



## Policy and Procedures for Preventing Radicalisation

Kensington Wade constitutes a safe space in which pupils can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas. All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty.

In the context of local, national and international events arising from the radicalisation of individuals and their subsequent involvement in extremist or terrorist activity, schools now have a statutory duty to be aware of and ready to respond to any signs that individuals are vulnerable to radicalisation or being influenced towards supporting terrorism and forms of extremism leading to terrorism.

**Radicalisation** refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

**Extremism** is defined in the *Prevent* strategy as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. This includes calls for the death of UK armed forces, whether at home or overseas.

Some key guidance that this Policy supports are:

[The Prevent duty: for schools and childcare providers](#)

[Keeping children safe in education](#)

[Promoting fundamental British values as part of SMSC in schools](#)

[Prevent Strategy](#)

[Counter-Extremism Strategy](#)

[School and College behaviour and attendance](#)

[The use of social media for online radicalisation](#)

The school is committed to working with others to prevent vulnerable people, including children, being drawn into terrorism or activity in support of terrorism. It does this through:

### 1. School culture

The school promotes the spiritual, moral and cultural development of its pupils. This includes the encouragement and exercise of free speech, and the articulation and discussion of opinions. But with rights come responsibilities. If a pupil were to express discriminatory or extremist opinions or behaviours, these would be challenged as a matter of course.

Mutual respect is central to the ethos of the school, and is modelled by pupils and staff alike. The school promotes respect for others in the classroom and in all other activities. Pupils are encouraged to explore ideas and develop opinions, always understanding that disagreement does not entail loss of respect for and understanding of others' opinions. They are given the opportunity to explore and understand their place in the UK's

culturally diverse society, and they are given the opportunity to experience diversity within the school community.

There is no place at the school for the promotion of partisan political views. There are occasions when it is appropriate to present pupils with different political views; in these cases, we undertake to ensure a balanced presentation of those views. Teaching cannot involve the promotion of partisan political views. In discussing political issues, pupils are offered a balanced presentation of opposing views.

## 2. Curriculum

The school actively promotes the values of democracy, rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Its curriculum incorporates the desired learning outcomes published by the DfE (below). Pupils gain these understandings through PSHE programmes (where questions about extremism may arise), assemblies and schemes of work in relevant curriculum subjects.

Desired learning outcomes, as defined by the Department for Education:

- *An understanding of how citizens can influence decision-making through the democratic process;*
- *An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;*
- *An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;*
- *An understanding that the freedom to hold other faiths and beliefs is protected in law;*
- *An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;*
- *An understanding of the importance of identifying and combatting discrimination.*

## 3. Safeguarding framework

Identifying and acting appropriately on any evidence that an individual is vulnerable to extremism or radicalisation is part of the broader safeguarding role of the school and its staff. The *Policy and Procedures for Safeguarding and Child Protection* sets out in detail the framework, which is supported by other policies, such as *Whistleblowing*, *Behaviour*, *Anti-bullying* and the *ICT Acceptable Use Agreement*.

With regard to preventing radicalisation, the school:

- **Understands it has a legal duty** to ‘have due regard to the need to prevent people being drawn into terrorism’. This is addressed within the school’s safeguarding procedures.
- **Prohibits extremist speakers/events at the school;** and has established clear protocols for ensuring that any visiting speakers – whether invited by staff or by children themselves – are suitable and appropriately supervised
- **Promotes fundamental British values** to build pupils’ resilience to radicalisation and enabling them to challenge extremist views
- **Manages access to extremist material** – including through the **Internet and social media**. (Every effort is made to filter extremist sites, and ensure that pupils are safe from terrorist and extremist material when accessing the Internet in school. The key word here is ‘appropriate’, given that pupils need to be educated in the use of the Internet, and too high a level of filtering would impede wider educational aims.)
- **Trains its staff** to recognise signs of radicalisation/extremism, and to know what to do; with the result that staff have 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. Staff know where and how to refer children and young people for further help. Staff should be alert to the role of social media in grooming and to changes of behaviour that could indicate radicalisation. Staff review the policy annually and all completed Educare Prevent Training as part of the induction process. Staff can access e-learning at any time online [here](#).

