



# Shebbear College

## **PREVENTING EXTREMISM and RADICALISATION POLICY**

### **From EYFS to Sixth Form**

**Reviewed and ratified by the Governing Body on 10<sup>th</sup> November 2016**

**Next Review by the Governing Body by 10<sup>th</sup> November 2017**

### **Policy Review at Shebbear College**

The Governors acknowledge their responsibility to ensure that this policy is effective and follows regulatory requirements. Governors undertake a regular review (at least annually) to satisfy themselves that the implementation of this policy is effective.

### **Introduction**

This policy should be read in conjunction with the Prevent Duty Guidance for Devon County Council Schools and registered childcare providers, July 2015 issued by Devon's Safeguarding Children's Board (DSCB) and the DfE guidance on 'The Prevent Duty' June 2015 (see appendix 5). The procedures outlined by the DSCB, including those for Channel referral, are formally adopted as part of this policy.

**Shebbear College is committed to providing a secure environment for all of our students, staff and stakeholders.**

The current threat from terrorism extremism in the United Kingdom can involve the exploitation of vulnerable people, including children, young people and vulnerable adults to involve them in terrorism or activity in support of terrorism.

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.

Shebbear College values freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society's values. Both 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.

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 extremism and terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Shebbear College is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Our school's Preventing Extremism and Radicalisation Policy also draws upon the guidance contained in the DfE Guidance "Keeping Children Safe in Education, 2016"; "Working Together", "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. This is underpinned by the guidelines in Keeping Children Safe in Education July 2016

Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are to be found in Appendix 1.

In adhering to this policy, and the procedures therein, staff, governors, volunteers and visitors will contribute to Shebbear College's delivery of the outcomes to all children, as set out in the Children Act 2004.

### **School Ethos and Practice**

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, guest speakers or individuals.

It is imperative that our students and parents see our school as a safe place where they can discuss and explore controversial issues safely and in an unbiased way and where our teachers encourage and facilitate this.

As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for our students. 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 Shebbear College we will provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalised.

We 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, staff, visitors or parents will always be challenged and where appropriate dealt with. Where misconduct by a teacher is proven the matter will be referred to the National College for Teaching and Leadership (NCTL) for their consideration as to whether to a Prohibition Order is warranted.

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;
- Local schools, Local Authority services, and police reports of issues affecting pupils 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.

### **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; 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 pupils build resilience to extremism and give pupils 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.

This approach will be embedded within the ethos of our school so that pupils 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 pupils as defined in ISI's School

Inspection Handbook and will include a programme of assemblies dedicated to promoting fundamental British values to help further promote this rounded development of our students.

### **Community Cohesion**

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 pupil's 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 Devon and Cornwall Police and/or local partnership structures working to prevent extremism.

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 pupils to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our pupils safe and prepare them for life in modern multi-cultural Britain and globally.

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

At Shebbear College we encourage the use of external agencies or speakers to enrich the experiences of our pupils, however, within the limits of our capacity we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils.

Such vetting is 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 our students.

Shebbear College will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to pupils support fundamental British Values;
- Any messages communicated to pupils are consistent with the ethos of the school and do not marginalise any communities, groups or individuals;
- Any messages communicated to pupils 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 pupils.

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, 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.

### **Risk reduction**

The school governors, the Headmaster and the Senior Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RS curriculum, Learning Support policy, assembly policy, e-Safety policy, visiting speakers, the use of school premises by external agencies, anti-bullying policy, and other issues specific to the school's profile, community and philosophy (which would include our boarding Houses).

The school will screen staff, visitors and volunteers to ensure that they will not deliver messages of extremism or radicalisation.

This risk assessment will be reviewed as part of the annual report to governors that is monitored by the local authority and the local safeguarding children board.

### **Response**

Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism. The responsibilities of the SPOC are described in Appendix 2. **The SPOC at Shebbear College is the Deputy Head (Pastoral), Mr Matt Newitt.** Other staff, and indeed all staff, will have responsibilities in regards to the prevention of radicalisation and these are mentioned within our risk assessment.

