



# SMITHDON HIGH SCHOOL

## HUNSTANTON

### **WHOLE SCHOOL POLICY FOR PREVENTING EXTREMISM & RADICALISATION**

**(Based on the Norfolk County Council local guidance updated  
June 2020)**

*Work hard, be kind and smile*

## Background

The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including schools and colleges, to have due regard to the need to prevent people from being drawn into terrorism (“the Prevent duty”). The Prevent duty reinforces existing duties placed upon educational establishments for keeping children safe by:

- Ensuring a broad and balanced curriculum is in place to promote the spiritual, moral, social and cultural development of pupils.
- Assessing the risk of pupils being drawn into extremist views.
- Ensuring safeguarding arrangements by working in partnership with local authorities, police and communities.
- Training staff to provide them with the knowledge and ability to identify pupils who may be vulnerable to radicalisation.
- Keeping pupils safe online by using effective filtering and usage policies.

## Policy Consultation & Review

This policy will now be reviewed in full by the Governing Body on an annual basis. This policy was last reviewed and agreed by the Governing Body in March 2017, March 2019, December 2021 and November 2022 by Rachel Bazeley-Smith.

This policy is available on the school website and is available on request from the school office. In addition, all staff are provided with Part One of the statutory guidance, guidance [‘Keeping Children Safe in Education’](#) DfE (2022).

We recognise the expertise our staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis and we therefore invite staff to contribute to and shape this policy and associated safeguarding arrangements.

The policy should be read in conjunction with the following policies:

- Safeguarding & Child Protection Policy
- Equality Policy
- Anti-Bullying Policy
- E-Safety Policy
- Staff Code of Conduct
- Whistle-blowing Policy

Reviewed by: Ms R Bazeley-Smith

Date: November 2022

Next Review Date: November 2023

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## 1. PURPOSE AND AIMS

- 1.1 Smithdon High School is fully committed to safeguarding and promoting the welfare of all its pupils. We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability today. At Smithdon high school, we will ensure that: Our school fully recognises the contribution it can make to promoting the welfare of children and protecting them from harm.
- 1.2 This policy sets out our strategies and procedures to protect vulnerable pupils from being radicalised or exposed to extremist views. The elements of our policy are prevention, protection and support.
- 1.3 At Smithdon High School, we will ensure that:
- All staff, volunteers and governors, have an understanding of what radicalisation and extremism is and why we need to be vigilant in school.
  - Through training, staff, volunteers and governors have an understanding of what radicalisation and extremism is, why we need to be vigilant in school and how to respond when concerns arise.
  - Through our curriculum, and in personal development sessions we will promote the spiritual, moral, social and cultural development of pupils.
  - Parents/carers and pupils will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews these systems to ensure they are appropriate and effective.
- 1.4 This policy applies to all pupils, staff, parents, governors, volunteers and visitors.
- 1.5 A glossary of related terms and indicators of vulnerability to extremism can be found in Appendices 1 and 2 of this policy.
- 1.6 Appendix 4 is the referral process for Norfolk for any Channel referral
- 1.7 Appendix 5 is a practitioner guide to radicalisation and extremism

## 2. ROLES AND RESPONSIBILITIES

- 2.1 It is the responsibility of **every** member of staff, volunteer and regular visitor to our school to ensure that they carry out the requirements of this policy and, always, work in a way which will safeguard and promote the welfare of all of pupils at this school.
- 2.2 The Governing Body of Smithdon High School is accountable for ensuring the effectiveness of this policy and our compliance with it. The Governing Body will ensure that:
- This policy is reviewed annually alongside our Safeguarding & Child Protection Policy.

- All staff undertake appropriate training which equips them with the skills to identify and respond appropriately to concerns regarding extremism and radicalisation.
- The Headteacher and Designated Safeguarding Lead (DSL) will assess the risk of pupils being drawn into extremist views. The risk assessment may include consideration of the school's curriculum, the use of school premises by external agencies and any other local issues relating to the school community.
- A broad curriculum is in place to deliver the spiritual, moral, social and cultural development of pupils.
- Appropriate safeguarding arrangements are in place by working in partnership with other agencies and communities as required.
- There are systems in place for keeping pupils safe from extremist material when accessing the internet in our school by using effective filtering and usage policies.

2.3 The DSL will carry out their role in accordance with the responsibilities outlined in Annex B of *'Keeping Children Safe in Education'* (2021). As part of this responsibility, the DSL will act as the point of contact within our school for any concerns relating to radicalisation and extremism.

