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 2024
Next Review Date:	January 2025

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

LEARNING OPPORTUNITIES PREVENT LEAD

Simon Graydon (Head Teacher & DSL) Tel: 01304 381906 / 07394984289
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As Prevent Lead, the Head Teacher 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

Nick Wilkinson – KCC Assistant Director Contest & Serious Organised Crime (SOC)
EMAIL: nick.wilkinson@kent.gov.uk
Strategic lead for Prevent, counter terrorism coordinator for Kent County Council, chair of Kent Channel Panel.

Jess Harman - **Prevent Coordinator**
EMAIL: jess.harman@kent.gov.uk
Coordinates Prevent activity across Kent and Medway agencies, develops and oversees a partnership Prevent plan, and delivers Prevent training to a range of agencies.

Currently recruiting - **Prevent Community Engagement Officer (PCEO)**
EMAIL:
Providing support, guidance and developing relationships across Kent and Medway communities and partners. Educating about Prevent and building resilience to extremist influences.

Currently recruiting - **(South and East Kent) - Prevent Education Officer (PEO)**
EMAIL:
Tel: 03000 413565
Supporting education settings across Kent and Medway to fulfil their responsibilities under the Prevent Duty.

Sally Green - **(North, West Kent & Medway) - Prevent Education Officer (PEO)**
EMAIL: sally.green2@kent.gov.uk
Tel: 03000 413439
Supporting education settings across Kent and Medway to fulfil their responsibilities under the Prevent Duty.

A SUMMARY OF GOVERNMENT DEFINITIONS

Terrorism	Terrorism is the use or threat of action, both in and outside the UK, designed to influence any international government organisation or to intimidate the public. Its purpose is also to advance a political, religious, racial or ideological cause. The current UK definition of terrorism is given in the Terrorism Act 2006. In the UK we define terrorism as a violent action that: ▪ Endangers a person's life, other than that of the person committing the action ▪ Involves serious violence against a person

	▪ Causes serious damage to property ▪ Creates a serious risk to the public's health and safety ▪ Interferes with or seriously disrupts an electronic system 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	"Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces" whether in this country or overseas. Terrorist groups very often draw on extremist ideas developed by extremist organisations.
Radicalisation	Radicalisation is the process through which a person comes to support or be involved in extremist ideologies associated with terrorist groups. Individuals can be 'radicalised' by other people (sometimes by people they trust, sometimes by strangers, in real life or online), or could be 'self-initiated' by things they read on the internet or influenced by world events they see in the news. It can result in a person becoming drawn into terrorism and is in itself a form of harm.

POLICY STATEMENT

This policy should be read alongside:

- 'Working together to safeguard children'
- 'Keeping children safe in education'.
- DfE - managing the risk of radicalisation

Learning Opportunities acknowledge the Home Office updated Prevent Duty guidance which came into effect on 31 December 2023 and which provides greater consistency, clarity and access to good practice throughout, however there are no new legal requirements or additional responsibilities for those in the education sector.

The following is a terminology change from the revised guidance:

'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 is 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 and 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 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 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.

UNDERSTANDING & IDENTIFYING RADICALISATION RISKS IN THE SCHOOL SETTING

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

Identifying Radicalisation

The levels of risk are:

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

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 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

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

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.

Within Learning Opportunities, the Leadership Team will be familiar with key documents including keeping children safe in education and the Prevent duty guidance. They will also:

Carry out an appropriate risk assessment:

- Assess the risk of students being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology
- Make sure all staff understand the risks that are likely to be relevant to our students and that they can respond appropriately
- Consider the risk to our students presented by extremist groups who use social media and the internet to recruit young people
- Work in partnership with Kent local authority and police to get practical information to help understand the risks in our area

Build on existing local partnership arrangements:

- Ensure our safeguarding arrangements take into account our Safeguarding Partners Children policies. Safeguarding Partners are responsible for coordinating how agencies promote and safeguard the welfare of children in the local area.
- Work with our local authority who is a vital partner for all aspects of Prevent work and who can provide further advice on Prevent-related issues
- Seek advice and support from the police service, civil society organisations and families and parents / carers
- Ensure that our school has effective arrangements for communicating with parents/carers and families, as they can often be key to spotting signs of radicalisation

Ensure staff have access to training:

- As a minimum, we will ensure that our designated safeguarding leads undertake Prevent awareness training and are able to provide advice and support to other members of staff
- Other staff should also have access to training that will help them identify students at risk

Make sure that students are safe online at school:

- Ensure that our school has suitable filtering in place
- Equip our students to stay safe online both at school and outside
- Integrate internet safety into our school's ICT curriculum, which can also be embedded in PSHE and SRE

ROLES & 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 whistle blow 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".