Staff at Shebbear College 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 Shebbear College (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 or if they have concerns that a student may be at risk of radicalisation or involvement in terrorism They should speak with the SPOC, Mr Matt Newitt.

### **Thresholds for Channel Referral**

These can never be fixed, however the school will use its developing expertise to identify those who may be potentially vulnerable to extremism and radicalisation and will work with local agencies, including the police Prevent officer, to seek advice about potential referrals.

## Appendix 1

### 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. Pupils 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 student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student / pupil 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 student / pupil’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 student / pupil 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 – students / pupils 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.

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; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

## **Appendix 2**

### Preventing violent extremism

Roles and responsibilities of the single point of contact (SPOC)

The SPOC for Shebbear College is The Deputy Head (Pastoral), Mr Matt Newitt, who is responsible for:

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/pupils 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 Shebbear College in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RE curriculum and assembly policy 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 students from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to students who may be at risk of radicalisation or involved in terrorism.
- Monitor the use of the internet within school through firewall, security software and ensuring the delivery of CEOP presentations to all pupils, staff and parents.

## Appendix 3

### GUEST SPEAKER POLICY

We live in an open society where there exists a free exchange of opinions and viewpoints. An education should prepare students to enter this arena equipped with critical thinking skills and the ability to express themselves. This policy is not an attempt to stifle the discussion of controversial issues but rather it is an attempt to provide a framework within which that discussion will neither cause polarization of the community nor concern among parents and teachers.

It is the policy of Shebbear College that the use of outside/community speakers will be encouraged when it is based on prior approval of the Headmaster and is appropriate for the level and course content. Every effort will be made to provide a balance of viewpoints when dealing with potentially controversial issues or candidates for public office. Teachers will ensure that the presentation (or any follow-up to the presentation) is consistent with the approved programmes and policies and the promotion of fundamental British values.

Staff members shall adhere to the following guidelines:

1. This policy should be read in conjunction with our safeguarding policy and what it has to say about the supervision of visitors and protecting young people from extremism and those who hold extremist views. However, we also have a duty to develop the resilience of young people to extremist views, by well managed discussion and the interrogation of extremist ideology.
2. The teacher who desires to have a guest speaker shall make a formal request verbally and in writing to the Headmaster. As part of the request, the teacher will include the speaker's name, the topic to be addressed, the credentials of the speaker, the tie to the curriculum, as well as the date of the presentation and the class periods to be addressed. Each request should be made five school days prior to the date of the proposed speaker's presentation. If the topic is potentially controversial, the request must be made at least ten school days prior to the presentation.
3. If the topic is deemed by the teacher or Headmaster as potentially controversial, parents/guardians must be notified in writing five school days prior to the date of the presentation. Notification must include the speaker's name, topic to be addressed, tie to the curriculum, credentials of the speaker, date of the presentation, and class periods to be addressed. To allow a pupil to participate, the parent/guardian must sign the bottom of the notice and return it to school. The student will not participate without the signed permission of the parent/guardian. Notification must also make it clear that parents are welcome guests to any presentation in the classroom. The teacher shall provide a quality educational experience for those students not participating.
4. Students may only invite guest speakers when a member of staff assumes responsibility for the speaker and follows the requirements of this policy.
5. All quest speakers must follow the school's policies on diversity and equality and refrain from any comments, including humorous comments, which do not uphold our values. In particular, racist, sexist, homophobic, anti-disability comments must not occur.



