CHILD PROTECTION AND SAFEGUARDING - PREVENTING RADICALISATION

Policy applies from EYFS to Sixth Form and to all Staff	
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Date of next review:	01.09.2025 or earlier to reflect any changes in legislation
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Version	Date	Paragraph	Material change	Approval
09.22 v1	01.09.2022	N/a	No material changes.	Mr Luke Goodman
09.23 v1	01.09.2023	N/a	No material changes.	Mr Chris Collins
09.24 v1	01.09.2024	All	Policy updated to reflect Keeping Children Safe in Education 2024, Information Sharing Advice for Practitioners (2024) and other relevant government guidance.	Mr Chris Collins

Clifton High School is committed to child protection and safeguarding children and young people and expects all staff, visitors and volunteers to share this commitment.

Related Policies
British Values
Child Protection and Safeguarding
Online Safety
Online Filtering and Monitoring
Spiritual, Moral, Social and Cultural
Visiting Speakers

1.   Key External Contacts

To raise concerns and ask for advice about **radicalisation, terrorism and extremism**	**Police Prevent referrals and advice** • **Email:** channelsw@avonandsomerset.police.uk • **Phone:** 0117 9455539 or 01278 647466 • **Non-emergency police contact** : 0800 789321 or 101 **Anti-Terrorism** **Report suspicious activity** • Call confidential Anti-Terrorist Hotline: 0800 789 321 or • Complete the Action Counters Terrorism (ACT) form **Report online terrorist material at** Report Terrorism **Non-emergency advice** 020 73407264 Monday to Friday, 9am-6pm Counter-extremism@education.gsi.gov.uk

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2. Introduction

Clifton High School understands its statutory duty to help protect all pupils from extremist and violent views. Protecting children from radicalisation is seen as part of its wider safeguarding duties. The School has a duty to protect children from harm and to ensure that they are taught in a way that is consistent with the law and British Values. The procedures set out in this policy in relation to pupils also apply for staff and all members of the Clifton High School community.

The School is committed to working with others to prevent susceptible pupils, being drawn into terrorism or activity in support of terrorism.

The School is a safe space in which pupils can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.

3. Definitions

Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:

1. negate or destroy the fundamental rights and freedoms of others; or
2. undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
3. intentionally create a permissive environment for others to achieve the results in (1) or (2).

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

Terrorism is 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.

The **Prevent Duty** is the duty set out in the Counter-Terrorism and Security Act and placed on schools and other education providers to have 'due regard to the need to prevent people from being drawn into terrorism' in the exercise of their functions.

4. Child protection and safeguarding

Keeping Children Safe in Education (2024) sets out that, similar to protecting children from other forms of harms and abuse, protecting children from radicalisation should be seen as part of schools' and colleges' wider safeguarding duties.

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The Designated Safeguarding Leads and Deputy Designated Safeguarding Leads are familiar with the [Prevent duty guidance: for further education institutions in England and Wales](#).

5.   Extremism and radicalisation
5.1   Identifying children at risk
There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's susceptibility. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately.

5.2   Sharing information with other education settings
In the event of a child leaving, the DSL should consider if it would be appropriate to share any information with the new school or college. For example, information that would allow the new school or college to continue supporting victims of abuse or those who are currently receiving support through the 'Channel' programme and have that support in place for when the child arrives at the new school.

6.   School culture
The School promotes the spiritual, moral, social and cultural development of its pupils. This includes the encouragement and exercise of free speech, and the articulation and discussion of opinions. However, if a pupil were to express discriminatory or extremist opinions or behaviours, these would be challenged as a matter of course.

Mutual respect is central to the ethos of the School and is modelled by pupils and staff alike. The School promotes respect for others in the classroom and in all other activities. Pupils are encouraged to explore ideas and develop opinions, always understanding that disagreement does not entail loss of respect for and understanding of others' opinions. They are given the opportunity to explore and understand their place in the UK's culturally diverse society, and they are given the opportunity to experience diversity within the School community.

