



**CRESTWOOD**  
COMMUNITY SCHOOL

# **Preventing Extremism and Radicalisation Policy**

Updated: September 2024  
Review cycle: Yearly

## 1. Introduction

Crestwood Community School is committed to providing a secure environment for students, where children feel safe and are kept safe. All adults at Crestwood Community School recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not.

In adhering to this policy, and the procedures therein, staff and visitors will contribute to Crestwood Community School's delivery of the outcomes to all children, as set out in s10 (2) of the Children Act 2004\*. This Preventing Extremism and Radicalisation Policy is one element within our overall school arrangements to Safeguard and Promote the Welfare of all Children in line with our statutory duties set out at s175 of the Education Act 2002 (s157 of the Education Act 2002).

Our school's Preventing Extremism and Radicalisation Safeguarding Policy also draws upon the guidance contained in DfE Guidance "Keeping Children Safe in Education, 2014"; and specifically DCSF Resources "Learning Together to be Safe", "Prevent: Resources Guide", "Tackling Extremism in the UK", DfE's "Teaching Approaches that help Build Resilience to Extremism among Young People" and Peter Clarke's Report of July 2014.

*\* the physical, mental health and emotional well-being of children; the protection of children from harm and neglect; the education, training and recreation of children; the contribution made by them to society; and their social and economic well-being.*

## 2. School Ethos and Practice

When operating this policy Crestwood Community School uses the following accepted Governmental definition of extremism which is:

'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; and/or calls for the death of members of our armed forces, whether in this country or overseas'.

There is no place for extremist views of any kind in our school, whether from internal sources — students, staff or governors, or external sources - school community, external agencies or individuals. Our students see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this — we have a duty to ensure this happens.

As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views we are failing to protect our students.

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.

Therefore, at Crestwood Community School we will provide a broad and balanced curriculum, delivered by skilled professionals, so that our students are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalised.

Furthermore, Crestwood Community School are aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times students may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

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 our Behaviour Management Policy for students and the Code of Conduct for staff. Where misconduct by a teacher is proven the matter will be referred to the LADO.

As part of wider safeguarding responsibilities school staff will be alert to:

- Disclosures by students of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where students have not actively sought these out;
- Graffiti symbols, writing or art work promoting extremist messages or images;
- Students accessing extremist material online, including through social networking sites;
- Parental reports of changes in behaviour, friendship or actions and requests for assistance;
- Partner schools, local authority services, police reports of issues affecting students in other schools or settings;
- Students voicing opinions drawn from extremist ideologies and narratives;
- 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 policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture;
- Attempts to impose extremist views or practices on others;
- Anti-western or Anti-British views.

Our school will closely follow any locally agreed procedure as set out by the Local Authority and/or Hampshire's Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

At Crestwood Community School, we have determined "British Values" to be:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs

As a school we aim to develop and nurture these by:

- Planning a vibrant, engaging Assembly programme with core ethical values and beliefs at its heart
- A well-structured Personal Development programme which addresses all of the requirements of the programmes of study (looking at Democracy, Freedom, the rule of law, Human Rights and responsibilities)
- A strong Religious Studies and Ethics programme at every Key Stage
- Effective and well-managed School Parliament enabling students to actively participate in the

democratic process

- A broad and balanced curriculum which addresses many of these core values across a range of subject areas
- Having a clearly communicated and consistently applied Behaviour Management Policy so that students understand what is expected of them and the consequences of both meeting and failing to meet these expectations
- A Code of Conduct which is regularly referred to and communicated with students, reiterating that we are a school community built on mutual respect and understanding
- Adopting restorative approaches, where possible, to resolve any difficulties between members of our school community
- Having a rigorous commitment to student safety (for example: trips and visits policy and procedures, Safeguarding procedures, Code of Conduct and Health and Safety procedures)

### **3. Teaching Approaches**

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 children may experience elsewhere may make it harder for them to challenge or question these radical influences. In our school this will be achieved by good teaching, primarily via PDL; but also by adopting the methods outlined in the Government's guidance 'Teaching approaches that help build resilience to extremism among young people' DfE 2011.

We will ensure that all of our teaching approaches help our students build resilience to extremism and give students a positive sense of identity through the development of critical thinking skills. We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

We will be flexible enough to adapt our teaching approaches, as appropriate, so as to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation.

- Making a connection with young people through good teaching and a student centred approach;
- Facilitating a 'safe space' for dialogue, and
- Equipping our students with the appropriate skills, knowledge, understanding and awareness for resilience.

Therefore this approach will be embedded within the ethos of our school so that students know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our school's approach to the Spiritual, Moral, Social and Cultural development of students as defined in OfSTED's School Inspection Handbook and will include the sound use of assemblies to help further promote this rounded development of our students.

Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution. We will achieve this by using a curriculum that includes:

- Citizenship programmes;
- Open discussion and debate;
- Work on anti-violence and a restorative approach addressed throughout curriculum and the behaviour policy;
- Focussed educational programmes.

We will also 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 students' experiences and horizons.

We will help support students who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a student is being directly affected by extremist materials or influences we will ensure that that student is offered mentoring. Additionally in such instances our school will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

At Crestwood Community School we will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage students to respect one another and to respect and tolerate differences, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our students safe and prepare them for life in modern multicultural Britain and globally.

#### **4. Use of External Agencies and Speakers**

At Crestwood Community School we encourage the use of external agencies or speakers to enrich the experiences of our students. However we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our students.

Crestwood Community School is committed to providing students with an environment where freedom of expression and speech (within the law) are protected, but balanced with the need to ensure that the provider is free from harm and hatred.

In the context of the school, an external speaker is defined as anyone who is not a member of staff.

Crestwood Community School is aware of its responsibilities to have due regard to the need to prevent people from being drawn in to terrorism, placing a proportionate amount of consideration on its policies and procedures.