6. Teachers shall select speakers and topics appropriate to the age and level of the students.
7. Teachers shall select speakers and topics which are congruent with the curriculum of the course.
8. When using an outside/community speaker, primary responsibility for the instruction and supervision of students is retained by the teacher.
9. Except in the context of managed debate, speakers should not explicitly promote political parties.
10. In the event a request for an outside/community speaker is denied, the teacher may request a meeting with the Head teacher. The meeting shall be held no later than five school days from the date of the request for the meeting. In the event that the teacher is not satisfied with the findings of the Head teacher, the teacher may request a review of the denial with the Board of Governors no later than the next regularly scheduled Board meeting. The final determination will be made by the Board of Governors.
11. If a student is involved in inviting an outside/community speaker into the classroom or school, the student must make a formal request in writing to the teacher who will be sponsoring the presentation. The teacher will then follow the process as outlined.
12. If a parent/carer has a grievance following any speaker presentation, a conference may be scheduled with the teacher and a member of the senior management team. In the event that the issue is not satisfactorily resolved as a result of this review at the initial level, a meeting with the Safeguarding Governor may be requested. This meeting shall be held no later than five school days from the date of the request for the meeting. In the event that the findings of the Safeguarding Governor are not accepted, a review by the Board of Governors may be requested. The review by the Board of Governors will take place no later than the next regularly scheduled Board meeting. The final determination will be made by the Board of Governors.
13. Violations of the policy are subject to review by the Board of Governors.

## Appendix 4

### **LEAFLET, POSTERS and SUNDRY MATERIALS POLICY**

Shebbear College has in place this policy to protect the safety, security and privacy of College's property, as well as to protect the College's environment by managing the placement of posters and removal of unauthorised posters.

#### **External Companies or Charities**

Due to the large number of requests received from external agencies to distribute leaflets or display posters on the College's site, we accept requests by the discretion of the SPOC, from external companies or charities, for the open spaces of the site.

#### **Permission to distribute leaflets**

If you are a staff member or pupil wishing to apply for permission to distribute leaflets, allowing at least 5 working days, email [hm@shebbearcollege.co.uk](mailto:hm@shebbearcollege.co.uk) providing the following information:

- Date
- Time
- Number of leaflets
- Explanation as to why you feel leafleting is the most suitable way of spreading your message, having read the guidelines below.

Each application will be considered on its own merit. Approval will depend on the nature of the goods or services advertised, the timing of the distribution in relation to other School activities and the number of other applications previously approved for the same period. The decision of the Head teacher or their representative is final.

#### **Permission to display posters**

The School has limited space for posters to be displayed. To apply to have your poster placed in these noticeboards please contact the Headmaster.

Each request will be considered on its own merit. Approval will depend on the nature of the goods or services advertised, the timing of the distribution in relation to other School activities and the number of other applications previously approved for the same period. There may be a small charge made for the display of posters.

#### **Terms and Conditions**

- The subject matter advertised on any leaflet or voucher must not promote any unlawful activity, contravene any local or national legislation or be likely to cause offence.
- Leaflet distributors must only hand out leaflets at the location or in the area that has been approved by the Head teacher or their representative.
- Leaflet distributors must not enter any Shebbear College parking area for the purpose of depositing leaflets or vouchers on motor vehicles.
- Leaflet distributors must only hand out leaflets to individuals and not deposit them singly or in bulk in any location.
- Any leaflets handed out, and later dropped in the same area in which the distributor has been authorised to operate, must be collected and disposed of by the distributor.

- Distributors will be requested to cease their activities immediately if any leaflets fail to comply with any of the above or are distributed out with the spirit of this policy i.e. that do not protect the aesthetic nature or environment of the College.
- The College reserves the right to refuse permission, without reason, to any individual, club or society applying to distribute leaflets or place posters on/in Shebbear College property.

Disregard for this policy, or actions leading to a situation which may cause harm or endanger those on the school site, may lead to the College taking formal action against the advertised company, individuals or Club/Society involved.

## Appendix 5

### Prevent Duty Guidance for Devon Schools and registered childcare providers July 2015

The ethos of Prevent is working in partnership with the community ensuring that everyone works together to prevent people being drawn into terrorism, including parents, schools, other settings, governors and the wider community. Prevent is about early intervention and encouraging a free conversation to be had regarding difficult topics.

Although there is no direct and specific threat in Devon, key partner agencies and communities need to work in partnership to tackle all forms of terrorism and extremism. Along with all partners, schools and other settings have an integral role to play working with local communities to support people who are vulnerable to being drawn into terrorism or supporting terrorism.

