



# Tackling Extremism and Radicalisation Policy

**Governing Body Sub-committee**

Name: Student Matters Equality and Community

Date approved: 10 October 2019

**Full Governing Body (if applicable)**

Date approved:

This Policy should be read with the following policies:

- **(Belper School and Sixth Form Centre) Child Protection and Safeguarding Policy November 2019**
- Working Together to Safeguard Children March 2018. The guidance is available via the following link:

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

- Keeping Children Safe in Education 2019. Statutory guidance for schools/colleges. The guidance is available via the following link: (Please note, KCSiE last updated October 2019)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/418686/Keeping\\_children\\_safe\\_in\\_education.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/418686/Keeping_children_safe_in_education.pdf)

- **Prevent Duty Guidance for England & Wales; a Guidance for specified authorities (Counter Terrorism & Security Act 2015) June 2015**

<https://www.gov.uk/government/publications/prevent-duty-guidance>

- The DfE Prevent Duty Departmental advice for Schools and child care providers June 2015. The guidance is available via the following link:

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

- Information sharing advice for safeguarding practitioners:

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

## **1. Our Policy**

Belper School and Sixth Form Centre fully recognises its responsibilities for tackling extremism in all forms and its responsibilities in protecting children/young people from exposure to all types of radicalisation.

## **2. Aims & Principles**

This Extremism and Radicalisation Policy is intended to provide us with a framework of dealing with issues of vulnerability, exposure to extreme views and ideologies which are seen to be inflammatory and against the ethos of our school.

We recognise we are in an important position to identify the early signs, looking to safeguard and protect children / young people who are susceptible and vulnerable. We recognise the need to respond in taking appropriate action to prevent extremist views and ideologies developing alongside providing a broad curriculum. This policy sets out how we will deal with this.

Our parents and carers also need an understanding of the issues and should be well informed of our efforts at every opportunity in order that they are clear about how the school will deal with such incidents. This includes how our curriculum and ethos underpins our actions.

Effective engagement with our parents/carers is also important as they are in a key position to spot signs of radicalisation. It is important to assist and advise families which raise concerns and direct them to appropriate support.

We will make this policy available to our parents/carers, and to our local community. This Policy will also be made available on the school website.

## **3. Links to other policies**

The Tackling Extremism & Radicalisation Policy is linked to the following policies:

- Child Protection and Safeguarding Policy
- Single Equality Policy and Equality Objectives 2018
- Equality Statement
- British Values Statement
- Vision and Values Statement
- Lockdown Procedure
- Personal, Social, Health , Citizenship and Economic Education (PSE) Policy
- Relationships and Sex Education Policy
- Anti- bullying Policy
- Behaviour Policy
- On-line Safety In A Digital World Policy

- Acceptable Use Policies (both staff and students)

All of which are available on the school website/intranet

Furthermore, we will follow the procedures set out by the Derbyshire Safeguarding Children's Board with reference to Safeguarding Children and Young People who are deemed to be vulnerable to Violent Extremism:

<http://derbyshirescbs.proceduresonline.com/index.htm>

In tackling extremism and radicalisation we will take account of the following national guidelines and legislation:

- CONTEST (Counter Terrorist Strategy) 2011
- Prevent Duty Guidance for specified local authorities HMI June 2015
- Channel Duty Guidance 2015
- Counter Terrorism & Security Act 2015
- The Prevent Duty, DfE Departmental advice for schools and child care providers 2015

#### **4. Duties, Powers, Responsibilities**

Section 26 of the Counter Terrorism and Security Act 2015 places a duty upon Local Authorities and all specified settings including Schools in the exercise of their functions to have "due regard to the need to prevent people from been drawn into terrorism". It is applied to bodies in the UK who have significant interaction with people vulnerable to radicalisation.

We are required in our functions under section 26 to:

- Know about and Identify early indicators in pupils.
- Develop the confidence to challenge and intervene.
- Assess the risk of our pupils being drawn into terrorism and terrorist ideology.
- Have clear protocols & keep records.
- Be monitored by Ofsted in how we exercise these duties.

We therefore recognise the Prevent strategy is part of the overall Counter Terrorism Strategy, CONTEST in the UK. The aim of Prevent is to reduce the threat to the UK from terrorism by stopping people becoming terrorist or supporting terrorism.

We understand Channel to be an element of the Prevent strategy aimed at stopping vulnerable people being drawn into terrorism, a programme working with individuals including children and young people to challenge extremist ideas.

We will work with the Local Authority and with other agencies in making sure we undertake our duties under Prevent.

We have a duty to safeguard students from potentially harmful and inappropriate on-line material and will ensure appropriate systems are in place in the school to help ensure our learners are safe and free from materials deemed extremist by virtue of their nature and ideology.

