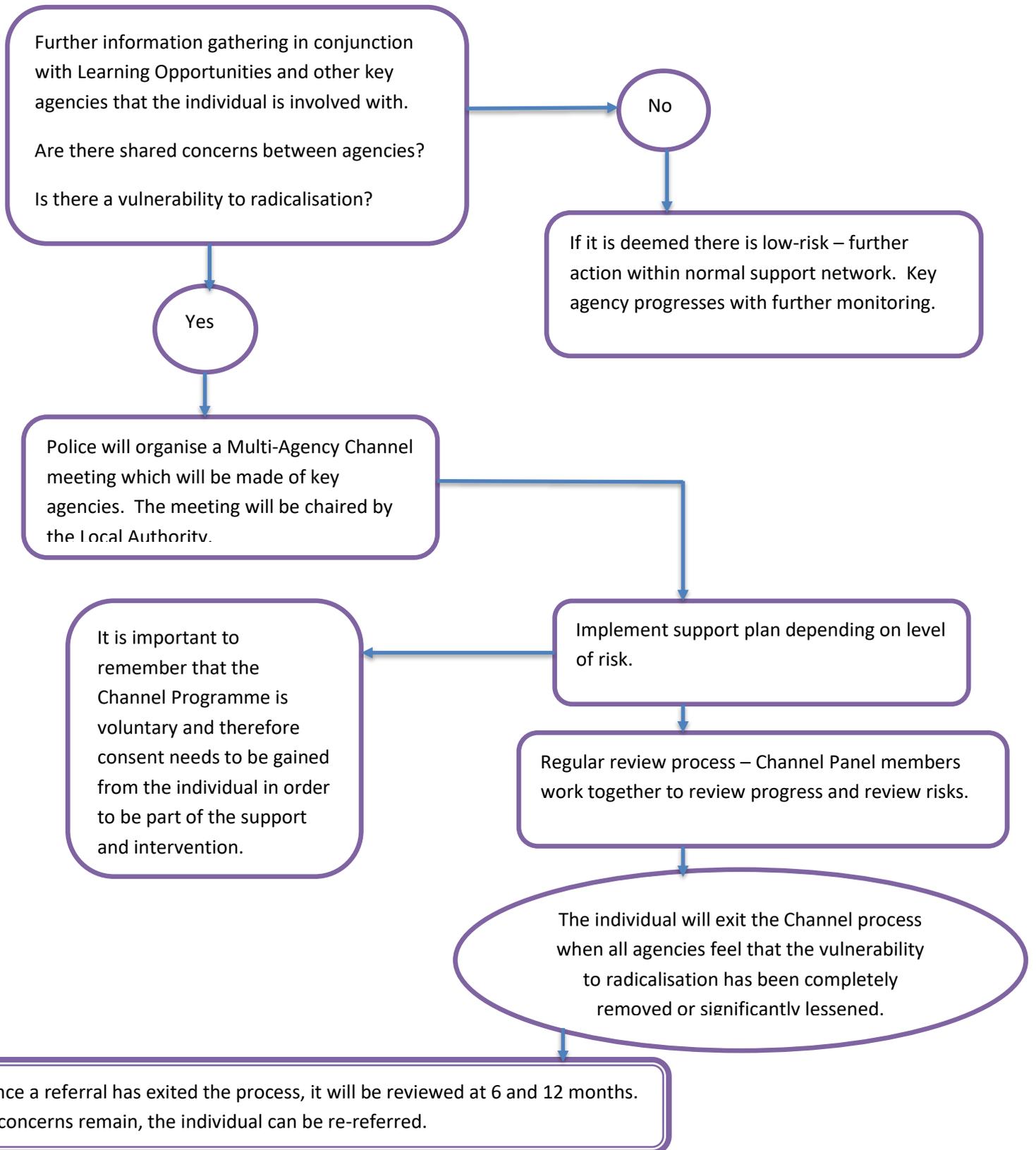
Website: [www.childnet.com](http://www.childnet.com)

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 may be at risk of radicalisation. The flow chart below aims to show the process to be followed.