The approval of external speakers and the use of premises WILL NOT be denied on the grounds of policy or belief. The school seeks to ensure that the policy is embedded within day to day practices, policies and procedures throughout the college.

These external agencies will be vetted to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in complete opposition to, the school's values and ethos. We must be aware that in some instances the work of external agencies may not directly be connected with the rest of the school curriculum so we need to ensure that this work is of benefit to students.

Our school will assess the suitability and effectiveness of input from external agencies or individuals 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 schemes of work to avoid contradictory messages or duplication;

- Activities are matched to the needs of students;
- Activities are carefully evaluated by schools to ensure that they are effective.

We recognise, however, that the ethos of our school is to encourage students to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this.

Therefore by delivering a broad and balanced curriculum and enrichment programme augmented by the use of external sources where appropriate, we will 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 engage in informed debate.

The school maintains its responsibility to comply with the Human Rights Act (1998) and the Education (No.2) Act (1986) allowing staff and students their freedom of speech and expression, particularly in the context of academic freedom to question and put forward new ideas including controversial or unpopular opinions, Education Reform Act (1988). This must co-exist with the due regard to prevent people from being drawn into terrorism, Counter-Terrorism and Security Act (2015).

The school has a duty to safeguard information that it holds on individuals, so as not put them at risk through disclosure and therefore complies with the Data Protection Act (1998). The school seeks to comply with all relevant legislation and is also informed by:

- The Equality Act (2010)
- Terrorism Act (2000, 2006, 2008)
- Public Order Act (1986)
- Protection from Harassment Act (1997)
- The Crime and Disorder Act (1998)
- The Racial and Religious Hatred Act (2006)
- Consumer Rights Act (1998)

The majority of external speakers' requests will be straightforward and can be authorised by the Designated Safeguarding Lead. However where any concerns are raised the referral will be further considered by the Core SLT.

Prior to the confirmation of an external speaker, the event organiser will be responsible for gathering the following information on the External Speaker/Event Authorisation Form found in the appendices.

The form will ensure staff assess the speaker against the following set of questions:

1. Has the speaker been prevented from speaking at Crestwood or previously known to express views that may be in breach of the external speaker code of conduct?
2. Does the proposed title or theme of the event present a potential risk that views/opinions expressed by the speaker(s) may be in breach of the external speaker code of conduct?
3. Is the proposed speakers theme likely to attract attendance from individuals/groups that have previously been known to express views that may be in breach of the external speaker code of conduct?

If the answer to all three questions is NO, then the event organiser can book the external speaker for the event or lecture (a copy of the external speaker's code of conduct should be sent at this stage).

If the answer to any of the questions is UNCLEAR, then the event organiser must seek guidance from the DSL whose responsibility it will be to further review the speaker(s) against the questions above.

Ultimately, if the answer to any of the questions is YES, then it is the responsibility of the event organiser to submit a referral to the DSL

Through completion of the External Speaker/Event Authorisation Form staff will be guided through the necessary steps at each stage of the assessment. Staff should alert the DSL to any concerns as soon as they are able to provide the necessary time to investigate the case before the scheduled attendance/event. Where potential concerns have been highlighted and this is not possible then the speaker/event will have to be cancelled.

Crestwood reserves the right to not permit an external speaker to speak or attend an event, to refuse to permit an event and/or to halt an event at any time if it reasonably considers there may be a breach of the external speaker policy or of any legal obligation.

In line with relevant law, Crestwood Community School will share information with other relevant institutions regarding external speakers and events.

## **5. Whistle Blowing**

Where there are concerns of extremism or radicalisation Students, Staff and Governors will be encouraged to make use of our internal systems to Whistle Blow or raise any issue in confidence. They must inform the Headteacher straight away (or if it relates to the Headteacher inform the Chair of Governors).

## **6. Safeguarding**

Please refer to our Child Protection and Safeguarding Policy for the full procedural framework on our Safeguarding and Child Protection duties.

Staff at Crestwood Community School will be alert to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue there may be some instances where a child or children may be at direct risk of harm or neglect. For example; this could be due to a child displaying risky behaviours in terms of the activities they are involved in or the groups they are associated with or staff may be aware of information about a child's family that may equally place a child at risk of harm. (These examples are for illustration and are not definitive or exhaustive).

Therefore, all adults working in Crestwood Community School (including visiting staff, volunteers' contractors, and students on placement) are required to report instances where they believe a child may be at risk of harm or neglect to the Designated Safeguarding Lead or Headteacher.

In Crestwood Community School our Safeguarding reporting arrangements are set out fully in our Safeguarding Policy.

The Designated Safeguarding Lead is: Tim Nash - [tim.nash@crestwood.hants.sch.uk](mailto:tim.nash@crestwood.hants.sch.uk) /07780 216589

## 7. Online Safety

With increasing concerns about radicalisation of young people there is a need to actively challenge extremist views and prevent young people being drawn into terrorism. Keeping children safe from harm includes keeping them safe from extreme ideologies and behaviours.

As an organisation working with children and young people, we must have an awareness of the potential influences of extremist ideology and the risks of radicalisation. This means knowing the children and young people you work with well, the dynamics of peer groups, their families and the local community (considering also [contextual safeguarding](#)).

An important part of keeping people safe is protecting them from those who may try to groom and exploit them. Grooming happens when someone takes advantage of another person by persuading them to think and do things that they would not otherwise do. This can include encouraging someone to develop support for extremist ideas, these may be political, religious or other causes. The person being groomed may be encouraged to feel anger and intolerance towards other people, groups or communities. People exposed to these forms of grooming can become radicalised. They may come to believe that actions need to be taken to advance their ideas, including violence. In very extreme cases they may come to support terrorist activity.