## 5. Definitions & Indicators

We recognise that extremism is defined by the Government as the holding of extreme political or religious views. It is a "vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, mutual respect and the tolerance of different faiths and beliefs." The Government include in its definition any calls for the death of members of our armed forces, whether in this country or abroad.

We recognise radicalisation as the process by which people come to support terrorism, violent extremism and, in some cases, to then participate in terrorist groups, which can mean leaving their country to pursue this.

We recognise that children / young people can be enticed into radicalisation as they are more vulnerable and susceptible to this. They therefore can be drawn into violence or they can be exposed to the messages of extremist groups by many means especially on-line and through social media. The school recognise that social media is increasingly a child's or young person preferred method of communication which can increase their risk to exposure to radicalisation.

Messages, views, ideologies that are extremist can come from parents/carers, family members or friends, and/or from direct contact with member groups and organisations. It can come from staff within an organisation, or be brought into a school by staff, governors, or volunteers.

Research has identified helpful lists of indicators based on actual UK case studies which would identify how a child or young person is vulnerable to radicalisation.

The risk of radicalisation is the product of a number of factors and identifying this risk requires all our staff in Belper School being able to exercise their judgement in raising any concern and reporting to the appropriate leads within the school.

We understand the following concerns as some indicators of vulnerability to radicalisation in children / young people and ones that are based upon research and from examples of case studies. However, there is no definitive list and all these following concerns, indicators, factors and risk indicators are to be taken into account:

- Identity Crisis - distance from cultural/religious heritage and uncomfortable with their place in society around them;
- Personal Crisis - family tensions, sense of isolation, adolescence, low self-esteem, disassociation with existing friendship groups, becoming involved in new

and different groups of friends, searching for answers to questions about identity, faith and belonging;

- Personal Circumstances - migration, local community tensions, events affecting country or region of origin, having a sense of grievance that is triggered by personal experience racism, discrimination or aspects of government policy;
- Unmet Aspirations - perceptions of injustice, feeling of failure, rejection of civic life;
- Criminality - experiences of imprisonment, poor resettlement/reintegration, previous involvement with criminal groups.

We recognise the following potential diagnostic Indicators identified in the CHANNEL Guidance which include:

- Use of language seen to be inappropriate (e.g. causing distress or alarm and perceived to be prejudiced, inflammatory, or hateful).
- Noticeable behavioural changes.
- Expression of extreme views.
- Possession of extremist literature.
- Advocating violent actions and means.
- Seeking to recruit others to an extremist ideology.

We also understand these critical risk factors which indicate a possible process of potential grooming/entrapment:

- Changes in faith/ideology.
- Sudden name change linked to a different faith/ideology.
- Significant changes in appearance.
- Secrecy on the internet & access to websites with a social networking element.
- Narrow/limited religious or political view.
- Attendance at certain meetings e.g. rallies and articulating support for.
- “Them” and “us” language/rhetoric.
- Justifying the use of violence to solve societal issues.
- Isolation from usual friends, family or social groups.
- Sudden unexplained foreign travel.

We will assess and monitor the risk of children being drawn into terrorism; the general risks may vary from area to area, and according to their age, local threat and proportionality. This School recognises we are in an important position to identify risks within our local context.

We will use our in-school safeguarding procedures to raise safeguarding concerns in the school on an individual pupil basis and will use a risk assessment if the concern is

a Prevent concern. If the concern is a Prevent concern we will use the guidance and assessment as prescribed by the local authority.

We will try and help our students to keep safe on-line and consider the impact of social media networking sites with additional consideration to the threat of exposure to extremism and radicalisation. We are aware of the increased risk of on-line radicalisation and how terrorist groups seek to radicalise young people on line.

We will use appropriate levels of filtering and consult with the relevant IT providers and provide training where necessary to staff and learners, where appropriate. We will work in accordance with the guidelines around monitoring staff and learner usage when accessing the internet in school. We will produce audit reports to help detect any staff or learner who may be vulnerable from trying to access sites when in school.

We will follow our current On-line Safety In A Digital World Policy & Acceptable Use Policy to support the work around tackling extremism.

## **6. The Role of the curriculum**

We will work to ensure that our pupils will be skilled and equipped to be resilient and resist involvement in extreme or radical activities. Therefore we recognise the need to build resilience in our pupils to make them less vulnerable. We aim to include in the curriculum learning around threat and risk and on-line radicalisation.

We will therefore provide a broad and balanced curriculum within which we aim to support pupils' Spiritual, Moral, Social and Cultural development (SMSC). SMSC development is promoted through all our subjects, including the ethos of our school where development of positive attitudes and values is central to everything we do.

Values underpinning public life in the UK have been summarised as democracy, the rule of law, individual liberty, mutual respect, and the tolerance of those with different faiths and beliefs. It is important that our pupils understand this through different approaches using a balanced and broad curriculum. This supports our pupils to be responsible citizens and prepares for an adult life living and working in a Britain which is diverse and changing. Our School will ensure the promotion of British values and that these efforts are inclusive and promote unity between pupils, parents/carers and the local community.