- **Works in partnership:** risk assessments and referrals are made in liaison with other local agencies. *Channel* is the multi-agency process designed to safeguard vulnerable people from being drawn into extremist behaviour, and works in a similar way to existing safeguarding partnerships (see below). The School will begin WRAP training, provided by the local authority Prevent team, every two years. Parents are offered Online Safety sessions every two years.
- **Has established referral mechanisms** to identify individuals who are vulnerable to extremism or radicalisation, and works with local partners to develop appropriate support strategies. Staff can make an anonymous report online [here](#).

### The Prevent process

In the case of concerns about a pupil being at risk of radicalisation, school staff will use their professional judgement and act proportionately, which may include making a referral through the Prevent programme.

The Prevent referral process requires that concerns should be passed on to the school's Designated Safeguarding Lead, who may consult with the local authority Prevent team before making a referral. Contact details for the Prevent team are found at the end of this policy. If further action is considered appropriate, the Designated Safeguarding Lead will complete the National Prevent Referral Form.

The primary route for individuals identified as having Prevent relevant vulnerabilities is support through local authority-led, multi-agency Channel panels. Channel focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Channel uses a multi-agency approach to:

- Identify individuals at risk
- Assess the nature and extent of that risk
- Develop the most appropriate support plan for the individuals concerned

*Channel* is about safeguarding children and adults from being drawn into committing terrorist- related activity. It involves early intervention to protect vulnerable people and divert them away from the risk they face before illegality occurs. The framework for referral, review and action is not intended to criminalise individuals, but to set a course to avoid precisely that.

An individual's engagement with the *Channel* programme is entirely voluntary at all stages.

Safeguarding children and young people from radicalisation is no different from safeguarding them from other forms of harm. Indicators for vulnerability to radicalisation overlap with those which underlie other vulnerabilities that might give rise to safeguarding concerns, including:

- o Family tensions
- o Sense of isolation
- o Distance from cultural heritage
- o Experience of racism or discrimination either personally or as a witness to the event
- o Feeling of failure.

The risk of radicalisation may be the product of a number of factors. Identifying this risk requires that we exercise professional judgement, seeking further advice as necessary. Staff are alert to changes in children's behaviour which could indicate that they may be in need of help or protection.

Anyone with concerns about a pupil being vulnerable to radicalisation or extremism should contact the school's Designated Safeguarding Lead (Head – Mrs Suzanne Haigh)

The levels of risk are:

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

### **Low risk**

Low risk means there's no evidence to suggest the child, young person or adult learner is vulnerable to radicalisation. Low risk behaviours, when seen alone, would not necessarily need to be explored further.

Low risk behaviours include:

- holding strong opinions or values (non-violent or non-extremist)
- criticising government policies
- adopting visible signs, for example wearing clothing (non-violent or non-extremist), to express identity or sense of belonging
- being active on social media
- taking a keen interest in national and international affairs
- taking a stand and supporting causes, for example animal rights (non-violent)
- showing new interest in a political ideology or religion
- holding or expressing conservative values or practices, whether traditional, cultural or religious (unless they cause harm to a child or others, for example female genital mutilation)

### **Low risk: what to do**

Where there is low risk, you should think about:

- talking informally to the child, young person or adult learner about the changes in their behaviour
- providing an opportunity to debate controversial issues in a safe space
- offering information about how to keep safe online

### **At risk**

A child, young person or adult learner at risk may be showing behaviours that could increase their risk and vulnerability to radicalisation.

If a child, young person or adult learner is showing at risk behaviour, you should explore this further to see if you need to make a Prevent referral.