People can be radicalised in many ways, including through the internet, social media and online gaming sites. It can happen to anyone, although some people may be more vulnerable because of factors such as:

- being isolated from family, friends or the community
- experiencing discrimination, bullying or harassment
- having a grievance against a person, group or cause

Radicalisation can happen over anything from a few days to several years. The signs to look out for include:

- becoming more secretive, especially around internet use
- spending increasing amounts of time communicating with friends they have met online
- becoming isolated from family and friends
- developing a fixation on a particular subject
- expressing intolerance or hatred of other people or communities
- changing appearance to reflect association with a group or cause
- expressing thoughts about harming or using violence towards others

When someone becomes radicalised it can endanger their safety and welfare, and the safety and welfare of those around them. By intervening early you can ensure that the person you are concerned about receives support to keep them safe, preventing them from further radicalisation. Support is provided by a range of organisations which work together to safeguard and protect people from those who seek to radicalise them.

360 Degree Safe is a tool intended to enable schools to self review their online safety policy and practice. Further information can be found <https://360safe.org.uk/>

In the appendices there is a list of keywords which have been added to our filtering system. These support online safety to prevent radicalisation. This list is not exhaustive and is always being adapted following guidance from Hampshire Prevent Partnership Board and Government guidance.



## 8. Staff Training

Catalogue: <https://www.gov.uk/government/publications/prevent-duty-catalogue-of-training-courses>

Prevent Referrals: <https://www.elearning.prevent.homeoffice.gov.uk/preventreferrals>

Channel Awareness: <https://www.elearning.prevent.homeoffice.gov.uk/channelawareness>

Original E-Learning: <https://www.elearning.prevent.homeoffice.gov.uk/>

## 9. Support and links:

- Protecting children from radicalisation: the prevent duty  
<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>
- Department of Education Helpline 0207 340 7264 / [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk)
- The Prevent Duty - Government documentation  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/439598/prevent-duty-departmental-advice-v6.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf)
- Hampshire County Council  
<https://www.hants.gov.uk/community/prevent>
- Hampshire Prevent Partnership Board  
<https://www.hampshirepreventboard.org.uk/professionals-area/national-guidance/>
- Channel Duty  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/964567/6.6271\\_HO\\_HMG\\_Channel\\_Duty\\_Guidance\\_v14\\_Web.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/964567/6.6271_HO_HMG_Channel_Duty_Guidance_v14_Web.pdf)
- Teaching resources  
<https://educateagainsthate.com/>
- Counter Terrorism Policing  
<https://act.campaign.gov.uk/>

## 10. Role of Governing Body


The Governing Body will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities including their statutory safeguarding duties.

The Governing Body of our school will support the ethos and values of our school and will support the school in tackling extremism and radicalisation.

In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education, 2014' the governing body will challenge the school's senior management team on the delivery of this policy and monitor its effectiveness.

## 11. Review

Governors will review this policy annually.

Signed:- \_\_\_\_\_  \_\_\_\_\_ (Chair of Governors)

Date:- 21.10.2024 \_\_\_\_\_

## 12. Appendices:

1. [External Speaker or Event Authorisation Form](#)

2. **Prevent Risk Register**

### Risk Scoring

Almost Certain	5	Catastrophic	5
Very Likely	4	Major	4
Likely	3	Moderate	3
Unlikely	2	Minor	2
Improbable	1	None or Trivial	1

1	Online Safety	Extremist organisations radicalise students online and encourage them to commit acts of violence or incite others to commit acts of violence as 'loan actors'.	20 High	<ul style="list-style-type: none"> <li>• Poster campaign and screensavers raising awareness of online safety.</li> <li>• Tutorial programme developed through the SOLA packs about online safety.</li> <li>• Robust systems in place for monitoring internet usage and daily reports provided to the Director of IT of students attempting to access extremist or violent sites.</li> <li>• Regular updates provided to staff and students about news items to raise awareness.</li> </ul>	12 Medium	<ul style="list-style-type: none"> <li>• Face to face tutorials to be developed and delivered specifically about online safety.</li> <li>• Safeguarding month to be held on March with Prevent and online safety two of the themes for the week. Button badges with the tag line 'block' will be distributed to students throughout this month along with speakers and other events to raise awareness in a non-threatening way.</li> </ul>
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				<ul style="list-style-type: none"> <li>● Staff prevent refreshers have highlighted to growing risks of online radicalisation.</li> <li>● Media production students have developed a video to raise awareness of online radicalisation and these are available on the student portal.</li> </ul>		
2	Work based learners	The college does not have robust processes in place to protect work based students from the threats of radicalisation. Employers within work based settings are unaware of Prevent and how to report concerns.	20 High	<ul style="list-style-type: none"> <li>● Information leaflet drafted specifically about prevent and safeguarding and sent to all employer links.</li> <li>● Prevent and safeguarding checks form part of the routine questions asked by assessors when they meet with learners.</li> <li>● All assessors/specialists within the BDU carry a standard email signature that reminds employers what to do should they have a safeguarding concern.</li> <li>● Work placement employers are provided with prevent information as part of their induction booklets and materials.</li> </ul>	12 Medium	<ul style="list-style-type: none"> <li>● Detailed and specific training to be delivered to the newly formed work based team on embedding British Values within their delivery – this has been scheduled for 2/2/17.</li> <li>● Ensure that prevent is highlighted with employers at induction for new learners and included within documentation sent to them.</li> <li>● Include prevent updates as part of regular communication with employers to heighten their awareness through routine communications.</li> </ul>
3	Partner provider network	The college's partner provider network does not have robust processes in place to satisfy the prevent duty, thus putting a significant number of learners at risk who are currently studying with those partners.	20 High	<ul style="list-style-type: none"> <li>● Training for the partner provider network specifically related to prevent.</li> <li>● Prevent compliance built into the partner contract and assessed as part of the quality reviews.</li> <li>● Partners are required to submit a monthly return declaring any safeguarding or prevent incidents.</li> <li>● Partners are provided with an action plan to improve and support from the</li> </ul>	12 medium	<ul style="list-style-type: none"> <li>● Continue to provide training and updates to partner providers.</li> <li>● Ensure that prevent updates and refreshers are included within all partner training days.</li> <li>● Continue to monitor monthly return relates to prevent to highlight any issues.</li> </ul>