2.4 The DSL at Smithdon High School will make referrals in accordance with Norfolk Channel procedures to the CADS (Children's Advice and Duty Service) where appropriate and will represent our school at Channel meetings as required.

2.5 The DSL is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedures they need to follow. They will ensure that all staff have received appropriate training. One example of this is the briefing sheet provided on induction on Prevent and radicalisation (Appendix 6).

### **3. TRAINING**

3.1 Through training, we will ensure that all our staff are made fully aware of the threats, risks and vulnerabilities linked to radicalisation. Staff will be able to identify children at risk of being drawn into extremism and develop the confidence to challenge extremist ideas. All staff will understand how we can provide support to ensure that our pupils are resilient and supported to resist involvement in radical or extreme activities.

3.2 The DSL and alternative DSL's have received Prevent training. The DSL will act as the point of contact within our school for any concerns relating to radicalisation and extremism.

3.3 Our governing body will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all the children at our school.

### **4. THE ROLE OF THE CURRICULUM**

4.1 At Smithdon High School we will provide pupils with a broad and balanced curriculum and promote the spiritual, moral, social and cultural (SMSC) development of our pupils through

all lessons, personal development sessions, assemblies and super learning days. pupils will be encouraged to regard people of all faiths, races and cultures with respect and tolerance.

4.2 Through our curriculum we will aim to:

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- Ensure further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- Encourage respect for other people;
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

4.3 We will achieve this by using a curriculum which is broad and balanced and encourages pupils to discuss these issues in personal development sessions, super learning days, assemblies and in subject areas.

## **5. VISITORS AND THE USE OF SCHOOL PREMISES**

5.1 At Smithdon High School we recognise the role that external agencies and speakers can play in enhancing the learning experiences of our pupils. Where we use external agencies and individuals in this way, we will positively vet them to ensure that their messages are consistent with, and not in opposition to, the school's values and ethos.

5.2 Our school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to stud pupils ents 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 pupils 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;

- Activities are carefully evaluated by schools to ensure that they are effective.

5.3 Any guest speakers or external agencies will be provided with a copy of our safeguarding procedures on arrival at the school and will be appropriately supervised at all times.

5.4 When an agreement is made to allow non-school groups or organisations to use the school premises, appropriate checks will be made before agreeing the contract. Usage will be monitored and in the event of any behaviour which is not in keeping with the Tackling Extremism and Radicalisation Policy, the school will contact the police and terminate the arrangement.

## 6. PROCEDURES FOR MANAGING CONCERNS

6.1 Smithdon High School adheres to the procedures which have been agreed locally through the Norfolk Children's Safeguarding Board for safeguarding individuals vulnerable to extremism and radicalisation. Please also refer to our Safeguarding & Child Protection Policy for further information about our wider safeguarding responsibilities.

6.2 We recognise that staff at our school play a particularly important role as they are able to identify concerns early and provide help for children to prevent concerns from escalating. **All staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned, and this includes vulnerability to radicalisation.**

6.3 At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2015).

6.4 The DSL should be used as a first point of contact any safeguarding concerns in our school. Any member of staff or visitor to the school who receives a disclosure of or suspects that a child is at risk of radicalisation must report it immediately to the DSL or, if unavailable, to the alternate designated person. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff available. This should be done immediately, in line with the ['Keeping Children Safe in Education'](#) DfE (2022).

6.5 Following receipt of any information raising concern about vulnerability to radicalisation, the DSL will consider what action to take and will follow the Norfolk Channel procedures by making a referral via CADS as required. All information and actions taken, including the reasons for any decisions made, will be fully documented and recorded via CPOMS.

6.6 All Channel referrals will be made using the referral form which can be found at Appendix 3 and the process is illustrated in Appendix 4 flow chart.

6.7 If an allegation is made or information is received about an adult who works in our setting which indicates that they may be unsuitable to work with children because of concerns relating to extremism and radicalisation, the member of staff receiving the information should inform the Headteacher or Chair of Governors immediately in line with the procedures outlined in our Safeguarding Policy and the Whistleblowing Policy.