Please also see 3 documents (school website); Belper School and Sixth Form Centre Visions and Values Statement, Equality Statement and British Values Statement.

## **7. Training**

As part of our statutory duties and through opportunities we will ensure that all student-facing staff are fully aware of the threats, risks and vulnerabilities that are linked to

extremism and radicalisation. This includes being alert to early indicators, responding and reporting. This will be incorporated into staff induction training.

We will ensure that all staff are trained to be equipped and skilled in this field, making available training resources and support opportunities where required. We will follow the recommendations of the Local Authority and ensure staff attend Prevent/WRAP, or other recommended training that is relevant to the job role within the school.

We will ensure that support needs of the students and staff (including volunteers and governors) are met. We will make sure that staff understand CHANNEL, CHANNEL strategies and how to refer into Channel using local processes.

## **8. Procedures for Referrals**

We will treat as a safeguarding concern, any worry or concern that a child or young person in the school may be exposed to possible extremism, extremist ideology and or radicalisation.

Recent case studies and Derbyshire's own experiences have identified the following Schools have been concerned about and sought advice on:

- Parents/carers presenting worrying views to any Teacher, visitor or Governor;
- A Staff member, governor, volunteer or visitor presenting concerning views;
- Access to radical teachings by anyone in the School;
- Online exposure and the viewing of on line materials seen to be concerning, disturbing, inflammatory, or anti- British in tone;
- Any child or young people/parents/ carers/ visitors on school property who you may feel are discussing/providing information to children that may be seen as inciting or inflammatory;
- Taking action to remove children from curriculum based activities or visits on the basis of a view seen to be perceived as linked to an extreme view, ideology or irrational fear, or using health and safety reasons.

All concerns and incidents will be brought to the attention of the school Designated Safeguarding Lead/ Safeguarding Team, who will follow the agreed procedures, and where needed can also seek advice, from a Child Protection Manager (for Schools/ Education).

The Department of Education has also a dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns related to extremism. It is not intended for use in emergency situations.

Where a concern or incident is judged to be immediate and serious an appropriate lead in the School will contact the police directly.

All concerns will be referred by the school Designated Safeguarding Leads /Safeguarding Team into Children's Social Care (Call Derbyshire/ Starting Point), using the online form. In all cases the Risk Indicator Checklist needs to be completed, unless there are immediate safeguarding concerns.

There is a case referral pathway process in Derby City and Derbyshire, where depending upon significance, and level of concerns, this may include a referral into the local Prevent Team, who may then go on to make a referral into Channel.

We will display for all staff, an agreed school's response to individual cases, to help assist the Designated Safeguarding Lead/ Safeguarding Team in determining an appropriate response.

**(Please see Appendix A –flowchart)**

## **9. Safeguarding Roles and Responsibilities**

**All Staff and Volunteers of our School have responsibility for the following:**

- Awareness of the Derby City and Derbyshire Safeguarding Procedures, and with reference to Safeguarding Children and Young People Vulnerable to Violent Extremism, ensuring these procedures are followed;
- Awareness of the Derby City and Derbyshire Safeguarding Children Board's (re-named Safeguarding Children Partnership after 29 September 2019) Escalation Policy and Process, which may be followed if a staff member fears their concerns have not been addressed, and of the Confidential Reporting Code (Whistle Blowing);
- Responsibility to undertake training provided and keep up to date;
- Being alert to the definitions and indicators around extremism and radicalisation, acting upon any of these concerns by reporting these to the Designated Safeguarding Lead(s) within the School;
- Bringing any concerns relating to extremism, or worrying ideologies, where a child or young person may have access to materials either online media contact or viewing to the Designated Safeguarding Lead/ Safeguarding Team who is the single point of contact for Prevent concerns;
- Bringing any concerns to the Designated Safeguarding Lead/Safeguarding Team relating to parents/carers or visitors on the schools premises relating to views seen to be inflammatory, or contrary to the school's principles in this policy and to a curriculum promoting diversity;

- Being proactive in the school in protecting vulnerable children / young people from exposure to radical views and being radicalised by them;
- Promoting an ethos within the school with regard to principles of equality, diversity, and the positive values of different cultures;
- Understanding the implications of prejudice based bullying in an aim to protect children and young people from being radicalised;
- Understanding British values, in the context of citizenship and being proactive in this contributing to children's learning and the broader values of living and working in Modern Britain.
- Listening to, and seeking out, the views, wishes and feelings of our students, ensuring that the vulnerable child's voice is heard and acknowledged;
- Obtaining advice and seeking support for our pupils using the referral routes when a child or young person has been identified as vulnerable to extremism and radicalisation.