				<p>QTLP team should there be improvement needed.</p> <ul style="list-style-type: none"> <li>Information related to prevent is included on the partners' portal.</li> </ul>		
4	Speakers and events	<p>Extremist organisations are given a platform to radicalise young people because the college has ineffective processes in the place for vetting speakers and events.</p>	12 Medium	<ul style="list-style-type: none"> <li>The college has a speakers and events policy that was revised in November 2016 that requires all staff to complete a speaker checklist prior to the speaker coming into college.</li> <li>More controversial speakers require the authorisation of the Director of Communications.</li> <li>The college maintains a central log of speakers</li> <li>Staff are expected to remain in the room with external speakers so they can monitor what is being said to students and can address issues as they arise.</li> </ul>	9 Medium	<ul style="list-style-type: none"> <li>Continue to raise awareness of the speakers and events policy with college staff and with partner providers.</li> <li>Deliver training for the college's SU.</li> </ul>
5	Islamist extremism	<p>The counter terrorism local profile has identified the development of an Islamist extremist group within the Nottingham City area, however still assesses the current risk as quite low. One individual within the Ashfield area has been convicted of terrorism offences linked to the funding of ISIS and this individual was an ex-student of the college. The risk of online radicalisation is high generally across the region and the country. Some of the college's partner providers are operating in areas with a</p>	12 Medium	<ul style="list-style-type: none"> <li>Awareness raising sessions with students about current events and activities.</li> <li>Regular updates for staff on issues that are in the news and how these may be used to raise student awareness.</li> <li>Links with faith groups across the area to provide students with a better understanding of multi-faith Britain.</li> </ul>	9 Medium	<ul style="list-style-type: none"> <li>Continue to raise awareness</li> <li>Review risk level once CTLP is released in May 2017</li> <li>Continue to work closely with Police Prevent team and Regional Prevent Coordinator to identify any risks</li> <li>Continue to promote tolerance and respect for different faiths and beliefs.</li> </ul>

		much higher risk level than Mansfield and Ashfield.		<ul style="list-style-type: none"> <li>● Robust systems in place for reporting concerns about students that are well known by staff.</li> </ul>		
6	Right wing extremism	The counter terrorism local profile does not identify any groundswell of support for far right extremist organisations across the Nottinghamshire area. However, votes to leave the EU were some of the highest in the country in Mansfield and Ashfield at 70%. This has highlighted underlying tensions within the local community specifically related to immigration. The majority of channel referrals within Nottinghamshire have been related to far right extremism and the majority of prevent concerns raised within the college in 2015/16 were related to right wing extremism. The growing proliferation of right wing extremist material online is likely to be more attractive to the college's demographic than Islamist extremism.	12 Medium	<ul style="list-style-type: none"> <li>● Awareness raising amongst staff and students about right wing extremist organisations.</li> <li>● Equality and diversity well embedded within the college which create a culture of respect and tolerance.</li> <li>● Robust systems in place for reporting concerns about students that are well known by staff.</li> <li>● Specific sessions held for students around immigration.</li> <li>● Work with the Maun Valley Citizens on listening campaigns post-Brexit with the intention of building a more cohesive community.</li> </ul>	9 Medium	<ul style="list-style-type: none"> <li>● Continue to raise awareness</li> <li>● Review risk level once CTLP is released in May 2017</li> <li>● Continue to work closely with Police Prevent team and Regional Prevent Coordinator to identify any risks</li> <li>● Continue to promote tolerance and respect amongst the student body</li> <li>● Better promote the work of the college with Maun Valley Citizens</li> </ul>
7	Promoting British Values	The college does not have a culture and ethos where British Values are celebrated, which leads to a culture of disrespect and intolerance and where tensions are allowed to flourish.	12 medium	<ul style="list-style-type: none"> <li>● Highly effective mechanisms to embed equality and diversity.</li> <li>● Regular student surveys indicate that students feel respected.</li> <li>● Training for staff on the promotion and embedding of British Values</li> </ul>	6 Low	<ul style="list-style-type: none"> <li>● Ensure that the link between British Value, college values and equality and diversity are more explicit rather than implicit.</li> <li>● Deliver train to train sessions for staff in March on embedding British Values within teaching and learning.</li> <li>● Continue to run campaigns around respect and tolerance.</li> </ul>
8			15		6	

	Staff training and awareness	Staff are not aware of prevent and are not aware of how to report concerns	Medium	<ul style="list-style-type: none"> <li>• All staff have completed initial mandatory training and the vast majority have completed their annual refresher.</li> <li>• Training has been delivered on the whole face to face and therefore allows time for discussions and questions</li> <li>• Robust and well-known mechanisms in place for safeguarding which are well publicised.</li> <li>• Regular updates provided to staff through email bulletins and team meetings.</li> <li>• Three members of staff are Home Office WRAP facilitator trained.</li> </ul>	Low	<ul style="list-style-type: none"> <li>• Continue to monitor staff training compliance</li> <li>• Include prevent updates for staff within the email bulletins and other mass communication mechanisms.</li> </ul>
9	Partnership working	If the college does not have effective partnerships with organisations such as the Local Authority, Police Prevent Team and regional coordinator it may not forward concerns appropriately and may not be aware of the wider risks within the community.	9 Medium	<ul style="list-style-type: none"> <li>• Excellent links with the local authority, police, regional coordinator and other agencies working with prevent.</li> <li>• Good links with other providers in the area enable the college to share practice.</li> </ul>	6 Low	<ul style="list-style-type: none"> <li>• Develop a formal information sharing protocol for the college.</li> </ul>