This guidance applies to:

- the proprietors of maintained schools, non-maintained special schools, maintained nursery schools
- schools, independent schools (including academies and free schools) and alternative provision academies
- pupil referral units
- registered early years childcare providers
- registered later years childcare providers
- providers of holiday schemes for disabled children
- persons exercising local authority functions under a direction of the Secretary of State when the local authority is performing inadequately; and
- persons authorised by virtue of an order made under section 70 of the Deregulation and Contracting Out Act 1994 to exercise a function specified in Schedule 36A to the Education Act 1996.

The Prevent strategy, published by the government in 2011, is part of the overall counter-terrorism strategy, CONTEST. The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism. The Counter-Terrorism and Security Act 2015 contains a duty on specified authorities to have due regard to the need to prevent people from being drawn into terrorism.

The following are the key areas covered within the [Prevent Duty Guidance for England and Wales](#) and relevant to the specific sector as detailed above.

However the key messages are that governors need to fully understand their role and hold their setting to account, prevent must be led by the senior leadership team, people should not to be worried about sharing or asking for information from relevant authorities and prevent must be reflected through the curriculum in every subject possible.

#### **Risk assessment**

Settings need to assess the risk, with local partners, of their children being drawn into terrorism, as well as their support for extremist ideas and terrorist ideology. They should have robust safeguarding policies to identify children at risk, appropriate intervention and the most appropriate referral option. The policy should also cover the suitability of visiting speakers. This can be an appendix or section within the current safeguarding policy.

Police in all regions are expected to produce a Counter-Terrorism local profile (CTLPs) which is to assess the risk of individuals being drawn into terrorism and is the risk assessment that settings need to refer to.

## **Working in Partnership**

Devon settings are required to ensure that their safeguarding arrangements take into account [policies and procedures of Devon Safeguarding Children Board](#)

The key aim of the PREVENT strategy in Devon is to help local authorities, police, community safety partnerships and other partners and partnerships to develop and implement effective actions, which will make their communities safer. This will reduce the risk from terrorism and violent extremism, so that the people of Devon can go about their business freely and with confidence.

Experience has shown that the best results are achieved by:

- Partnership working and community engagement
- Understanding the challenge and its context
- Developing an effective action plan
- Managing risk
- Tracking progress and evaluating success
- Sharing learning

Devon has a PREVENT steering board which provides the strategic direction and is attended by a variety of partners including Education.

The CHANNEL panel is the operational group for Devon and has multi-agency representation.

## **Staff training**

Settings should ensure that their staff are equipped to identify children at risk of being drawn into terrorism, as well as challenge and discuss extremist ideas. They should know how to refer children and young people for further help. It is important that the people who undertake the training fully understand the subject and know how to deal with issues in a proportionate manner.

All staff can undertake e-learning which is planned to be equivalent to WRAP 2 via the [DSCB website](#) and will soon be able to book onto multi-agency face to face WRAP training.

Further updates will be made available through the briefing sessions for designated safeguarding leads.

## **IT policies**

Settings are expected to ensure that children are safe from online terrorist and extremist material, typically via appropriate levels of filtering.

Settings can require pupils and staff to abide by acceptable user policies which make clear that accessing such sites is unacceptable. Using school equipment to send terrorist publications to others would be a criminal offence.

Settings should restrict access to Social Media sites and ensure that children, young people, parents and teachers understand how to keep safe online.

### **Monitoring and enforcement**

ISI inspectors will assess the settings approach to keeping children safe from the dangers of radicalisation and extremism and what is done when the setting suspects that pupils are vulnerable to these threats. If a setting is considered to be failing in this regard or if their staff or children's safety is threatened, maintained schools will be subject to intervention and academies or free schools may be subject to termination of funding. For independent schools in England or Wales, they must remedy any failing or be subject to regulatory action. Early years settings are also covered by this monitoring provision.

ISI will be looking for a common thread in all policies which includes a reference to radicalisation and extremism.