**The Designated Safeguarding Lead /Safeguarding Team has responsibility for the following:**

- That they are the single point of contact in relation to protecting pupils/students from radicalisation and involvement in terrorism (SPOC);
- Being aware of the Derby City and Derbyshire Safeguarding Procedures in regard to 'Safeguarding Children and Young People Vulnerable to Violent Extremism', ensuring these procedures are followed.
- That all concerns are seen as safeguarding concerns and reported under the procedures which are set out;
- That when concerns are brought to their attention they are aware of the advice and referral process PREVENT/Channel which is available in the local authority;
- That they may be asked to attend a Channel panel to present, discuss and agree a course of action on a child or young person raised through that process;
- That they ensure the child or young person receives the support available through PREVENT and Channel;
- That they are aware of signposting to other support services, web based organisations and agencies that can assist a school;
- Within the framework of the school's Senior Leadership Team, they will monitor the effect in practice of the RE/PSE curriculum and assembly policy, and monitor teachings where relevant to ensure that they are used to promote community cohesion and are reflective of multi-faith and beliefs;

- They inform and keep up to date as part of their training responsibilities all staff and volunteers;
- That they keep records of any concerns labelled clearly as Prevent, use and record risk assessments, interventions, and any advice and support that is sought.

**Governors and School Leadership of our school are responsible for (and need to ask the school about):**

- That the Designated Lead/ Safeguarding Team in the School will act as the single point of contact for concerns;
- Ensuring that all Designated Safeguarding Leads/Safeguarding Team have the appropriate Prevent/WRAP training and receive regular updates through briefings and research and this includes the link Safeguarding Governor;
- That all other staff in contact with students complete training;
- Ensuring that the Safeguarding Designated Lead(s)/ Safeguarding Team are/is equipped to deal with extremism and radicalisation in their school and remains up to date with any guidance/legislation changes;
- That processes of keeping records are in place for the reporting and recording of any concerns. That there is evidence of Risk Assessments being undertaken, and records are maintained of any interventions, advice and support that have been sought;
- To consider how children may be taught about extremism and radicalisation as part of the broader Safeguarding in the school which is promoted through teaching and learning opportunities as part of providing a broad and balanced curriculum;
- Actively promoting values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs;
- Having in place an On-line Safety In A Digital World Policy which can also address the concerns of radicalisation on line;
- Making sure that this policy, including any teachings or statements relating to the work of protecting children/young people from radicalisation, is available to parents and carers as appropriate, including display on the school's website.

This school will use the agreed pathway and recommended forms as outlined in this policy, in Appendix B, to help establish a concern, reporting and recording a concern.

## 10. Visitors and Use of the School's Premises

### Visitors

- Upon arriving at the school all visitors including contractors will read the Safeguarding and Child Protection Guidance and any relevant Codes of Behaviour which they will be required to adhere to.
- Visitors and contractors will be subject to identification checks which will include clarification of the purpose of their visit.
- We may undertake further precautions in allowing visitors and contractors on their premises.
- We will refer to our lettings policy, and refer the speaker/contributor to that policy.

### School Premises

We will ensure that the school building will not be used to give a platform to extremists. This will be monitored as follows:

- If a member of staff wishes to invite a speaker into our school, prior approval and agreement will be made with the Head Teacher/Principal which will be subject to the appropriate school safeguarding checks.
- That the school will refer to the 'Speaker and External Contributors Policy' issued by Derbyshire safeguarding education service, ensuring that this document is shared with the provider/speaker before the event. Once completed and checked with all parties in agreement the event can then be permitted to take place.
- Usage of school premises will be monitored and in the event of any behaviour not in keeping with this policy or the Child Protection and Safeguarding Policy, the school will terminate the contact and may in some circumstances contact the police.

## 11. Stay Safe- terrorist fire arm attack

This link features Government guidance and a short film called 'Stay Safe' about what action to take if a school/any setting is caught up in a terrorist firearms attack. We will inform our staff of such a guidance and familiarize all staff with the 'Run, Hide, Tell'.

<https://www.youtube.com/watch?v=4jxOXbpTmnk>

The current response for a school is training staff in 'Run, Hide, and Tell' as recommended by the DfE. As a Local Authority we want to ensure all staff have the information needed to help them stay safe.

Belper School has a Lockdown Procedure. There is a practice drill at least once each academic school year.

It's important that all staff:

- are alert but not alarmed
- are vigilant and report suspicious behaviour
- plan ahead what to do to stay safe

Nationally there are five levels of threat:

- low - an attack is unlikely
- moderate - an attack is possible but not likely
- substantial - an attack is a strong possibility
- **severe - an attack is highly likely**
- critical - an attack is expected imminently

The Stay Safe principles are: Run, Hide and Tell

## Run

- If there is a safe route, run, if not hide.
- Insist others go with you.
- Don't let them slow you down.
- Leave your belongings behind.