At risk behaviour includes:

- being drawn to conspiracy theories
- beginning to isolate themselves from family and friends
- viewing or engaging with inappropriate online content and having uncontrolled or unsupervised access to the internet
- expressing concerns about being victimised, for example feeling under attack
- discriminating against other individuals or groups of people
- a sudden change in behaviour
- showing interest in extremists or extreme groups
- expressing views that divide us, for example talking about 'us' and 'them'

### **At risk: what to do**

If you think a child, young person or adult learner is at risk, you should look at their behaviour and gather all the information you need to make a full assessment of risk and harm.

You should ask yourself:

- if you have enough information to make a comprehensive assessment
- what's happened in the past to trigger the incident

- if this is an isolated incident or a pattern of behaviour
- what else you know and if there any relevant vulnerability factors
- if there are any relevant contextual factors - for example, previous safeguarding concerns, behaviour, attendance, attainment, general wellbeing
- if there are any protective factors - for example, supportive personal relationships with peers and family, environmental factors such as school, college, provider or home life

You should:

- talk to the child, young person or adult learner in a safe space - see [how to speak to a child, young person or adult learner vulnerable to radicalisation](#)
- talk to the parents or carers (if under 18) about your concerns - see 'informing the child, young person, parents or carers' in [making a referral to Prevent](#)
- make a holistic assessment of vulnerability, examining risk and protective factors as set out on page 15 of [working together to safeguard children](#)

### Medium risk

Medium risk means a child, young person or adult learner is at heightened risk of radicalisation. There may be several indicators of risk.

If the child, young person or adult learner is at risk of harm, you must [make a Prevent referral](#) immediately.

Medium risk behaviour includes:

- legitimising the use of violence to defend ideology or cause
- accessing extremist or terrorist websites, forums and publications
- expressing dehumanising views
- expressing an interest to travel to a conflict zone
- being in contact with a group or individuals known to support a violent extremist ideology, either online or in real life
- targeting a 'perceived other' of some kind (perhaps based on gender or another protected characteristic), but not otherwise identifying with one particular terrorist ideology or cause
- being obsessed with massacre, or extreme or mass violence, without targeting a particular group (for example, high school shootings)

### Medium risk: what to do

If you suspect a child, young person or adult learner is at medium risk, you should assess their vulnerability and examine the risk and protective factors as set out in the statutory guidance on [working together to safeguard children](#).

You should ask yourself:

- if there's reasonable cause to suspect that the child, young person or adult learner is suffering or likely to suffer significant harm
- what the risks are and what would happen if these needs are not met - what the impact will be on the child, young person or adult learner - what you're worried about
- what else you know and if there are any relevant vulnerability factors
- if there are any relevant contextual factors - for example, previous safeguarding concerns, behaviour, attendance and attainment records and general wellbeing
- if there are any protective factors - for example, supportive personal relationships with peers and family, environmental factors such as school, college, provider or home life

If the child, young person or adult learner is suffering from or is at risk of harm, you must [make a Prevent referral](#) immediately. This is a statutory requirement.

### High risk

High risk means a child, young person or adult learner is at significant risk. There's evidence that they're currently exposed to terrorist or extremist activity and there's a significant risk to their safety.

If they're showing high risk, criminal behaviour, tell the police immediately.

High risk, criminal behaviour includes:

- verbally or physically attacking someone due to their race, religion, sexuality and so on
- committing violent acts guided by a violent extremist ideology or group
- taking part in any proscribed violent extremist group (financing, sharing material online, recruiting others and so on)
- having a 'kill list' or detailed plan to carry out mass violence
- producing or sharing terrorist material offline or online
- recruiting others to a proscribed terrorist group or organisation

### **High risk: what to do**

You should ask yourself if the child, young person or adult learner:

- needs support from more than one agency
- is about to put themselves or others in danger
- is at risk due to actions of their parents or carers, or wider family members
- has made violent threats to your setting

Tell the police immediately if you suspect a child, young person or adult learner:

- is about to put themselves or others in danger by travelling to join a proscribed organisation, or
- appears to be involved in planning to carry out a criminal offence

If you suspect a child, young person or adult learner is likely to commit an attack on your setting, contact the police and local authority for immediate support.

