



Preventing Radicalisation and Extremism Policy

SAFEGUARDING CHILDREN WHO ARE VULNERABLE TO EXTREMISM

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

All Kingsbridge Educational Trust (KET) schools value freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Pupils 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. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion. Essential to the KET schools are the Fundamental British Values of democracy, rule of law, equality of opportunity, freedom of speech and the rights of all to live free from persecution of any kind, and it would be expected that views and opinions expressed would be commensurate with these.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. KET is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix One.

Each KET school seeks to protect children and young people against the messages of all violent extremism.

Risk reduction

The Governors, the Headteacher and the Designated Safeguarding Lead (DSL) at each KET school will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessments may include consideration of the school's RE curriculum, SEND policy, assembly arrangements, the use of school premises by external agencies, integration of children by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy. In addition, the school Prevent Action Plan template may be used to demonstrate how the organisation is fulfilling the Prevent duty. This risk assessment will be reviewed annually.

Response

Each KET school is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the school for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the DSL. The responsibilities of the SPOC are described in Appendix Two. The named SPOCs in each KET school are:

Kents Hill Park School – Mark McGarvie (Assistant Headteacher, DSL)

Middleton Primary School – Tara Trail (Deputy Headteacher, DSL)

Monkston Primary school – Hannah Williams (Headteacher, DSL)

Oakgrove School – Caroline Forster (Head of Year)

KINGSBRIDGE EDUCATIONAL TRUST RADICALISATION AND EXTREMISM POLICY



When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC and to the DSL if this is not the same person. Recording procedures and guidance is detailed in Appendix Three. If a pupil is thought to be at risk of radicalisation, a referral to Channel¹ Panel will be made.

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

Staff have received WRAP² training in order to raise awareness of Prevent and to understand their role in ensuring vulnerabilities are recognised and appropriate support or intervention is secured, such as Channel Panel.

SAFEGUARDING CHILDREN WHO ARE VULNERABLE TO EXPLOITATION, FORCED MARRIAGE, FEMALE GENITAL MUTILATION, OR TRAFFICKING

The KET Safeguarding and an individual school's Behaviour policies provide the basic platform to ensure children and young people are given the support to respect themselves and others, stand up for themselves and protect each other.

Each KET school's DSL keeps up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation and this is shared with staff.

KET school staff are supported through training to recognise warning signs and symptoms in relation to specific issues.

Each KET school's DSL/SPOC works with and engages families and the school community to talk about such issues.

KET school staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible. However, if a child is thought to be at risk of significant harm and discussing this with the parent may increase the risk of harm, advice will be sought from MASH and a referral will be made.

Each KET school's DSL knows where to seek and get advice as necessary.

WHAT WE DO WHEN WE ARE CONCERNED

All concerns will be viewed alongside the MK Together Thresholds Framework in order to ensure the appropriate support or intervention is provided at the earliest opportunity in the least intrusive way.

Where risk factors are present, but there is no evidence of a particular risk, then the DSL/SPOC advises on preventative work that can be done within school to engage the child into mainstream

¹ Sections 36 to 41 of the Counter-Terrorism & Security Act 2015 (the CT&S Act) sets out the duty on local authorities & partners of local panels to provide support for people vulnerable to being drawn into terrorism. In England & Wales this duty is the Channel programme. Channel aims to

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

² WRAP: Workshop to Raise Awareness of Prevent

KINGSBRIDGE EDUCATIONAL TRUST RADICALISATION AND EXTREMISM POLICY



activities and social groups. The DSL may well be the person who talks to and has conversations with the child's family, sharing the school's concern about the child's vulnerability and how the family and school can work together to reduce the risk.

Each KET school will review each case to ensure that any support or intervention provided has impacted positively on the welfare / safety of the pupil and that improvement is sustained.

In the event that provision of Early Help has not led to improvements for the student, or concerns escalate, the school will follow the step-up procedures published by MK Together.

In consultation with the MK Together Thresholds Framework, if the concerns about the pupil indicate that they may be at risk of or suffering significant harm, a referral will be made to MASH (Milton Keynes Safeguarding Hub). The parent/carer will be informed of the referral unless informing the parent/carer may place the pupil at increased risk of harm.