## Hide

- If you can't run, hide.
- Find cover from gunfire.
- Be aware of your exits.
- Try not to get trapped.
- Lock yourself in a room if you can.
- Move away from the door.
- Be very quiet, turn off your phone.
- Barricade yourself in.

## Tell

Call 999 - What do the police need to know?

- Dial 999 when you are safe.
- Give your location.
- Give the direction the attacker is moving in.
- Describe the attacker, especially things that cannot be changed such as tattoos, facial hair, ethnicity etc.
- Give any further information.

- Can you safely stop others from entering the area?

<https://www.gov.uk/government/publications/recognising-the-terrorist-threat> (opens in a new window)

## 12. Help, Support & Signposting

Child Protection Manager, Schools/Educational Settings Derbyshire - Debbie Peacock  
01629 531079 [Debbie.peacock@derbyshire.gov.uk](mailto:Debbie.peacock@derbyshire.gov.uk)

Lead Officer for Prevent at Derbyshire County Council, 01629 538494 or 07771 980107

Derbyshire Police 101 - can route non urgent referrals through to the PREVENT Team  
Children's Social Care (single point of Contact- Starting Point) - 01629 533190

### Contact Numbers / referral links\*

Call Derbyshire - 01629 533190 (24hr, 7 days a week – sharing concerns re Adults or Children – *concerns re children will be triaged via Starting Point*)

Starting Point Advice Line - 01629 53 53 53 (Mon – Fri, 8am – 6pm – *advice and guidance re concerns about children*)

[www.derbyshire.gov.uk/startingpoint](http://www.derbyshire.gov.uk/startingpoint)

\*when making a referral you will need to complete the risk indicator checklist this is available on the starting point website and as a document in this policy along with the police prevent referral form ( appendix B)

Police Prevent Team - 0300 122 8694 or 101

Keystone – 101 (in an emergency dial 999)

Police Prevent Lead - 01332 643058

### Must Read Documents

<https://www.gov.uk/government/publications/prevent-duty-guidance>

<https://www.gov.uk/government/publications/channel-guidance>

**Derbyshire Constabulary Prevent Web-page - including Prevent video clip (17 mins)**

<http://www.derbyshire.police.uk/Safety-advice/Terrorism/Prevent-Team/Prevent-Team.aspx>

**Prevent E-Learning (for Derbyshire County Council staff and Derbyshire Schools)**  
(contains local contacts and referral routes)

[www.saferderbyshire.gov.uk](http://www.saferderbyshire.gov.uk)

Training and resources- counter terrorism training- Prevent /WRAP bookings

### Channel E-Learning

[http://course.ncalt.com/Channel\\_General\\_Awareness/01/index.html](http://course.ncalt.com/Channel_General_Awareness/01/index.html)

**Home Office Prevent E-Learning – aimed at schools / education**

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

### **Other useful web-links / documents**

<http://www.eastmidlandsprevent.co.uk/>

<https://www.gov.uk/government/publications/counter-terrorism-strategy-contest>

<https://www.gov.uk/government/publications/prevent-strategy-2011>

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

<https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation>

[www.preventtragedies.co.uk](http://www.preventtragedies.co.uk)

<http://educateagainsthate.com/>

<http://www.preventforschools.org/>

## **Management of the Policy**

The Head Teacher of Belper School and Sixth Form Centre will implement the policy and will ensure that all staff including volunteers have read and signed confirming that they have read and understood their responsibilities.

The Governing Body will oversee the policy; ensure its implementation and compliance to statutory duties reviewing its content on an annual basis.

We will undertake a regular audit and review of this policy and in light of any changes in guidance /legislation decide how these changes will be implemented within the School.

The Head Teacher will report on and discuss progress with the Governing Body on an annual basis.

A record of the minutes are recorded on the School Governing Report covering the discussion on the Policy of Extremism, Radicalisation and the protection of British Values, detailing how proactive the school is in ensuring this policy is reflected in the school's ethos and curriculum.