### 3. Prevent National Referral Form

REFERRAL PROCESS	
<p><b>By sending this form you consent for it to arrive with both your dedicated Local Authority safeguarding team &amp; Prevent policing team for a joint assessment.</b> Wherever possible we aim to give you feedback on your referral, please be aware, however, that this is not always possible due to data-protection &amp; other case sensitivities.</p> <p>Once you have completed this form, please email it to: <a href="mailto:prevent.referrals@kent.pnn.police.uk">prevent.referrals@kent.pnn.police.uk</a></p> <p>If you have any questions whilst filling in the form, please call: 01865 555618</p>	
INDIVIDUAL'S BIOGRAPHICAL & CONTACT DETAILS	
<b>Forename(s):</b>	First Name(s)
<b>Surname:</b>	Last Name
<b>Date of Birth (DD/MM/YYYY):</b>	D.O.B.
<b>Approx. Age (if DoB unknown):</b>	Please Enter
<b>Gender:</b>	Please Describe
<b>Known Address(es):</b>	Identify which address is the Individual's current residence
<b>Nationality / Citizenship:</b>	Stated nationality / citizenship documentation (if any)
<b>Immigration / Asylum Status:</b>	Immigration status? Refugee status? Asylum claimant? Please describe.
<b>Primary Language:</b>	Does the Individual speak / understand English? What is the Individual's first language?
<b>Contact Number(s):</b>	Telephone Number(s)
<b>Email Address(es):</b>	Email Address(es)
<b>Any Other Family Details:</b>	Family makeup? Who lives with the Individual? Anything relevant.



<b>DESCRIBE CONCERNS</b>	<b>In as much detail as possible, please describe the specific concern(s) relevant to Prevent.</b>
Please Describe	
<p><b>FOR EXAMPLE:</b></p> <ul style="list-style-type: none"> <li>· How / why did the Individual come to your organisation's notice in this instance?</li> <li>· Does it involve a specific event? What happened? Is it a combination of factors? Describe them.</li> <li>· Has the Individual discussed personal travel plans to a warzone or countries with similar concerns? Where? When? How?</li> <li>· Does the Individual have contact with groups or individuals that cause you concern? Who? Why are they concerning? How frequent is this contact?</li> <li>· Is there something about the Individual's mobile phone, internet or social media use that is worrying to you? What exactly? How do you have access to this information?</li> <li>· Has the Individual expressed a desire to cause physical harm, or threatened anyone with violence? Who? When? Can you remember what was said / expressed exactly?</li> <li>· Has the Individual shown a concerning interest in hate crimes, or extremists, or terrorism? Consider <i>any</i> extremist ideology, group or cause, as well as support for "school-shooters" or public-massacres, or murders of public figures.</li> <li>· Please describe any other concerns you may have that are not mentioned here.</li> </ul>	
<b>COMPLEX NEEDS</b>	<b>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?</b>
Please Describe	
<p><b>FOR EXAMPLE:</b></p> <ul style="list-style-type: none"> <li>· Victim of crime, abuse or bullying.</li> <li>· Work, financial or housing problems.</li> <li>· Citizenship, asylum or immigration issues.</li> <li>· Personal problems, emotional difficulties, relationship problems, family issues, ongoing court proceedings.</li> <li>· On probation; any erratic, violent, self-destructive or risky behaviours, or alcohol / drug misuse or dependency.</li> <li>· Expressed feelings of injustice or grievance involving any racial, religious or political issue, or even conspiracy theories.</li> <li>· Educational issues, developmental or behavioural difficulties, mental ill health (see <b>Safeguarding Considerations</b> below).</li> <li>· Please describe any other need or potential vulnerability you think may be present but which is not mentioned here.</li> </ul>	
<b>OTHER INFORMATION</b>	<b>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..</b>
Please Describe	

## PERSON WHO FIRST IDENTIFIED THE CONCERNS

<b>Do they wish to remain anonymous?</b>	Yes / No
<b>Forename:</b>	Referrers First Name(s)
<b>Surname:</b>	Referrers Last Name
<b>Professional Role &amp; Organisation:</b>	Referrers Role / Organisation
<b>Relationship to Individual:</b>	Referrers Relationship To The Individual
<b>Contact Telephone Number:</b>	Referrers Telephone Number
<b>Email Address:</b>	Referrers Email Address

## PERSON MAKING THIS REFERRAL (if different from above)

<b>Forename:</b>	Contact First Name(s)
<b>Surname:</b>	Contact Last Name
<b>Professional Role &amp; Organisation:</b>	Contact Role & Organisation
<b>Relationship to Individual:</b>	Contact Relationship to the Individual
<b>Contact Telephone Number:</b>	Contact Telephone Number
<b>Email Address:</b>	Contact Email Address

## REFERRER'S ORGANISATIONAL PREVENT CONTACT (if different from above)

<b>Forename:</b>	Referrers First Name(s)
<b>Surname:</b>	Referrers Last Name

<b>Professional Role &amp; Organisation:</b>	Referrers Role / Organisation
<b>Relationship to Individual:</b>	Referrers Relationship To The Individual
<b>Contact Telephone Number:</b>	Referrers Telephone Number
<b>Email Address:</b>	Referrers Email Address

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

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

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## INDIVIDUAL'S EMPLOYMENT / EDUCATION DETAILS

<b>Current Occupation &amp; Employer:</b>	Current Occupation(s) & Employer(s)
<b>Previous Occupation(s) &amp; Employer(s):</b>	Previous Occupation(s) & Employer(s)
<b>Current School / College / University:</b>	Current Educational Establishment(s)
<b>Previous School / College / University:</b>	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.