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.

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.

Staff 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.

Online courses on Prevent awareness include:

https://www.gov.uk/guidance/prevent-duty-training

the service is free to access and provides courses covering Prevent awareness, the referral process, Channel and a refresher awareness course.

https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/awareness-course/introducing-notice-check-share-procedure

Additional training materials, resources and practical guidance covering extremism and radicalisation is available from the Department for Education's Educate Against Hate website.

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.
- 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

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, 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. 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.

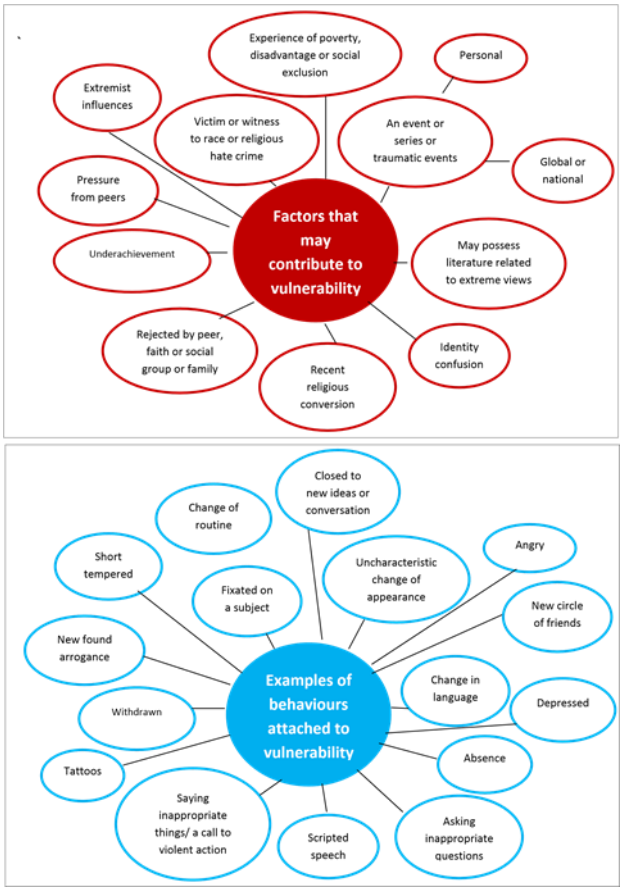
INDICATORS, HELP & SUPPORT

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 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 artwork 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