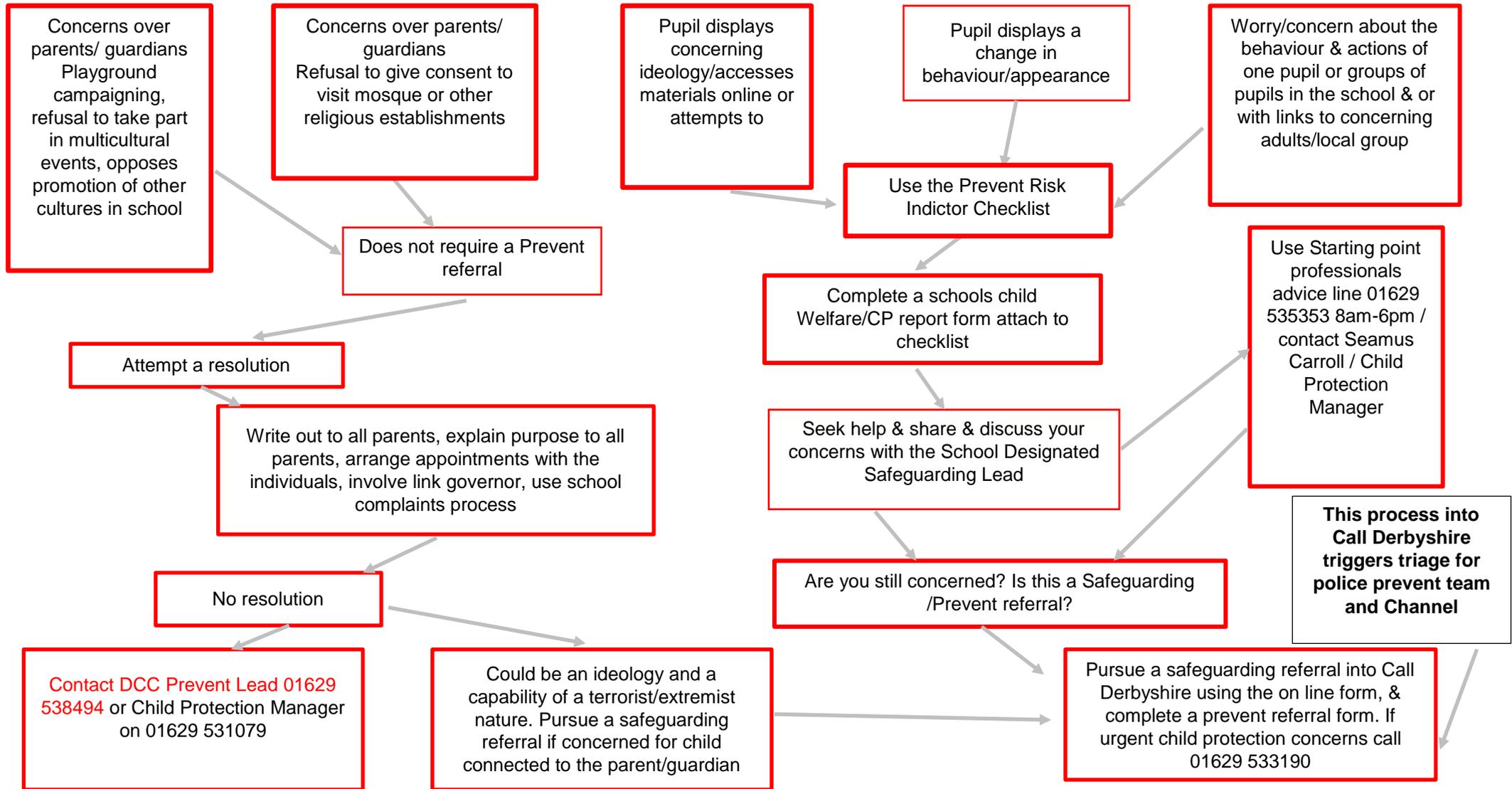
### **Signed by:**

Chair of Governors

Headteacher

Date:

## Schools Prevent Flowchart & Pathway Appendix A



**CONTEST is the UK's counter-terrorism strategy that aims to reduce the risk we face from terrorism** so that people can go about their lives freely and with confidence.

It is made up of the four Ps;

- Protect – strengthening our borders, infrastructure, buildings and public spaces from an attack
- Prepare – where an attack cannot be stopped, to reduce its impact by ensuring we can respond effectively
- Pursue – to disrupt or stop terrorist attacks

The fourth P is Prevent which aims to stop people becoming terrorists or supporting terrorism. It has been described as “the only long term solution” to the threat we currently face from terrorism.

Prevent is challenging and different from the other Ps because it operates in a pre-criminal space, before any criminal activity has taken place. So Prevent is about supporting and protecting those people that might be susceptible to radicalisation, ensuring that individuals are diverted away before any crime is committed. Remember radicalisation is a process, not a one off incident, so look for changes in a person's behaviour

Channel is a **supportive process designed to protect vulnerable individuals**. It is about identifying, at an early stage, those who may be at risk and preventing them from being drawn into criminal activity.

The Channel process is similar to the way we safeguard individuals at risk from involvement in drugs, knife and gun crime, gangs or other social issues. Channel uses similar multiagency partnership structures.

The process can apply to any individual who may be vulnerable to being drawn into violent extremism, **regardless of faith, ethnicity, background or age**. Those in local communities who have concerns about individuals who may be targeted by violent extremists are advised to contact their local authority, the police, or other trusted organisations for advice.

Support is provided on a case by case basis, tailored to an individual's needs. Each support package is monitored closely and reviewed regularly. Examples of possible support for individuals include one-to-one mentoring, diversionary activities such as sport, and signposting to mainstream services such as education, employment and housing.