## 7. RELEVANT POLICIES

7.1 To underpin the values and ethos of our school and our intention to ensure that pupils at our school are appropriately safeguarded, the following policies should be read in conjunction with this policy:

- Safeguarding incorporating Child Protection Policy
- Anti-Bullying
- Equalities
- E-safety
- Health and Safety including site security
- Use of School Premises/Lettings
- Whistle-blowing

## 8. STATUTORY FRAMEWORK

8.1 This policy has been devised in accordance with the following legislation and local and national guidance:

- Norfolk Procedures: <https://www.norfolk.gov.uk/-/media/norfolk/downloads/what-we-do-and-how-we-work/policy-performance-and-partnerships/partnerships/crime-and-disorder-partnerships/prevent-norfolk-practitioners-quick-guide.pdf>
- Norfolk Channel Procedures updated: <https://www.norfolkscb.org/wp-content/uploads/2016/05/Channel-Norfolk-SOP-April-2016.doc>
- Promoting fundamental British values as part of SMSC in schools: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/380595/SMSC\\_Guidance\\_Maintained\\_Schools.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf)
- The Counter-Terrorism & Security Act 2015 summary: <https://www.gov.uk/government/collections/counter-terrorism-and-security-bill>
- Educate against hate: <https://educateagainsthate.com/>
- Prevent duty for schools form DfE: <https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>
- 'Prevent Duty Guidance: for England & Wales', HM Government (2015, updated 23 March 2016): <https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>
- '[Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools](#)' DfE (2014)
- '[Keeping Children Safe in Education](#)' DfE (2022).
- <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2> DfE (2018)
- '[Information Sharing: Advice for practitioners](#)', DfE (March 2015)

## Appendix 1: Glossary of Terms

**'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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

**'Non-violent extremism'** is extremism, as defined above, which is not accompanied by violence.

**'Prevention'** in the context of the Prevent duty means reducing or eliminating the risk of individuals becoming involved in terrorism. Prevent includes but is not confined to the identification and referral of those at risk of being drawn into terrorism into appropriate interventions. These interventions aim to divert vulnerable people from radicalisation.

**'Radicalisation'** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

The current UK definition of **'terrorism'** is given in the Terrorism Act 2000 (TACT 2000). In summary this defines terrorism as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

**'Terrorist-related offences'** are those (such as murder) which are not offences in terrorist legislation, but which are judged to be committed in relation to terrorism.

**'Vulnerability'** describes the condition of being capable of being injured; difficult to defend; open to moral or ideological attack. Within Prevent, the word describes factors and characteristics associated with being susceptible to radicalisation.

**CADS** Children's Advice and Duty Service

## Appendix 2: Vulnerability Checklist

### Warning Signs/Indicators of Concern

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.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors. It is vital that school staff are able to recognise those vulnerabilities. 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.

Factors which may make pupils more vulnerable may include:

- **Identity Crisis:** the student is distanced from their cultural/religious heritage and experiences discomfort about their place in society.
- **Personal Crisis:** the student may be experiencing family tensions; a sense of isolation; 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’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 may have perceptions of injustice; a feeling of failure; rejection of civic life.
- **Experiences of Criminality:** involvement with criminal groups, imprisonment, poor resettlement or reintegration.
- **Special Educational Need:** pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