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/

REFERRAL PROCEDURE

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

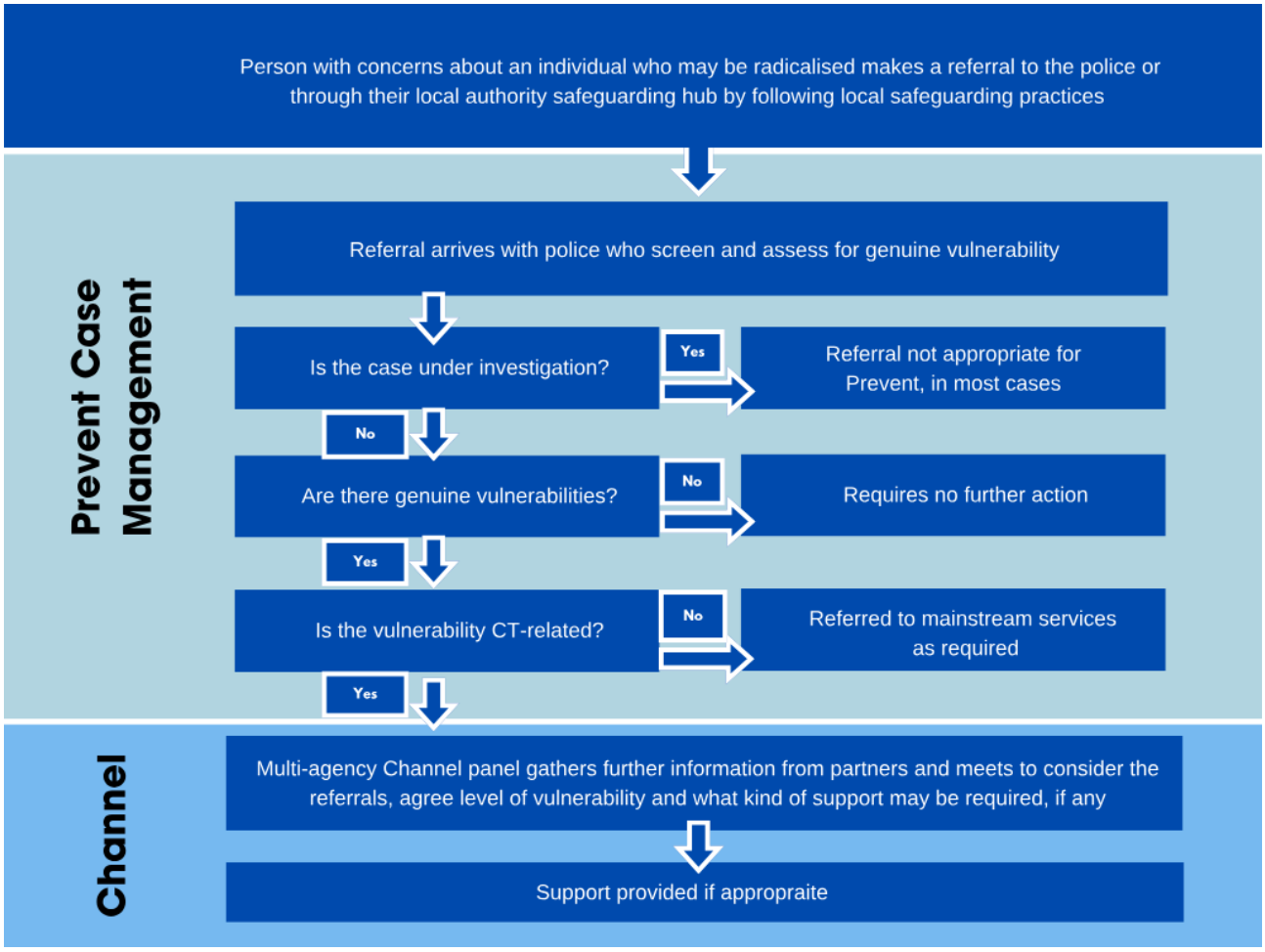
The designated safeguarding lead (DSL) should tell the student that they're going to speak with their parents or carers (if under 18) and refer this to the local authority.

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.



What should I do if I have a concern?

Follow the school's usual safeguarding procedures. Discuss these with the DSL, and they will decide whether to involve other agencies such as the LA, police, social services or Channel, the government's programme for identifying and supporting those at risk of being drawn into terrorism.

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

Contact the Kent & Medway Prevent Coordinator, Jess Harman by emailing 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 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.

CONTEST (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/

PREVENT

Prevent is at its core an early intervention programme. Its mission is to stop people becoming terrorists or supporting terrorism in the first place.

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

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***.

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.

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 susceptible 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 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 panels work with local partners to develop an individualised support package to reduce:

- broader risks to the student
- the risk of extremism or radicalisation
- the risk of the student becoming a terrorist or supporting terrorism

Channel is a voluntary process. Parents / carers can turn down the support offered. If this happens, the student will be signposted to other services, if appropriate.

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.

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 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.

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
- 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 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.