#### 4. Keywords for Online Safety Support

<u>Word/Phrase</u>	<u>Attribution</u>
abdullah azzam brigade	Lebanon based branch of AQ
aq	al qaeda abbreviation
al ghurabah	Other known name for proscribed group Al Muhajiroun
al-Naba	Daesh/ISIS weekly magazine published in Arabic (since 2015)
al-Nafeer	AQ media bulletin (2018)
al qaeda	Proscribed jihadi terrorist group founded in 1990's by Osama Bin Laden
al-qaeda	alternative western spelling
al qa'eda	alternative western spelling
al qaida	alternative western spelling
al qa'ida	alternative western spelling
al-qaida	alternative western spelling
al zarqawi	Jihadist founder of AQI (now dead)
ansar al islam	Syria based terror/insurgent group
ansar al sharia	name of radical jihadi groups in Middle East & N.Africa
al khansa brigade	all female brigade/policing group of Daesh
al khansaa	all female brigade/policing group of Daesh
al shabaab	East African based jihadi terrorist group
al muhajiroun	UK based procribed jihadi terrorist group
al-nusra front	Syrian based jihadi terrorist group formed from AQI
anthrax	Life threatening infectious disease caused by Bacillus anthracis
anti semitism	Hostility, prejudice or discrimination against jews
ansar al din	Mali based terrorist group
ansar dine	Ansar al- Din - Mali based terrorist group
anwar al awlaki	Influential AQ recruiter & confidant of Osama Bin Laden (now dead)
aqap	Al Qaeda in Arabian Peninsula
atomwaffen	Name means "atomic weapons" - American far right group with neo-Nazi ideology linked to Sonnenkrieg Division
attack	
awlaki	Anwar Awlaki - Influential AQ recruiter & confidant of Osama Bin Laden (now dead)
ayman al zawahiri	Egyptian born current (from 2011) leader of AQ
aryan Strikeforce	White nationalist Right Wing Group
azzam brigades	Lebanon based branch of AQ
babbar khalsa	Sikh proscribed terrorist group
beheading	
behead	
bki	Babbar Khalsa Int'l - Sikh proscribed terrorist group
blister agent	
blood and Honour	Nazi youth movement & neo-Nazi music network
blow up	

boko haram	West African based proscribed jihadi terrorist group
bomb	
BNSM	1960's neo-Nazi organisation also called The British Movement
british movement	1960's neo-Nazi organisation also called British National Socialist Movement BNSM
c18	Combat 18 - Extreme Right Wing group
combat 18	Extreme Right Wing group
constantiniyah	March '18 Daesh calls for travel to Khorasan
dabiq	Online magazine produced by Daesh - Town in Syria reputed to be the site of the predicted future final battle
da'esh	alternative name for IS/Islamic State/ISIS/ISIL
daesh	alternative name for IS/Islamic State/ISIS/ISIL
david lane	American white supremacist
david laine	American white supremacist
dirty bomb	
ebaa	Title of HTS online newspaper (June 2018) & Arabic word for pride.
execution	
feuerkrieg division	Far right group allegedly with American & European cells. Sept 2019 for call to attack on named Police & addresses shared in demand for XRW prisoner release
fgm	female genital mutilation - cultural practice carried against women
hamas	1980's Islamist organisation founded to liberate Palestine from Israel - military wing
hate cleric	
hate preacher	
harakat al-shabaab	East African based jihadi terrorist group
Hay'at Tahrir Al-Sham	2017 founded Syrian based jihadi group
hezbollah	the military wing is a Proscribed group committed to armed resistance to Israel
hizballah	The military wing is a Proscribed group committed to armed resistance to Israel
hizb ut tahrir	Islamist organisation whose aim is re-establishment of the Islamic Caliphate
HTS	Hay'at Tahrir al-Sham - 2017 founded Syrian based jihadi group
HuT	Islamist organisation whose aim is re-establishment of the Islamic Caliphate
ibaa	Hay'at Tahrir al-Sham online newspaper
ied	improvised explosive device
imam shamil battalion	Russian/North Caucasus branch of AQ
improvised explosive device	
inspire	AQ produced online magazine
Iran	
isis	Islamic State in al-Sham
isil	Islamic State in the Levant
islamic state	currently the named self adopted/proclaimed by Daesh
iswap	Islamic State West Africa Province - Daesh affiliated jihadi terror group in Africa
islamist	An advocate or supporter of Islamic militancy or fundamentalism
islamic jihad union	A proscribed militant islamist group founded in Uzbekistan
isyf	Int'l Sikh Youth Federation - seeks to establish an independent homeland in India &

	Khalistan. Not proscribed in UK
jabhat al-nusra	Syrian based jihadi terrorist group formed from AQI
jamaa al islamiyya	Egyption Sunni Islamist group
jabhat fateh al sham	Previously called Al Nusra front (pre-2016)
jihad	Used extensively in the context of meaning a holy war but originally an Arabic word which literally means striving or struggling, especially with a praiseworthy aim
jihadist	Someone who supports or engages in jihad
Jihadi bride	Used frequently in the media to describe females who travel to marry jihadi/foreign fighters - typically Syria & Iraq 2013 to 2017
jihadi	As per jihadist
jemaah islamiyah	Southeast Asia based Islamist terror group seeking a unified Islamic State
kateeba al kawthar	Named by the UK Government in 2014 as a multinational group of fighters trying to establish an Islamic state in Syria.
khalistan	The separate Sikh country sought by groups supporting it's creation in the Punjab region of India
KKK	Ku Klux Klan
ku klux klan	An organisation that promotes white supremacy in the USA
lashkar e taiba	Pakistan & Afghanistan based Proscribed Islamist militant organisation
lashkar e tayyaba	Lashkar e Taiba
martyr	Often considered to be someone who gives their life in support of Islamist militancy or jihad - frequently a suicide bomber
martyrdom	
national action	White supremacist UK based organisation proscribed in December 2016
national front	Far right & fascist political party in the UK
national socialist network	Name adopted by some members of National Action post 2016 proscription
national thowfeek jamaath	Sri Lankan Islamist terrorist group responsible for the Easter Sunday church & hotel bombings in 2019
nazi	Someone who believes in the right wing views & ideology of the National Socialist German Workers Party
ns131	National Socialist Network anti-capitalist action - adopted by some National Action members post 2016 proscription
nusra front	Al Nusrah Front
ogniwo	Polish origin extremist group with links toUK Far Right & football hooligan groups i
one ummah	Al Qai'di online magazine first published in April 2019 - literal translation is one Islamic nation
order of nine angels	Extreme Nazi - satanist group based in UK
qisas	Islamic reference for murder in retribution ("eye for an eye") used by Daesh/IS as theological justification
rayat al tawheed	"Banner of God" - group of British foreign fighters is Syria affiliated to Daesh
ricin	Highly toxic substance used to kill favoured by terror groups & spies
Rocket.Chat	File sharing platform heavily utilised by IS/Daesh supporters (May 2019)
rumiyah	Online magazine produced by Daesh/Islamic State