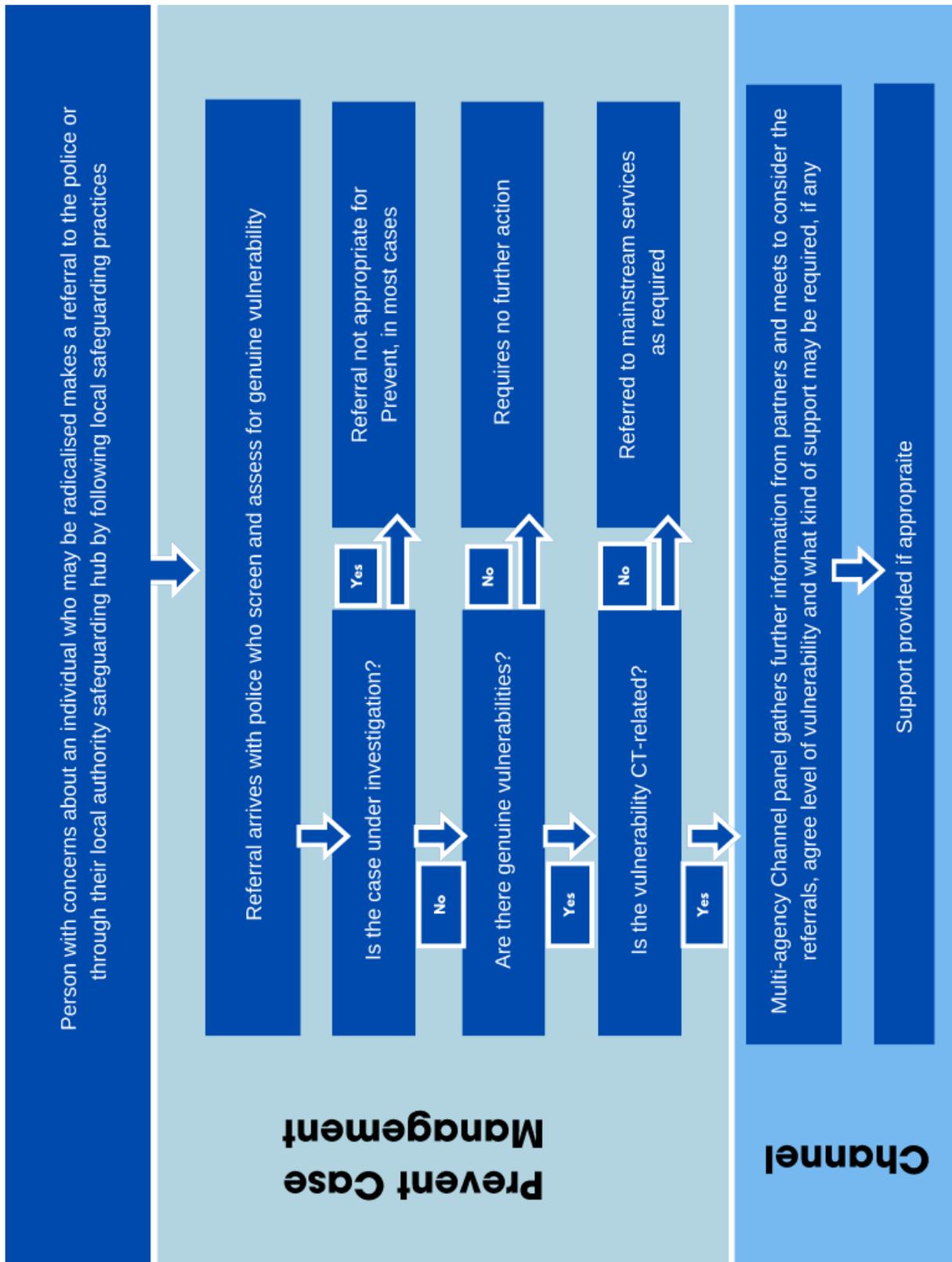
### Pupils who are vulnerable to radicalisation may also be experiencing:

- Substance and alcohol misuse
- Peer pressure
- Influence from older people or via the Internet
- Bullying
- Domestic violence
- Race/hate crime

**Behaviours which may indicate a child is at risk of being radicalised or exposed to extremist views could include:**

- Being in contact with extremist recruiters and/or spending increasing time in the company of other suspected extremists;
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- Pupils accessing extremist material online, including through social networking sites;
- Possessing or accessing materials or symbols associated with an extremist cause;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Pupils voicing opinions drawn from extremist ideologies and narratives, this may include justifying the use of violence to solve societal issues;
- Graffiti symbols, writing or art work promoting extremist messages or images;
- Significant changes to appearance and/or behaviour increasingly centred on an extremist ideology, group or cause;
- Changing their style of dress or personal appearance to accord with the group;
- Attempts to recruit others to the group/cause;
- Using insulting to 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.
- Parental reports of changes in behaviour, friendship or actions and requests for assistance;
- Partner schools, local authority services, and police reports of issues affecting pupils in other schools.

## Appendix 3: Person Vulnerable to Radicalisation (VTR) Referral Form and referral process



Taken from: <https://www.gov.uk/guidance/making-a-referral-to-prevent>

# Prevent referral form

By sending this form you consent for it to arrive with both your dedicated Local Authority safeguarding team and Prevent policing team for a joint assessment. 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 and other case sensitivities.