APPENDIX A **SOURCES OF INFORMATION**

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

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

Website: www.saferinternet.org.uk

Childnet

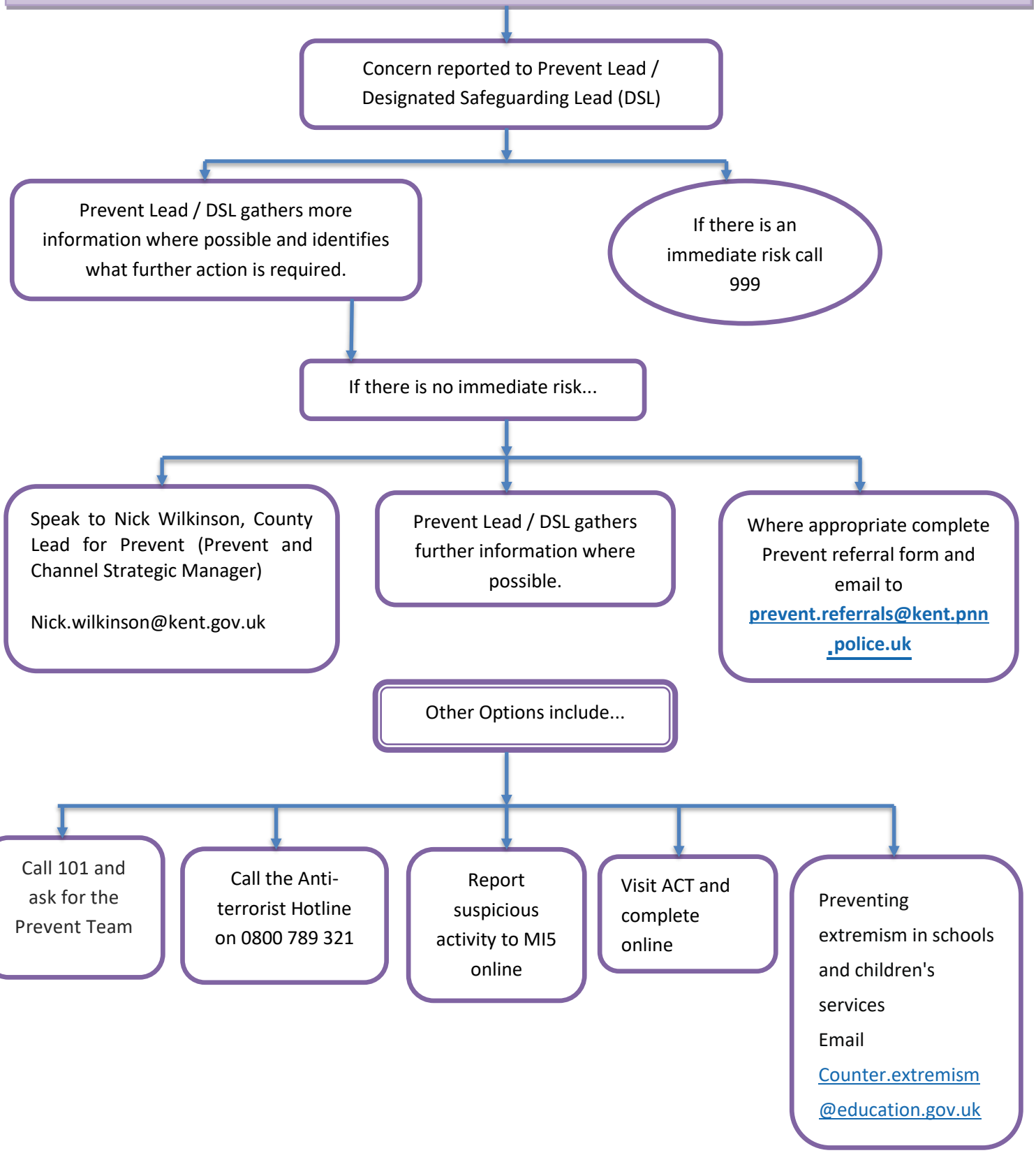
Childnet is a UK-based charity set up to empower children, families and schools in the digital age.