sarin	Highly toxic substance used in chemical weapons
scottish dawn	Spin off group formed by some members of National Action post 2016 proscrition (also proscribed)
Shabaab Khilafah	IS/Daesh online magazine since 2018 - translates to "Youth of the Caliphate"
SRN	Sytem Resistance Network - group founded from Vanguard Britannia & believed to be linked to National Action
terrorism	
Tghost	File sharing platform heavily utilised by IS/Daesh supporters (May 2019)
Tlgur	File sharing platform heavily utilised by IS/Daesh supporters (May 2019)
shaheed	Arabic origin word sometimes used to denote a martyr
sonnenkrieg division	Extreme Right organisation highlighted following BBC story & arrests 6/12/18 - also linked to Atomwaffen
stormfront	White supremacist forum & website established by former Ku Klux Klan leader
suicide	
suicide bomb	
suicide bomber	
suicide bombing	
takfir	The action or practice of declaring that a fellow Muslim is guilty of apostasy and therefore no longer a Muslim. Often used as legitimacy for killing.
tanzim hurras ud-dine	Armed jihadist insurgent group fighting in the Syrian civil war
tahrir al-sham	Armed jihadist insurgent group fighting in the Syrian civil war
terrorism	
terrorist	
pergida	Patriotic Europeans Against the Islamisation of the West - German nationalist group with UK affiliated groups
tehr-i-taliban	Pakistan & Afghanistan based proscribed terrorist group
ugus	Alternative name for proscribed Somali terrorist group al-Shabaab
you only die once	Phrase used by (would be) suicide bombers & martyrs
yodo	You only die once
zarqawi	Abu Musab al-Zarqawi - founder of Al Qaeda in Iraq, forerunner of Daesh/IS
zawahiri	Current leader of AQ (2018)
8chan	Far Right internet message board
14 words	White supremacist statement of 14 words by American David Lane (deceased)
88 manifesto	White supremacist 88 word statement from Adolf Hitlers book Mein Kampf, Chapter 8 - often used to represent HH, the 8th letter of the alphabet
269	Number used by animal rights supporters to signify solidarity with animals, namely represented by calf 269 in an Israeli slaughtering facility
267	Number used by animal rights supporters to signify solidarity with animals, namely represented by the 267 chickens killed everyday in the US



## 5. Prevent Incident of Concern Flowchart



### Prevent incident of Concern Flowchart for education settings

**Is a child at immediate risk?**

Yes:

- Inform the Designated Safeguarding lead.
- Follow the school's child protection procedures.
- Report to the Police via 101 or 999 depending on urgency.
- Inform the call handler that it is a counter terrorism risk/threat.
- Then
- Inform SCC Children's MASH and complete Prevent referral – follow instructions from police

#### MAKE A REFERRAL

The Designated Safeguarding Lead can make a Prevent Referral using the National Referral Form by downloading it at the following websites:

To make a referral about a child or adult please go online to:  
[Prevent \(southampton.gov.uk\)](https://www.southampton.gov.uk/prevent)

Complete the referral form and email it to the address on the form

[preventreferralsouthampton@hampshire.pnn.police.uk](mailto:preventreferralsouthampton@hampshire.pnn.police.uk)

#### What happens after a referral is made?

- Children's Services might make contact with the school.
- Counter Terrorism Police South East may contact the school.
- Neighbourhood Police may be in contact to discuss the referral further. (see next page for more information)

If you also have safeguarding concerns then follow the advice or referral to MASH as per normal practice.

### All staff should Notice Check Share

#### NOTICE

Are you worried that a child is at risk of extremist behaviour or radicalisation? What are you noticing? If immediate risk see box to the left

#### CHECK

- Record concerns
- Note any changed or more visible behaviour
- Check school records/ with other staff
- Could the parents/carers/online/friends be influencers to radicalisation?

#### SHARE

- Inform the School Designated Safeguarding Lead.
- The School Designated Safeguarding lead will consider all the information available
- Does all the information available indicate a risk of radicalisation or support for terrorism?

YES

NO

**School building, staff and children at risk, i.e. weapon attack:**  
 Follow the School Emergency lockdown procedure

All staff should be aware of actions to take in the event of a lockdown.  
 Consider whether staff need to watch the RUN HIDE TELL video  
<https://act.campaign.gov.uk/>

Have staff and pupils practised what to do?  
 Have parents been informed of what will happen if the school locks down?  
 Do visitors, external providers know, or staff who may deliver after school activities, or evening sessions?