There is no place at the School for the promotion of partisan political views. There are occasions when it is appropriate to present pupils with different political views; in these cases, we undertake to ensure a balanced presentation of those views. Teaching cannot involve the promotion of partisan political views. In discussing political issues, pupils are offered a balanced presentation of opposing views.

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Refer to the School's Spiritual, Moral, Social and Cultural Policy.

7.   Curriculum

The School actively promotes the values of democracy, rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Its curriculum incorporates the desired learning outcomes published by the Department for Education (DfE) which are:

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the Police and the army can be held to account through Parliament, others such as the courts maintain independence;
- an understanding that the freedom to hold other faiths and beliefs is protected in law;
- an acceptance that people having different faiths or beliefs or none should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combatting discrimination.

Pupils gain these understandings through the PSHE curriculum (where questions about extremism may arise), assemblies and schemes of work in relevant curriculum subjects.

8.   Safeguarding framework
8.1   Preventing radicalisation

With regard to preventing radicalisation, Clifton High School:

- **Prohibits extremist speakers/events** and ensures that any visiting speakers are suitable and appropriately supervised by the implementation of the Visiting Speakers Policy;
- **Filters and monitors pupils' online activity** in line with the School's Online Filtering and Monitoring policy. . Every effort is made to filter extremist sites and ensure that pupils are safe from terrorist and extremist material when accessing the internet in school. Pupils are also taught about online safety through assemblies, PSHE/Health and Wellbeing, and circle time.
- Carries out an annual **Prevent Duty Risk Assessment** to assesses the risk to pupils of being drawn into terrorism.
- **Provides Prevent Duty training for staff** :

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- The DSL completes Prevent Duty Awareness training, and as a result, are able to provide support to other members of staff on protecting pupils from radicalisation;
- key members of staff complete Channel e-learning training;
- all members of staff are trained to recognise signs of radicalisation/extremism, and to know what to do; with the result that staff have the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups. Staff know where and how to refer pupils for further help;
- Has in place **procedures for making referrals** when pupils are identified as being susceptible to extremism or radicalisation; and

8.2 Identifying those at risk of radicalisation

Identifying and acting appropriately on any evidence that a pupil is susceptible to extremism or radicalisation is part of the broader child protection and safeguarding role of the School and its staff, visitors, and volunteers.

Possible activities or events that would raise initial concerns include:
- a pupil disclosing their exposure to the extremist actions, views, or materials of others outside of school;
- graffiti symbols, writing or artwork promoting extremist messages or images;
- pupils accessing extremist material online, including through social networking sites;
- parental reports of changes in behaviour, friendship or actions and requests for assistance;
- other local schools, local authority services, and Police reports of issues affecting their pupils;
- a pupil voicing opinion drawn from extremist ideologies and narratives;
- use of extremist or 'hate' terms to exclude others or incite violence;
- expressions of intolerance to difference, whether it be religious, gender, disability, sexuality or ethnicity;
- attempts to impose extremist views or practices on others; and
- expressions of extreme anti-Western or Anti-British views.

Some of the concerns listed above, may be discovered through the online monitoring system. Refer to the School's Online Filtering and Monitoring policy.

9. What to do if you have a concern

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> If a member of staff has concerns about a child who may be susceptible to extremist ideology and radicalisation, they should discuss those concerns with the DSL and add a note to CPOMS. The DSL will then decide whether the School should make a referral.

The School can make a referral to children's social care, submit a Prevent Referral Form, contact Bristol First Response or phone 999 depending on the level of risk. The police may decide to make a referral to the Channel programme. More details about the Channel programme are set out in Appendix 1.

The School will work with local partners to develop appropriate support strategies for such pupils.