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

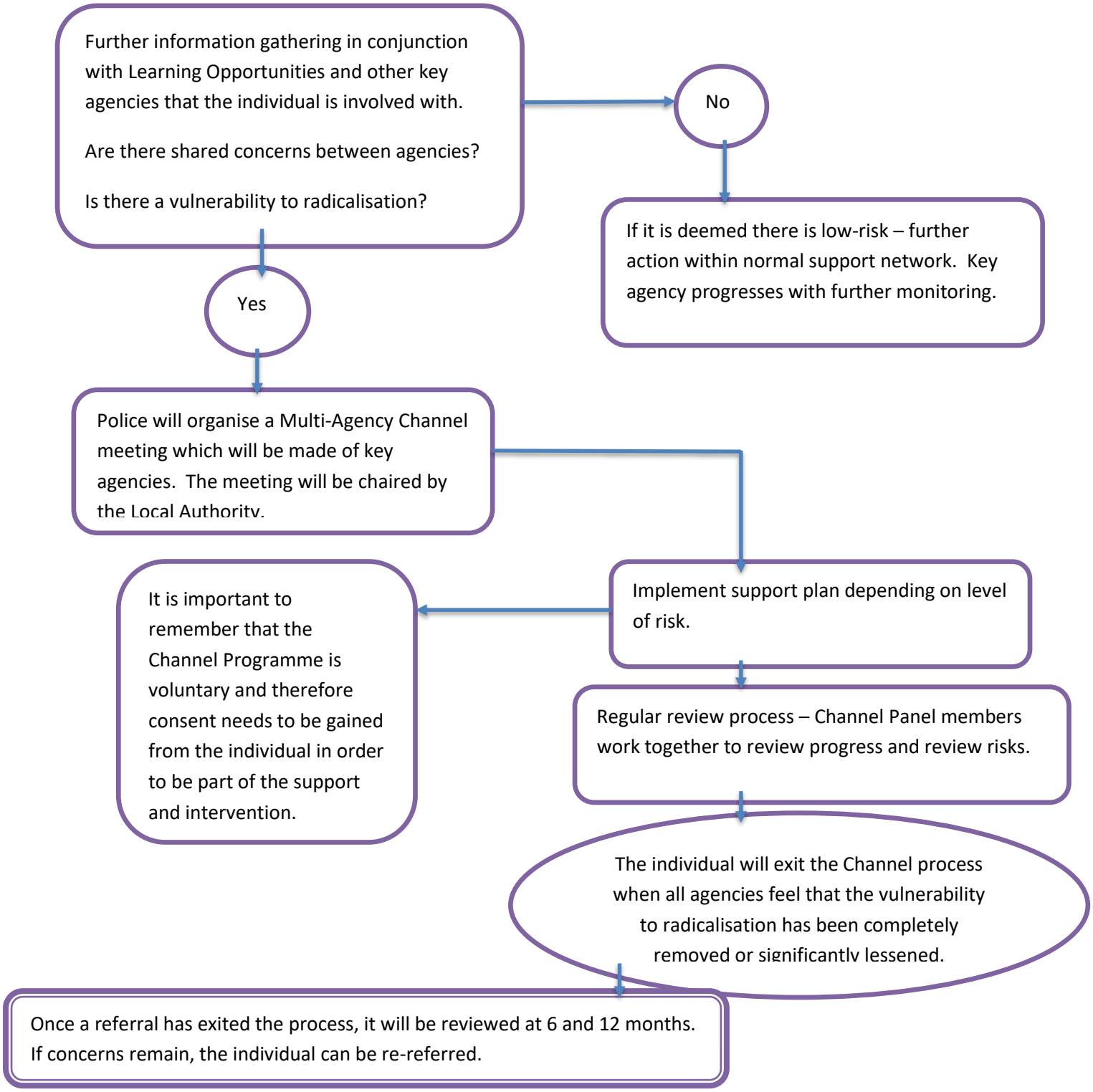
APPENDIX B **Prevent and Channel**

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.



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



APPENDIX C PREVENT REFERRAL FORM – www.gov.uk/guidance/making-a-referral-to-prevent

REFERRAL PROCESS
By sending this form you consent for it to arrive with both your dedicated Local Authority safeguarding team & 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 & other case sensitivities. Once you have completed this form, please email it to: **prevent.referrals@kent.pnn.police.uk** If you have any questions whilst filling in the form, please call: 01865 555618

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	

FOR EXAMPLE:

- How / why did the Individual come to your organisation's notice in this instance?
- Does it involve a specific event? What happened? Is it a combination of factors? Describe them.
- Has the Individual discussed personal travel plans to a warzone or countries with similar concerns? Where? When? How?
- Does the Individual have contact with groups or individuals that cause you concern? Who? Why are they concerning? How frequent is this contact?
- 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?
- 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?
- Has the Individual shown a concerning interest in hate crimes, or extremists, or terrorism? Consider *any* extremist ideology, group or cause, as well as support for "school-shooters" or public-massacres, or murders of public figures.
- Please describe any other concerns you may have that are not mentioned here.

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	

FOR EXAMPLE:

- Victim of crime, abuse or bullying.
- Work, financial or housing problems.
- Citizenship, asylum or immigration issues.
- Personal problems, emotional difficulties, relationship problems, family issues, ongoing court proceedings.
- On probation; any erratic, violent, self-destructive or risky behaviours, or alcohol / drug misuse or dependency.
- Expressed feelings of injustice or grievance involving any racial, religious or political issue, or even conspiracy theories.
- Educational issues, developmental or behavioural difficulties, mental ill health (see **Safeguarding Considerations** below).
- Please describe any other need or potential vulnerability you think may be present but which is not mentioned here.

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 whetherthe 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
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.**