### **Wider issues to consider:**

These are some further areas to consider in implementing the prevent agenda:

- Settings are required to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs. (This could be aligned to the settings values)
- Curriculum including a balanced Religious Studies, Personal Social and Health Education etc.

EMTET is the Ethnic Minority and Traveller Education Team who can support settings by working with individuals who are victims of racism or are perpetrators of racism or have racist views. In addition they can sign post settings to other organisations which will be able to support with other similar issues.

### **Guidance for the development of a policy within the setting:**

Devon is currently a low risk area in terms of terrorist acts and radicalisation but it is important that we remain vigilant in our approach to supporting vulnerable young people. As part of the Prevent strategy, Devon considers the risks of all extreme activity including that of faith based extremism, the extreme right wing ideology and all other forms of extremism.

Therefore it is important that any policy within a setting is kept concise and in proportion and the following is a suggestion of the headings and content you should use. Please note that a separate policy may not be necessary and simply adding the following to a current safeguarding policy would be suffice, this is the choice of the setting.

1. Policy statement/Purpose of policy
2. Links to other policies and statutory guidance e.g.
  - a. Child Protection and Safeguarding Policy
  - b. Equality and Diversity Policy
  - c. Anti-bullying
  - d. Behaviour Management
  - e. E Safety

- f. Code of Conduct
- g. Acceptable User Policy
- h. Latest Ofsted guidance
- i. [Prevent Duty Guidance July 2015](#)
- j. [Keeping Children Safe in Education 2016](#)
- k. [Working Together 2015](#)

### 3. Definitions and indicators

- a. Include definition of radicalisation and extremism, examples could be:
  - i. Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.
  - ii. 'Extremism' is defined in the 2011 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. The definition of extremism also includes calls for the death of members of the British armed forces, whether in this country or overseas
- b. Radicalisation is a form of grooming and therefore abuse.
- c. Indicators which could include as below:
  - Changing their style of dress or personal appearance to accord with the group.
  - Self-segregation
  - Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.
  - Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
  - Possession of materials or symbols associated with an extremist cause.
  - Attempts to recruit others to the group/cause.
  - Communications with others that suggests identification with a group, cause or ideology of concern
  - Using insulting and/or derogatory names for another group.
  - Increase in prejudice-related incidents committed by that person – these may include;
    - physical or verbal assault
    - provocative behaviour
    - damage to property
    - derogatory name calling
    - possession of prejudice-related materials
    - prejudice related ridicule or name calling
    - inappropriate forms of address
    - refusal to co-operate
    - attempts to recruit to prejudice-related organisations
    - condoning or supporting violence towards others.

### 4. Procedures for referrals

Settings should follow their usual Early Help and safeguarding processes in the first instance. If through completing an Early Help Assessment with the child and family a setting identifies or is concerned about radicalisation then a channel referral form should be completed.

Early intervention is vital and any concerns, no matter how small must be referred to **CHANNEL using the referral form in appendix 1 or send an email to [channel@devon.pnn.police.uk](mailto:channel@devon.pnn.police.uk)**

CHANNEL is a key element of the Prevent strategy. It is a multi-agency approach to protect people at risk from radicalisation. Channel uses existing collaboration between local authorities, statutory partners, the police and the local community to:

- identify individuals at risk of being drawn into terrorism.
- assess the nature and extent of that risk; and
- 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 is about early intervention to protect and divert people away from the risk they face before illegality occurs.

**If you suspect a criminal offence has taken place or a child is at immediate harm you must contact the police on 101 or in an emergency 999.**

Settings have a responsibility to communicate with the investigating team to ensure they have the latest information and are liaising with the appropriate agencies.

5. The role of governors, leaders and staff
  - a. Outline the specific responsibilities certain roles have within the setting in relation to radicalisation and extremism, for example, naming the member of staff that others are expected to report concerns to. Also naming the Governor responsible for this area. . This would normally be the current safeguarding leads.
  - b. Procedures for dealing with prejudicial behaviour – may be in Positive Behaviour Policy etc.
  - c. Allegations against staff in the setting. Any concerns regarding members of staff must also be reported to the (Local Authority) Designated Officers (DO)
  
6. The role of the curriculum
  - a. Settings are required to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs (This could be aligned to the setting values)Curriculum including a balanced Religious Education, Personal Social and Health Education etc.
  - b. Curriculum is broad and balanced – refer to ISI guidance
  - c. Children are regularly taught how to stay safe using the internet and seek help – explain how the setting does this and include long term plans which clearly demonstrate.
  