Once you have completed this form, please email it to

[preventreferrals@norfolk.pnn.police.uk](mailto:preventreferrals@norfolk.pnn.police.uk)

If you have any questions while filling in the form, please call the Prevent team on **01953 423905** or **01953 423896**

## Individual's biographical and contact details

Forename(s):	
Surname:	
Date of Birth:	
Approximate age:	
Gender:	
Known address(es), identify which address is the individual's current residence:	
Nationality or citizenship:	
Immigration or asylum status:	
Primary language:	
Contact telephone number(s):	
Email address(es):	
Any other relevant family details such as who lives with the individual:	

## Describe concerns

In as much detail as possible, please describe the specific concern(s) relevant to Prevent. For example:

- How or why did the individual come to your organisation's notice in this instance?
- Does it involve a specific event? What happened? Is it a combination of factors? Describe them.
- Has the individual discussed personal travel plans to a warzone or countries with similar concerns? Where? When? How?
- Does the individual have contact with groups or individuals that cause you concern? Who? Why are they concerning? How frequent is this contact?

- 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?
- 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?
- Has the individual shown a concerning interest in hate crimes, or extremists, or terrorism? Consider any extremist ideology, group or cause, as well as support for "school-shooters" or public-massacres, or murders of public figures.
- Please describe any other concerns you may have that are not mentioned here in the box below.

Type text here

### Complex needs

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? Please describe, for example:

- Victim of crime, abuse or bullying.
- Work, financial or housing problems.
- Citizenship, asylum or immigration issues.
- Personal problems, emotional difficulties, relationship problems, family issues, ongoing court proceedings.
- On probation; any erratic, violent, self-destructive or risky behaviours, or alcohol or drug misuse or dependency.
- Expressed feelings of injustice or grievance involving any racial, religious or political issue, or even conspiracy theories.

- Educational issues, developmental or behavioural difficulties, mental ill health (see Safeguarding Considerations below).
- Please describe any other need or potential vulnerability you think may be present but which is not mentioned here.

Type text here

#### Other information

Please provide any further information you think may be relevant for example social media details, military service number, other agencies or professionals working with the individual etc.

Type text here

### Person who first identified the concerns

Does the identifier wish to remain anonymous?	
Forename:	
Surname:	
Professional role and organisation:	
Relationship to individual:	
Contact telephone number:	
Email address:	

### Person making this referral if different from person named above

Forename:	
Surname:	
Professional role and organisation:	
Relationship to individual:	
Telephone number:	
Email address:	

### Referrer's organisational Prevent contact if different from above

Forename:	
Surname:	
Professional role and organisation:	
Relationship to individual:	
Telephone number:	
Email address:	

### Relevant dates

Date the concern first came to light:	
When were the concerns first identified?	
Date referral made to Prevent:	
Date this form was completed and sent off:	

### Safeguarding considerations

Does the individual have any stated or diagnosed disabilities, disorders or mental health issues? Please describe, stating whether the concern has been diagnosed.

Type text here
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Have you discussed this individual with your organisations Safeguarding or Prevent lead? What was the result of the discussion?

Type text here
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Have you informed the Individual that you are making this referral? What was the response?

Type text here
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Have you taken any direct action with the individual since receiving this information? What was the action and the result?

Type text here
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Have you discussed your concerns around the individual with any other agencies? What was the result of the discussion?