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



REFERRAL PROCESS	
<p>By sending this form you consent for it to arrive with both your dedicated Local Authority safeguarding team &amp; Prevent policing team for a joint assessment. Wherever possible we aim to give you feedback on your referral, please be aware, however, that this is not always possible due to data-protection &amp; other case sensitivities.</p> <p>Once you have completed this form, please email it to: <a href="mailto:prevent.referrals@kent.pnn.police.uk">prevent.referrals@kent.pnn.police.uk</a></p> <p>If you have any questions whilst filling in the form, please call: 01865 555618</p>	
INDIVIDUAL'S BIOGRAPHICAL & CONTACT DETAILS	
Forename(s):	First Name(s)
Surname:	Last Name
Date of Birth (DD/MM/YYYY):	D.O.B.
Approx. Age (if DoB unknown):	Please Enter
Gender:	Please Describe
Known Address(es):	Identify which address is the Individual's current residence
Nationality / Citizenship:	Stated nationality / citizenship documentation (if any)
Immigration / Asylum Status:	Immigration status? Refugee status? Asylum claimant? Please describe.
Primary Language:	Does the Individual speak / understand English? What is the Individual's first language?
Contact Number(s):	Telephone Number(s)
Email Address(es):	Email Address(es)
Any Other Family Details:	Family makeup? Who lives with the Individual? Anything relevant.
DESCRIBE CONCERNS	In as much detail as possible, please describe the specific concern(s) relevant to Prevent.
Please Describe	
<p><b>FOR EXAMPLE:</b></p> <ul style="list-style-type: none"> <li>How / why did the Individual come to your organisation's notice in this instance?</li> <li>Does it involve a specific event? What happened? Is it a combination of factors? Describe them.</li> <li>Has the Individual discussed personal travel plans to a warzone or countries with similar concerns? Where? When? How?</li> <li>Does the Individual have contact with groups or individuals that cause you concern? Who? Why are they concerning? How frequent is this contact?</li> <li>Is there something about the Individual's mobile phone, internet or social media use that is worrying to you? What exactly? How do you have access to this information?</li> <li>Has the Individual expressed a desire to cause physical harm, or threatened anyone with violence? Who? When? Can you remember what was said / expressed exactly?</li> <li>Has the Individual shown a concerning interest in hate crimes, or extremists, or terrorism? Consider <i>any</i> extremist ideology, group or cause, as well as support for "school-shooters" or public-massacres, or murders of public figures.</li> <li>Please describe any other concerns you may have that are not mentioned here.</li> </ul>	
COMPLEX NEEDS	Is there anything in the Individual's life that you think might be affecting their wellbeing or that might be making them vulnerable in any sense?
Please Describe	
<p><b>FOR EXAMPLE:</b></p> <ul style="list-style-type: none"> <li>Victim of crime, abuse or bullying.</li> <li>Work, financial or housing problems.</li> <li>Citizenship, asylum or immigration issues.</li> <li>Personal problems, emotional difficulties, relationship problems, family issues, ongoing court proceedings.</li> <li>On probation; any erratic, violent, self-destructive or risky behaviours, or alcohol / drug misuse or dependency.</li> <li>Expressed feelings of injustice or grievance involving any racial, religious or political issue, or even conspiracy theories.</li> <li>Educational issues, developmental or behavioural difficulties, mental ill health (see <b>Safeguarding Considerations</b> below).</li> <li>Please describe any other need or potential vulnerability you think may be present but which is not mentioned here.</li> </ul>	
OTHER INFORMATION	Please provide any further information you think may be relevant, e.g. social media details, military service number, other agencies or professionals working with the Individual, etc..
Please Describe	

PERSON WHO FIRST IDENTIFIED THE CONCERNS	
Do they wish to remain anonymous?	Yes / No
Forename:	Referrers First Name(s)
Surname:	Referrers Last Name
Professional Role & Organisation:	Referrers Role / Organisation
Relationship to Individual:	Referrers Relationship To The Individual
Contact Telephone Number:	Referrers Telephone Number
Email Address:	Referrers Email Address
PERSON MAKING THIS REFERRAL (if different from above)	
Forename:	Contact First Name(s)
Surname:	Contact Last Name
Professional Role & Organisation:	Contact Role & Organisation
Relationship to Individual:	Contact Relationship to the Individual
Contact Telephone Number:	Contact Telephone Number
Email Address:	Contact Email Address

REFERRER'S ORGANISATIONAL PREVENT CONTACT (if different from above)	
Forename:	Referrers First Name(s)
Surname:	Referrers Last Name
Professional Role & Organisation:	Referrers Role / Organisation
Relationship to Individual:	Referrers Relationship To The Individual
Contact Telephone Number:	Referrers Telephone Number
Email Address:	Referrers Email Address

RELEVANT DATES	
Date the concern first came to light:	When were the concerns first identified?
Date referral made to Prevent:	Date this form was completed & sent off?

SAFEGUARDING CONSIDERATIONS	
Does the Individual have any stated or diagnosed disabilities, disorders or mental health issues?	Yes / No
Please describe, stating whether the concern has been diagnosed.	
Have you discussed this Individual with your organisations Safeguarding / Prevent lead?	Yes / No
What was the result of the discussion?	
Have you informed the Individual that you are making this referral?	Yes / No
What was the response?	
Have you taken any direct action with the Individual since receiving this information?	Yes / No
What was the action & the result?	
Have you discussed your concerns around the Individual with any other agencies?	Yes / No
What was the result of the discussion?	

INDIVIDUAL'S EMPLOYMENT / EDUCATION DETAILS	
Current Occupation & Employer:	Current Occupation(s) & Employer(s)
Previous Occupation(s) & Employer(s):	Previous Occupation(s) & Employer(s)
Current School / College / University:	Current Educational Establishment(s)
Previous School / College / University:	Previous Educational Establishment(s)

THANK YOU
<p>Thank you for taking the time to make this referral. Information you provide is valuable and will always be assessed. If there is no Prevent concern but other safeguarding issues are present, this information will be sent to the relevant team or agency to provide the correct support for the individual(s) concerned.</p>