7. Staff Training
  - a. Outline what training is accessed and from where
  - b. What the setting expects staff to gain from training
  - c. Specialist roles within the setting
  - d. All records are accessible and up to date



8. Visitors and the use of school premises
  - a. Procedures for visitors into the setting, including approval process, identification checks, familiarisation with safeguarding policy etc.
  - b. Use of school premises procedure/contract, including that usage will be monitored etc.
9. Policy review – suggest an annual review

**Action plan for settings:**

1. Designated Safeguarding Lead/s, and Leadership team to undertake training
2. All staff to undertake training, including ancillary staff, lunch time staff and any associated staff to the school.
3. Produce a policy or develop and review existing policies to include a Prevent section
4. Assess the risk of students being drawn into terrorism
5. Prohibit extremist speakers and events
6. Manage access to extremist material through robust IT and social media policies.

**Useful resources, contacts and links:**

- [ASCL Association of School and College Leaders](#)
- Anti-terrorist hotline 0800 789 321

## Appendix 6

### Devon Police Channel - Safeguarding

#### Referral form

Please fill in as much information as possible. Simply click in the grey box and type the details required. Once completed, email the form to [channel@devon.pnn.police.uk](mailto:channel@devon.pnn.police.uk)

The Channel process is about providing early intervention to prevent young and vulnerable people becoming radicalised into extremist violence. Violent extremism may be related to any religion or faith or to political or environmental issues. There is no single route into extremism, nor is there a simple profile of those that may become extremist. Factors that may indicate vulnerability to extremism may include:

- Possession of literature regarding military training, skills and techniques
- Possession of violent extremist literature
- The expression of extremist views advocating violent actions and means
- Association with known extremists, seeking to recruit others to an extremist ideology or claims of involvement with organisations espousing extreme violence
- Exposure to an ideology that appears to sanction, legitimize or require violence
- A range of perceived grievances, real and some imagined, to which there seems to be no credible and effective non-violent response.

It must not be assumed that these characteristics and experiences will necessarily lead to individuals becoming violent extremists, or that these indicators are the only source of information required to make an appropriate assessment about vulnerability. Channel is not about spying or gathering intelligence. Its aim is to identify people who may be vulnerable to being drawn into acts of extremist violence for whatever purpose.

The information you provide on this form will be held on police systems and will be used to determine if further enquiries, investigations and interventions are required. Please provide as much information as possible. Where possible, any suspicion or opinion should be supported by reference to others facts or sources.

Ordinarily, should you be disclosing personal information from your information systems you should obtain the consent of the individual concerned though we appreciate this isn't always possible or desirable. **Information that you provide may be shared with other partners and organisations.** You may wish to consult your Data Protection Officer for further advice.

*1. Details of person / organisation making the referral:*

<b>Name:</b>	
<b>Organisation:</b>	
<b>Contact number(s):</b>	
<b>Email address:</b>	
<b>Date of referral:</b>	

*2. Details of person being referred to Channel*

<b>Name of person being referred:</b>	
<b>Date of birth (if known):</b>	
<b>Address:</b>	
<b>Phone number:</b>	
<b>Details of family members, associates, and friends that may be linked to this activity:</b>	
<b>Other agencies involved with referral (include names and contact details):</b>	
<b>School/college attended, place of work, occupation etc:</b>	

**3. Reasons for referral**

**Please give as much detail as possible of why you consider this person to be at risk or vulnerable to extremist violence. This should include any opinions and where appropriate, facts or evidence supporting these opinions.**

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Thank you for completing the Channel referral form. Please email the form to

[Channel@devon.pnn.police.uk](mailto:Channel@devon.pnn.police.uk)