Type text here
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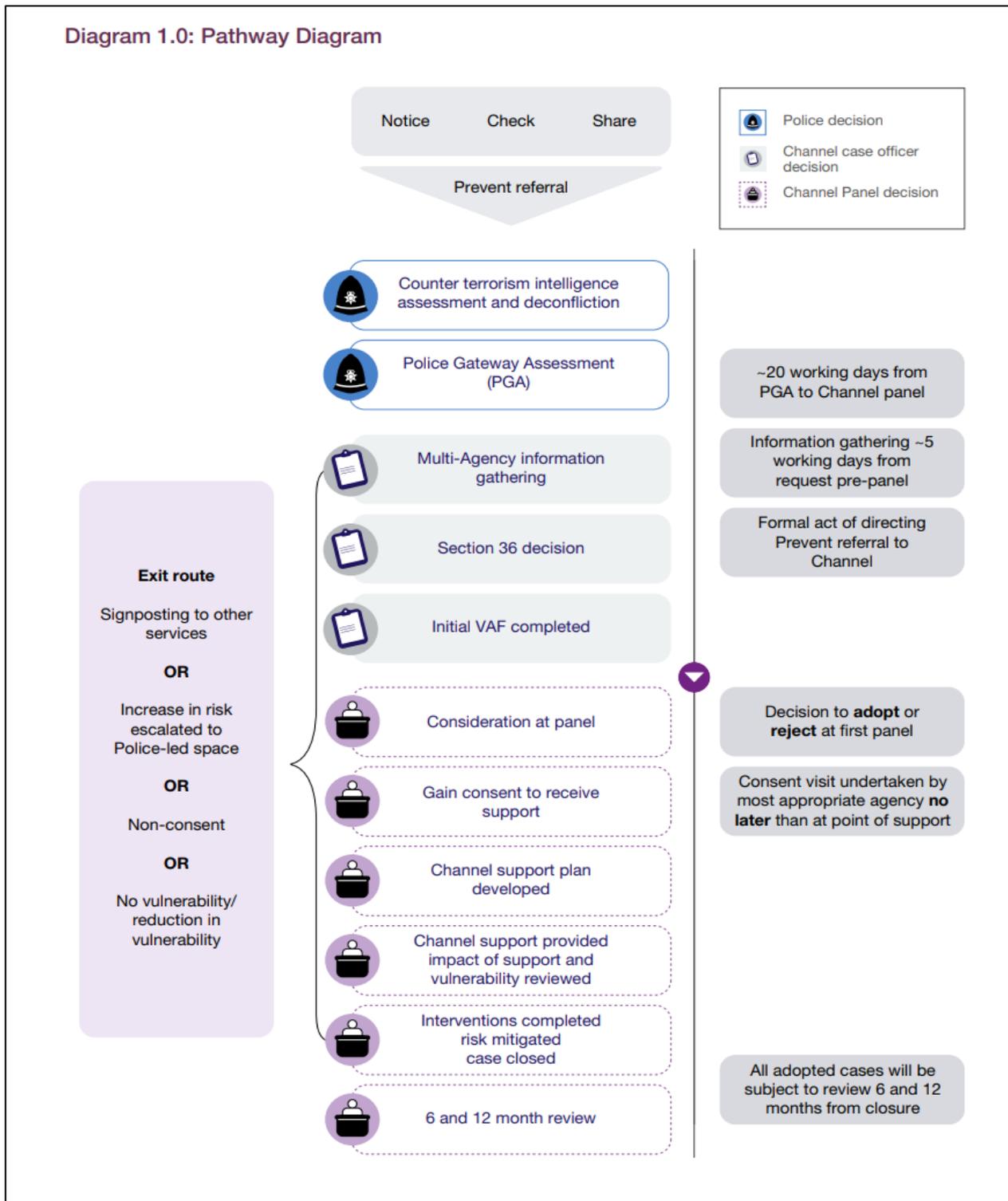
**Individual's employment or education details**

Current occupation and employer(s):	
Previous occupation(s) and employer(s):	
Current educational establishment(s):	
Previous educational establishment(s):	

**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.**

## Appendix 4: Channel Flow chart referral process

Diagram 1.0: Pathway Diagram



Taken from:

[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)

## Appendix 5: Practitioners guide to radicalisation and extremism



### Prevent

#### Norfolk Practitioners' Quick Guide: Safeguarding Individuals Vulnerable to Radicalisation (VTR) and referral process

*This document provides practitioners with guidance re concerns in relation to any child, young person or adult who may be at risk of being adversely influenced or radicalised by any extremist group or ideology.*

The purpose of the PREVENT Strategy is to stop people becoming terrorists or supporting violent extremism in all its forms.

The strategy has three objectives, one of which is to prevent people from being drawn into extremism and ensure they are given appropriate advice and support.

### Contents

1. Identification
2. Notice – Check – Share
3. The Referral Process
4. Channel Panel
5. Sharing Information
6. Contact Information

#### 1. Identification

Here are examples of indicators that *may* suggest vulnerability to violent extremism:

- **Expressed opinions** – such as support for violence and terrorism or the values of extremist organisations, airing of political or religious based grievances, unaccepting of other nationalities, religions or cultures.
- **Material** – possession of extremist literature; attempts to access extremist websites and associated password protected chat rooms; possession of material regarding weapons, explosives or military training.

- **Behaviour and behavioural changes** – such as withdrawal from family and peers; hostility towards former associates and family; association with proscribed<sup>1</sup> organisations and those that hold extremist views.
- **Personal history** – Claims or evidence of involvement in organisations voicing violent extremist ideology and identifying with their cause.

For a more comprehensive list of indicators please follow this link:

- <https://www.itai.info/spotting-the-signs/>

## 2. Notice – Check – Share

### **Notice**

A practitioner from any agency working with the child, young person or adult could be the person to notice that there has been a change in the individual's behaviour that may suggest they are vulnerable to radicalisation.