If you require further training please click [here](#) for more information

Prevent Lead Senior Community Safety Officer, County Hall Matlock DE4 3AG October 2017

## **Safeguarding Roles and Responsibilities - Appendix B**

### **The Risk Indicator Checklist & Police Prevent Referral form**

#### **PREVENT- RISK INDICATOR CHECKLIST Version 2- Guidance- January 2016**

Under Prevent (Counter Terrorism and Security Act 2015) we are all when in contact with children and adults in our roles required in our functions to:

- Prevent people from been drawn into terrorism
- Know about and Identify early indicators in pupils vulnerable to extremism.
- Assess the risk of pupils being drawn into terrorism and terrorist ideology.
- Develop the confidence to challenge and intervene.
- Build resilience in pupils through advice, support, intervention eg - Channel and through the curriculum
- Keep records and work in partnership with agencies

The risks of being drawn into extremism, exposure to, or intent to carry out acts may vary from area to area, and differ according to their age, local threat and proportionality. Schools may have different experiences and should identify risks within their local context.

Effective engagement with parents/family is also important as they are in a key position to spot signs of radicalisation. You should be sharing your concerns with a parent/carer unless this may place the child/YP at immediate risk. You should be working with parents/carers to help them know about and identify indicators in their children.

#### **Completing the checklist:**

All staff should exercise their judgment in raising concerns and in all cases seek advice from a Designated Safeguarding Lead/Safeguarding Team.

A Designated Safeguarding Lead/Safeguarding Team Member should have also undertaken PREVENT/ WRAP training. The expectation is that the Designated Lead/Safeguarding Team Member is responsible for completing the checklist.

The Designated Lead/Safeguarding Team Member completing this checklist should take into account the information from the person raising the concerns, use discussion from others who have interaction with the child or young person and from information from observations, presenting behaviours and interaction seen with other peers, parents/carers/local community.

The checklist should support the Child Protection Welfare/Report Form in all cases where this is seen to be a concern under Prevent. The checklist should be shared if referring into services and where possible with the parent/carer.

Having completed the checklist this should help you decide next steps and thresholds. You should treat a concern under Prevent as any other safeguarding concern.

**If you have immediate safeguarding concerns under Prevent** you should be contacting Derbyshire Police on 101 and Children's Services (Starting Point 01629 533190) if under 18 and adult's services if 18+.

**In all other cases you should complete the Child Referral Form** to request early help and assessment [www.derbyshire.gov.uk/startingpoint](http://www.derbyshire.gov.uk/startingpoint) . The form will trigger agency enquiries and this may include liaising with the local Police Prevent Team and referral into a multi-agency panel (CHANNEL) depending upon the information gathered and level of risk.

**You should complete and submit the Police PREVENT referral Form in all cases and email to;**  
[EMSOU-SB-Derbys@Derbyshire.PNN.Police.UK](mailto:EMSOU-SB-Derbys@Derbyshire.PNN.Police.UK). **This team will decide if they have a role, they are required to record all concerns.**

**You can seek advice in all cases** and should do this by contacting either; Seamus Carroll is the lead officer for Prevent at Derbyshire County Council [seamus.carroll@derbyshire.gov.uk](mailto:seamus.carroll@derbyshire.gov.uk) Telephone 01629 538494 or 07771 980107

Child Protection Manager Schools/Educational Settings Derbyshire - Debbie Peacock 01629 531079 [Debbie.peacock@derbyshire.gov.uk](mailto:Debbie.peacock@derbyshire.gov.uk)

The Professional Advice and Consultation Line Starting Point 01629 535353

## **PREVENT-THE RISK INDICATOR CHECKLIST**

The risk of radicalisation is the product of a number of factors. There is no definitive list but these are the researched and known about vulnerabilities, critical factors and indicators. All or none may be present in individual cases of concern. Nor does it mean that vulnerable children/young people experiencing these factors are automatically at risk of exploitation for the purposes of extremism.

This checklist applies to all age groups and you may have concerns about parents/carers which are impacting on the child/ren in the school or setting shown through their experiences, behaviours and influences.

The checklist will help you and the other agencies decide:

- Whether there is a risk
- What level or risk
- A pathway to support and intervention
- Provide the model for assessment and management

<b>Name of Child/Young Person</b>
<b>DOB</b>
<b>Year Group</b>

## Vulnerabilities to Extremism:

	Yes	No
• Is in adolescence		
• Has experience of poverty, disadvantage, discrimination, social exclusion		
• Has low self- esteem, a poor or no sense of belonging,		
• Has Insecure , absent, conflicted family tensions or absent family relationships		
• Has a significant adult or others in the child's/YP's life who appears to have extremist view or sympathies		
• Demonstrates a lack of affinity, understanding for others		
• Is dissociating from peers		
• Is socially isolated from peers		
• Demonstrates identity conflict and confusion		
• Demonstrates distance from cultural/religious heritage and uncomfortable with their place in society		
• Has any learning difficulties /communication and or mental health support needs		
• Has a simplistic or flawed understanding of region or politics		
• Has experienced trauma in their lives, especially associated with war or sectarian conflict		
• Experienced migration, been subject to local community tensions, has a sense of grievance triggered by personal experience racism, discrimination, affected by government policy		
• Has unmet aspirations, perceptions of injustice, feeling of failure , rejection of civil life		
• Experiences of imprisonment, poor resettlement/reintegration, previous involvement in criminal groups		