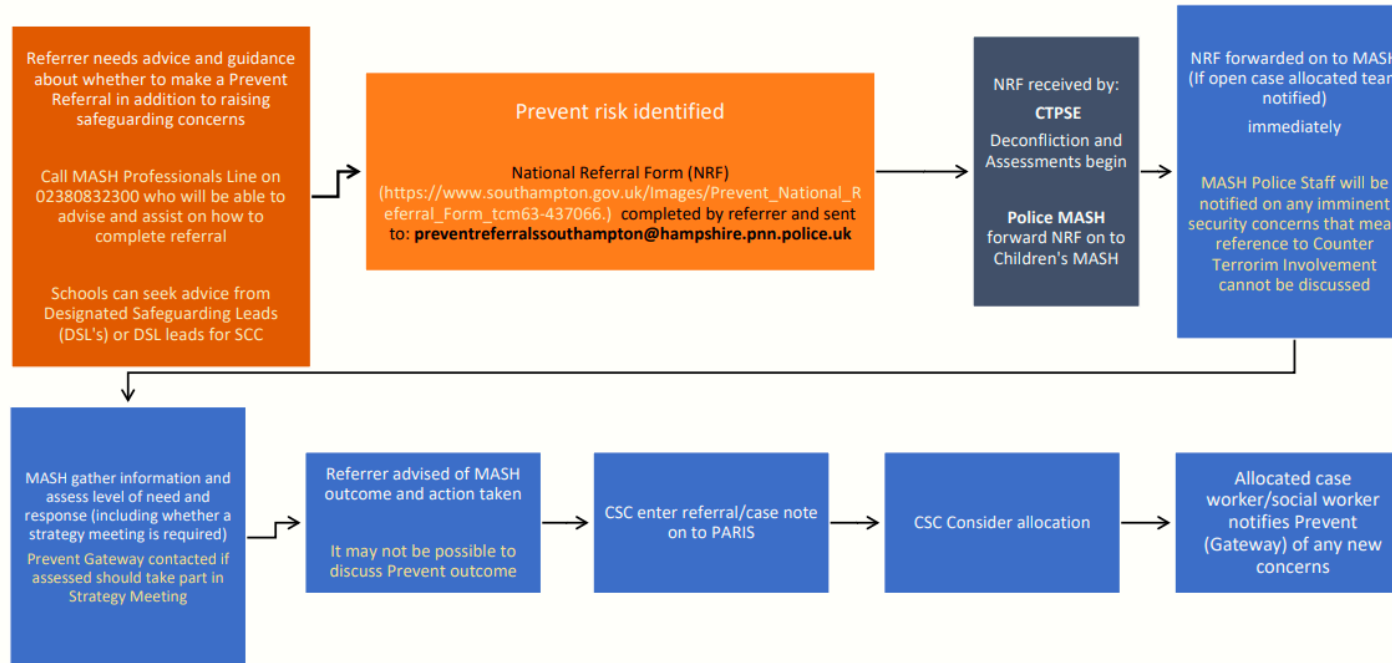
#### Referral not made

Consider if other safeguarding procedures need to be implemented.

Follow school policy and procedure.

RECORD – ASSESS – ANALYSE as a continual cycle.

## SCC Process explained



## Behaviours that cause concern

There are many **emotional**, **verbal** and/ or **physical** behaviours which might give cause for concern about a person's welfare. They do not necessarily indicate someone is being radicalised. They are just a broad guide to help identify someone who may be vulnerable.

### Emotional

- Becoming Disrespectful
- Unhealthy interest in violence as a legitimate form of expression
- Crying
- Quick to anger
- Having mood swings
- Becoming secretive or withdrawn
- Signs of stress

### Verbal

- Verbalising or promoting information, language or statements that are hateful
- Could be seen as racist or prejudiced
- Scripted speech
- Asking inappropriate questions
- Dehumanise other people
- Challenging others on their beliefs
- Pushing an ideology aggressively

### Physical

- Clothing, tattoos or paraphernalia associated with extremist, radical or hateful ideologies
- Isolation from friends
- Unhealthy use of the internet/ visiting extremist or radical websites
- Change in friendship groups or behaviour, including associations with gangs, county lines or exploitative people
- Writing or displaying racist graffiti
- Absenteeism or poor attendance from school
- Spending more time in online chatrooms

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## Additional aspects for consideration

### **Examples of behaviours attached to vulnerability**

**Please note:** This is not an exhaustive list, all or none may be present in individual cases. The following examples and factors have been provided to support school professionals to understand and identify factors that may suggest a child, young person, their family, or an adult may be vulnerable to or be involved with extremism.

Fixated on a subject	Closed to new ideas/conversations
Very vocal or very quiet/secretive	Saying inappropriate things
Scripted speech.	Call to violent action
Depressed	Short tempered
Absence	New-found arrogance
Angry	Change of routine/ appearance
Withdrawn	Online activity

### **Examples of Factors which may contribute to vulnerability to radicalisation:**

- Personal trauma
- Peer pressure
- Extremist influences – online/in person
- Poverty, disadvantage, social exclusion
- Identity confusion
- Victim of/witness to hate crime
- Rejected by peer, faith, social group, or family

### Consider discussing concerns with parent:

- Explain concerns and enquire into family circumstances and vulnerabilities that might exist in the wider family
- Assess whether risk can be resolved within school
- Consider support from your local Police beat Officer or Prevent Lead.

### If the risk/issue cannot be resolved in-house:

- Follow your school's child protection procedures and make a referral using the National Referral Form
- Explain to parents/carers that appropriate actions will have to be taken i.e. making a referral
- Be reassuring
- Use a collaborative approach: 'How can we help you?'
- Provide information on Prevent, i.e. website addresses
- Get advice + guidance from MASH if required.
- Have a look at the Schools Prevent Toolkit
- RECORD – ANALYSE - ASSESS and continue cycle

### Consider the following when a referral is made to Prevent?

- What support can be provided via the school to the child?
- What support can Children's services provide?
- What support can the school expect from Counter Terrorism Police?
- Consider briefing other staff to manage on-going risks
- Maintain records relating to other agency interventions
- RECORD – ANALYSE - ASSESS and continue cycle