### **Check**

The next step is for the practitioner to speak to colleagues and/or partners to better understand the concerns raised by the behaviours observed to decide whether intervention and support is needed. In many cases there will be an explanation for the behaviours that either requires no further action or a referral not related to radicalisation or extremism.

### **Share**

Where the practitioner still has concerns that the individual may be vulnerable to radicalisation, follow safeguarding procedures and contact Children's Advice and Duty Service or Adult Social Services. Following this the Prevent referral form is to be completed and sent to [preventreferrals@norfolk.pnn.police.uk](mailto:preventreferrals@norfolk.pnn.police.uk). An initial assessment of the referral will be carried out prior to any further information gathering on the individual.

## 3. The Referral Process

A referral will not continue through the VTR process if:

- it is malicious or misguided;
- the person's engagement with the process would compromise or interfere with ongoing investigations into illegal activity;
- it is clear the person is not vulnerable to violent extremism.

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<sup>1</sup> under the Terrorism Act 2000 the Home Secretary has the power to proscribe – forbid by law – an organisation believed to be concerned in terrorism.

The below link gives details of each organisation proscribed by the UK government:  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/400902/Proscription-20150123.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/400902/Proscription-20150123.pdf)

Once deconfliction checks have been completed, the referral form will then be emailed to the MASH and multi-agency checks will then be completed.

**For urgent radicalisation concerns contact Norfolk police on 101 or, in an emergency, 999.**

### ***The Counter Terrorism (CT) Case Officer***

On receipt of a referral the CT Case Officer will conduct a review of the information received. This review will be based on a professional judgement using a vulnerability assessment framework to ensure the referral meets the necessary threshold.

In applying the threshold test the individual circumstances associated with the referral must be taken into account and there must be a vulnerability to radicalisation.

If this is not present the case should not be managed under Channel and should immediately exit the process. Where it is apparent that the person referred has vulnerabilities not linked to radicalisation and has needs that require support through other mechanisms they should be referred to the appropriate service providers and other safeguarding measures should be considered.

If the criteria are met the CT Case Officer makes an assessment of the risk factors. Risk assessment is a continuous process from the point of referral to the point an individual exits the process.

### ***Information Gathering***

The CT Case Officer will liaise with the referrer and partner agencies who are working with the individual. This initial information gathering ensures that only cases appropriate for the Channel process continue to the next stage for a Channel Panel meeting and the development of an appropriate support package.

## **4. Channel Panel**

Following confirmation that the case is appropriate to continue through the VTR process, the referral will proceed to a Channel Panel meeting which will include the involvement of a wider range of partners. The Channel Panel is multi-agency and provides support to those who may be vulnerable to being drawn into terrorism.

Channel uses existing collaboration between partners to support individuals and

protect them from being drawn into terrorism.

The Channel Panel meets every month and is chaired by a Local Authority lead supported by the CT Case Officer. The person who completed the referral may be asked to attend a Channel meeting to help Panel members understand more about the referred individual and their circumstances.

If the consensus is that support is required, partners will develop a support package based on the risk assessment, the needs of the individual and any risks posed to potential support providers. This will take the form of an action plan setting out details of the partners who will lead on the delivery of the support.

In assessing referrals, the meeting may conclude that the individual is better suited to alternative support providers, or that further assessment indicates that the individual is not being drawn into violent extremism.

One option for support through the Channel process which the Channel Panel may decide upon is the use of an 'Intervention provider'. This is Home Office funded and uses providers on an approved list to work with individuals around their individual ideologies. The work of an Intervention provider will complement the work of other partners involved in the support package. Examples of support provided could include mentoring, diversionary activities such as sport, signposting to mainstream services such as education, employment or housing.

### ***Appraisal and Review***

The Channel Panel will, on a monthly basis, review the support, risks and needs to decide whether the individual should remain on the programme. If the Panel is satisfied that the risk has been successfully reduced or managed the case exits the process.

### ***Safeguarding children and Multi-Agency Public Protection Arrangements (MAPPA)***

In some cases it may not be appropriate for an individual to continue through the Channel process because they are involved in a different statutory mechanism such as 'MAPPA' or child protection arrangements. Channel is not intended to replace those referral systems; in such cases ownership will rest with the relevant statutory support mechanism and the case may exit the Channel process or work alongside.