If the school is concerned that a pupil has experienced or is at risk of FGM, a child protection referral will be made to MASH and the police in accordance with interagency procedures produced by MK Together.

If the school is concerned that a pupil may be at risk of significant harm in relation to radicalisation or involvement in violent extremism, a child protection referral will be made to MASH, the police prevent officer will be informed who will advise whether the case should be referred to the Channel Panel.

INVOLVING PARENTS / CARERS

In most cases, the KET school will discuss any safeguarding and child protection concerns with parents / carers before approaching other agencies, and will seek their consent to making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the DSL. However, there may be occasions when the school will contact another agency **before** informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.

Parents/Carers can access the KET *Safeguarding & Child Protection* policy via each school's website or upon request.

MULTI-AGENCY WORK

Each KET school works in partnership with other agencies in the best interests of the pupils. The school will, where necessary, liaise with the school nurse, initiate Early Help, and make referrals to MASH. Referrals and contacts should be made by the DSL to MASH. Where the pupil already has a social worker, the request for a service should go immediately to the social worker involved, or in their absence to their team manager or duty worker.

Each KET school will co-operate with any child protection enquiries conducted by children's social care: the school will ensure representation at appropriate inter-agency meetings such as 'Team around the Family' (TAF) meetings, child protection conferences, as well as core group meetings.

KET schools will provide reports as required for these meetings in accordance with the MK Together MKSB interagency procedures. If the school is unable to attend, a written report will be sent.

Kingsbridge Educational Trust
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**APPENDIX ONE
INDICATORS OF VULNERABILITY TO RADICALISATION**

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government 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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas”
3. Extremism is defined by the Crown Prosecution Service as:
“The demonstration of unacceptable behaviour by using any means or medium to express views which:
 - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - Seek to provoke others to terrorist acts;
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - Foster hatred which might lead to inter-community violence in the UK”
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Children may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
 - Identity Crisis – the child is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
 - Personal Crisis – the child may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
 - Personal Circumstances – migration; local community tensions; and events affecting the child’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
 - Unmet Aspirations – the child may have perceptions of injustice; a feeling of failure; rejection of civic life;
 - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
 - Special Educational Need – children may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

**KINGSBRIDGE EDUCATIONAL TRUST
RADICALISATION AND EXTREMISM POLICY**



8. More critical risk factors could include:
- Being in contact with extremist recruiters;
 - Accessing violent extremist websites, especially those with a social networking element;
 - Possessing or accessing violent extremist literature;
 - Using extremist narratives and a global ideology to explain personal disadvantage;
 - Justifying the use of violence to solve societal issues;
 - Joining or seeking to join extremist organisations;
 - Significant changes to appearance and / or behaviour; and
 - Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

APPENDIX TWO

**PREVENTING VIOLENT EXTREMISM -
ROLES AND RESPONSIBILITIES OF THE SINGLE POINT OF CONTACT (SPOC)**

- Ensuring that staff of the school are aware who the SPOC is in relation to protecting children from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing children from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of the school in relation to protecting children from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RE curriculum and assembly arrangements to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting children from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to children who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information in relation to referrals of vulnerable children into the Channel process;
- Attending Channel meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel Co-ordinator;
- Sharing any relevant additional information in a timely manner.

APPENDIX THREE

RECORDING PROCEDURES AND GUIDANCE

	Who	Action	Detail
1.	Person with concern	Informing the Designated Safeguarding Lead/SPOC	Any member of staff, volunteer or visitor who identifies or receives a concern about the safety or welfare of a child should report the concern on MyConcern. (unless the concern is of an urgent nature in which an immediate conversation with the DSL/SPOC will take place).
2.	Person with concern <u>and</u> DSL/SPOC	Discuss concern with the DSL/SPOC and agree actions. Referral to MASH and police	The person who has made the recording should discuss the concern with the DSL/SPOC. They should agree together, in conjunction with MASH Procedures and the Threshold Framework, what action should be taken and by whom. These actions should be recorded on MyConcern, and all parties should agree how and when the actions will be reviewed. The police prevent officer will be contacted and all evidence and actions submitted.