**Critical Risk Factors:**

<b>High</b>	<b>Yes</b>	<b>No</b>
<b>Travel</b>		
<ul style="list-style-type: none"> <li>• Is there a pattern of regular or extended travel within UK with other evidence to suggest this is for extremist activity</li> </ul>		
<ul style="list-style-type: none"> <li>• Unexplained, vague, unauthorised extended breaks/travel outside of the UK to locations associated with extremist activity</li> </ul>		
<ul style="list-style-type: none"> <li>• Is there a pattern of travel to locations outside of the UK associated with extremism activity</li> </ul>		
<ul style="list-style-type: none"> <li>• The use of any methods to disguise identity, documents or cover to support this</li> </ul>		
<ul style="list-style-type: none"> <li>• Connexions with extremist military camps/locations</li> </ul>		

<b>High</b>	<b>Yes</b>	<b>No</b>
<b>Experiences, Behaviours and influences</b>		
<ul style="list-style-type: none"> <li>• Use of language seen to be inappropriate (e.g. causing distress or alarm and perceived to be prejudiced, inflammatory, or hateful).</li> </ul>		
<ul style="list-style-type: none"> <li>• Have international events in areas of conflict and civil unrest had an noticeable impact resulting in a change in behaviour ( note it is common to have an emotional reaction to world events but this has to be seen in context of other factors listed)</li> </ul>		
<ul style="list-style-type: none"> <li>• Being in contact with extremist recruiters</li> </ul>		
<ul style="list-style-type: none"> <li>• Expression of extreme views and ideology</li> </ul>		
<ul style="list-style-type: none"> <li>• Possession of extremist literature.</li> </ul>		
<ul style="list-style-type: none"> <li>• Using extremist narratives and a global ideology to explain personal disadvantage</li> </ul>		
<ul style="list-style-type: none"> <li>• Advocating violent actions and means, supporting terrorist attacks verbally or in written work</li> </ul>		
<ul style="list-style-type: none"> <li>• Seeking to recruit others to an extremist ideology</li> </ul>		

	Yes	No
<b>Access to Extremism/Extremist influences</b>		
• Changes in faith/ideology.		
• Sudden name change linked to a different faith/ideology.		
• Significant changes in appearance.		
• Secrecy on the internet & access to websites with a social networking element.		
• Narrow/limited religious or political view.		
• Attendance at certain meetings e.g. rallies and articulating support for groups with links to extremist activity but not illegal/illicit eg fundraising, propaganda distribution, attendance at meetings.		
• “Them” and “us” language/rhetoric.		
• Justifying the use of violence to solve societal issues.		

**Name of worker completing the Checklist:**

**Status of worker:**

**Date & Time record made :**

**Date & Time Record Submitted/Actions taken and by whom.**



**East Midlands  
Prevent Referral Form**

**Restricted (when completed)**

Information will be kept secure and confidential and will only be disclosed to those parties who have a legal and legitimate need to know.

<p><b><u>Please complete the below details and email this form to:</u></b>  <a href="mailto:EMSOU-SB-Derbys@Derbyshire.PNN.Police.UK">EMSOU-SB-Derbys@Derbyshire.PNN.Police.UK</a></p>		<p>This will be dealt with by individual Police Force Prevent Teams.</p>	
<p><i>Please complete to the best of your knowledge. Leave blank if unknown.</i></p>			
<p><b><u>Your details:</u></b></p>			
Surname		D.O.B	
Forenames		Relationship to individual	
Contact no.			
email			
Professional role (if applicable)			
Address			

**Individuals details and summary of concerns:**

*Please include as much detail as possible.*

Surname		D.O.B	
Forenames		Gender	
Contact no.			
email			
Social Media Username			
Ethnicity		Nationality	
		Place of Birth	
Address			
Languages Spoken		English spoken?	
School or Educational Establishment			
Occupation			
Occupation Address			
Is the person aware of the referral?	Yes <input type="checkbox"/> No <input type="checkbox"/>		
Has anyone been consulted about this referral (safeguarding agency etc.)?	Yes <input type="checkbox"/> No <input type="checkbox"/>		

<b>If yes please give details</b>	
<b>Additional Info</b>	

<b><u>Summary of Concerns</u></b> Framed around Engagement, Intent and Capability