## **5. Sharing Information**

In choosing to share information, a key question for partners to help them provide a proportionate response is, does that partner hold any information that could make the individual more vulnerable to radicalisation.

The following principles should guide information sharing:

**Power to Share** – the sharing of data by public sector bodies requires the existence of a power to do so. This may be a statutory power relevant to the agency's statutory function, or an implied power based on the agency's common law function. The power may exist under specific legislation and may be different for each agency depending on their function. It is the responsibility of each agency to consider whether in this particular case the sharing of personal information is consistent with their powers and function as a public sector body.

**Governing legislation** – for all bodies sharing personal information (private, voluntary or public sector) it is necessary to satisfy the requirements of the Data Protection Act, the Human Rights Act and the Common Law Duty of Confidentiality.

**Consent** – Before any agency/group seeks consent from the person of concern this must be discussed at both the preliminary assessment and Channel Panel stages and a decision made on whether consent is to be sought and by whom. Obtaining consent can in itself prejudice the purpose of the Channel process and considerations must be taken before any agency seeks consent.

**Other Gateways** – in the absence of consent it is necessary to identify an exemption or a relevant condition for processing under the Data Protection Act. Where a body owes a duty of confidentiality and (in the case of public bodies) must consider the Human Rights Act, it is necessary to determine that the level of public interest overrides the expectation of privacy.

**Necessity, relevance and proportionality** – information should only be shared where it is necessary to achieve the intended outcome and is relevant and proportionate to it. Information should be selected for sharing on the basis that the agencies involved need to know that information in order to make informed assessment and decisions. Key to determining this will be the professional judgement of the risks to an individual or the public.

**Non-discriminatory** – agencies must be in a position to evidence that their decision to share information as part of a Prevent referral is not discriminatory.

## 6. Contact Information

For general questions relating to Prevent, contact:

- Norfolk Counter Terrorism Case Officer [prevent@norfolk.pnn.police.uk](mailto:prevent@norfolk.pnn.police.uk) or,
- Russ Cole NCC Prevent Coordinator [russell.cole2@norfolk.gov.uk](mailto:russell.cole2@norfolk.gov.uk)

## Appendix 6: Briefing sheet – all staff are issued with on induction at Smithdon High School



### Smithdon High School Prevent and Radicalisation



In the government guidance for England Keeping Children Safe in Education radicalisation is defined as ‘the process by which a person comes to support terrorism and forms of extremism’ (DfE, 2021).

Schools in England and Wales have a duty under section 26 of the Counter-Terrorism and Security Act 2015 to identify vulnerable children and young people and prevent them from being drawn into terrorism (HM Government, 2015). The Prevent Duty guidance for schools in England and Wales was issued under section 29 of the Act and states specifically what action schools should take to prevent and respond to concerns about radicalisation (HM Government, 2015).

The Prevent Duty guidance highlights that protecting children and young people from being drawn into terrorism. The Channel Duty (see later) guidance provides a vulnerability framework that can be used to identify those who may at risk of becoming radicalised (Home Office, 2015). It also provides a list of possible indicators, some of which include:

- a person changing their style of dress or personal appearance to accord with the group
- a person’s day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause
- a person being in possession of material or symbols associated with an extremist cause.

Online radicalisation through social media and the internet is a particular concern. The Home Office and DfE have published a briefing for schools in England the use of social media for online radicalisation (DfE, Home Office, 2015).

#### Ways to protect children and young people from radicalisation

Providing a safe environment for debating controversial issues, schools can build pupils’ resilience to radicalisation and help them understand how they can influence and participate in decision-making.

As stated in the Prevent Duty guidance schools are expected to promote community cohesion and British values as part of pupils’ spiritual, moral, social and cultural (SMSC) development (HM Government, 2015).

#### What to do if you have a concern

Getting early help to those at risk is vital and this can be done through pupil support, welfare and pastoral systems. There is also a specific support programme that schools can refer pupils to. The Channel programme is a multi-agency intervention programme targeted mainly at 15-24 year olds at risk of being drawn into Islamist extremism. This programme involves mentoring and signposting.

If a member of staff has a concern that a pupil may be at risk of becoming radicalised, they should follow the school’s normal safeguarding procedures and the DSL if necessary will make the appropriate referral to CADs, the police or Channel as advised in the Prevent Duty guidance (HM Government, 2015).

The DfE also has a dedicated telephone helpline for England for non-emergency concerns about extremism (020 7340 7264).