The *Channel* guidance describes the **possible indicators of vulnerability** to extremism and radicalisation, around the three dimensions of engagement, intent and capability:

### **1) Engagement**

1. spending increasing time in the company of other suspected extremists
2. changing their style of dress or personal appearance to accord with the group
3. their day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause
4. loss of interest in other friends and activities not associated with the extremist ideology, group or cause
5. possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups)
6. attempts to recruit others to the group/cause/ideology
7. communicating with others in a way that suggest identification with a group/cause/ideology.

### **2) Intent**

1. clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills
2. using insulting or derogatory names or labels for another group
3. speaking about the imminence of harm from the other group and the importance of action now
4. expressing attitudes that justify offending on behalf of the group, cause or ideology
5. condoning or supporting violence or harm towards others
6. plotting or conspiring with others.

### **3) Capability**

1. having a history of violence
2. being criminally versatile and using criminal networks to support extremist goals
3. having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology or construction)

4. having technical expertise that can be deployed (e.g. IT skills, knowledge of chemicals, military training or survival skills).

### External Speaker Protocol

External agencies or speakers can enrich the experiences of our students providing them with information that helps them make decisions at different phases of their education, widening their understanding of world and global issues and providing motivational inspiration through the sharing of a speaker's experience. Our responsibility is to ensure that:

- All staff and pupils have the right to study without fear of intimidation, harassment and threatening or extremist behaviour.
- The school promotes tolerance and respect for diversity, and respect for alternative views.
- The school promotes reasoned, informed discussion of sensitive issues.
- The protocol complements the school's Safeguarding Policy and Procedures, and other policies such as Anti-Bullying, Equal Opportunities and ICT Acceptable Use Agreements.
- Speakers are expected to abide by the principles set out by the school, i.e. avoiding:
  - Gratuitously offensive or intolerant use of language
  - Intentional demeaning of individuals or groups defined by ethnicity, race, religion, sexuality, gender, disability, age.

The "Prevent" statutory guidance (The Prevent Duty Guidance", DfE, June 2015, updated March 2021) requires schools to have clear protocols for ensuring that any visiting speakers whether invited by staff or pupils, are suitable and appropriately supervised.

### Policy

We will endeavour to ensure that we do not unwittingly use agencies that are inconsistent with, or are in complete opposition to these values.

All visiting speakers will be subject to a risk assessment (see separate policy document) in order to ensure that we identify potential situations in which the content of a visiting speech is likely to undermine the values and aims of the school, and the policy on British Values; or if the speaker is associated with any organisation that advocates terrorism.

The risk assessment will be carried out by the nominated point of contact (member of staff responsible for the talk – the organiser). Once completed the risk assessment will be passed to the Head for approval.

<b>Prevent</b>	<b>Hammersmith &amp; Fulham and Kensington and Chelsea Prevent Team</b> <b>Simone Torry</b> <a href="#">Prevent</a> Education Officer 07554 222610 <a href="mailto:simone.torry@lbhf.gov.uk">simone.torry@lbhf.gov.uk</a>  General enquires 020 8753 5727 Email: <a href="mailto:prevent@lbhf.gov.uk">prevent@lbhf.gov.uk</a> Email: <a href="mailto:prevent3@rbkc.gov.uk">prevent3@rbkc.gov.uk</a>  Prevent Coordinator Aysha Esakji 07825 904191 <a href="mailto:aysha.esakji@lbhf.gov.uk">aysha.esakji@lbhf.gov.uk</a>  <a href="mailto:Counter-extremism@education.gsi.gov.uk">Counter-extremism@education.gsi.gov.uk</a>
----------------	---

HM September 2023

Review August 2024