10. Resources
Prevent Resources
Prevent is the Government's strategy to stop people becoming terrorists or supporting terrorism.
- Read the Government's Prevent strategy
- Preventing extremism in the education and children's services sectors
- PREVENT Duty Departmental Guidance for Schools (DfE, 2015)
- Revised Prevent duty guidance: for England and Wales (Home Office, 2021)
- Safeguarding and radicalisation (DfE, 2017) - commissioned research to develop a deeper understanding of local authorities' response to radicalisation
- Channel and Prevent Multi-Agency Panel (PMAP) guidance (Home Office, 2021)
- Counter-Extremism Strategy (Home Office, 2015)

Useful websites
- Action Counters Terrorism (ACT) – a website to engage the community in reporting concerns about people who may be involved in extremism / radicalisation
- Child Net / Trust me - A resource which could start conversations around extremism and extreme online content
- Counter Terrorism Policing|Home
- Counter Extremism - Preventing Radicalisation in Schools - developed by the London Grid for Learning (LGfL)
- - Government advice and trusted resources for schools to safeguard students.
- Let's Talk About It - providing practical help and guidance to stop people becoming terrorists or supporting terrorism. Includes posters and pocket guides
- PSHE Association - A generic framework for discussing a terrorist attack. Includes guidance for a 'one-off' lesson plan in response to a terrorist incidents
- Safeguarding Network - Preventing radicalisation

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Prevent Referral

The form to make a Prevent referral is available for download here:

[Prevent Referral Form](#)

Building the Bridge

Building the Bridge is the organisation that works to keep Bristol communities safe from radicalisation and violent extremism. Below are leaflets for professionals that lets you know what help and information is available where you have a concern that someone is susceptible to radicalisation.

[Prevent leaflet - Professionals](#)

Further Resources

For advice, support and guidance, visit the [KBSP Bristol resident's violent extremism and radicalisation page](#).

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Appendix 1

The Channel Process

The Channel process is part of the government's overall strategy of preventing radicalisation, and sets out a framework within which its agencies work together 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.

Safeguarding pupils from radicalisation is no different from safeguarding them from other forms of harm. Indicators for susceptibility to radicalisation overlap with those, which underlie other vulnerabilities that might give rise to safeguarding concerns, including:

- family tensions;
- sense of isolation;
- distance from cultural heritage;
- experience of racism or discrimination either personally or as a witness to the event; and
- feeling of failure.

Channel assesses vulnerability using a consistently applied vulnerability assessment framework built around 3 criteria. The 3 criteria are:

- engagement with a group, cause or ideology;
- intent to cause harm; and
- capability to cause harm.

Pupils at Clifton High School present a low risk of intent or capability to cause harm but the examples below are useful to highlight possible indicators.

Example indicators that an individual is engaged with an extremist group, cause or ideology include:

- spending increasing time in the company of other suspected extremists;
- changing their style of dress or personal appearance to accord with the group;
- day-to-day behaviour becoming increasingly centred around 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 material or symbols associated with an extremist cause (e.g. the swastika for far-right groups);
- attempts to recruit others to the group/cause/ideology; and
- communications with others that suggest identification with a group/cause/ideology.

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Example indicators that an individual has an intention to cause harm, use violence or other illegal means include:

- clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills;
- using insulting or derogatory names or labels for another group;
- speaking about the imminence of harm from the other group and the importance of action now;
- expressing attitudes that justify offending on behalf of the group, cause or ideology;
- condoning or supporting violence or harm towards others; and
- plotting or conspiring with others.

Example indicators that an individual is capable of causing harm or contributing directly or indirectly to an act of terrorism include:

- having a history of violence;
- being criminally versatile and using criminal networks to support extremist goals;
- having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology or construction); and
- having technical expertise that can be deployed (e.g. IT skills, knowledge of chemicals, military training or survival skills).

The examples above are not exhaustive and susceptibility may manifest itself in other ways. There is no single route to terrorism nor is there a simple profile of those who become involved. For this reason, any attempt to derive a 'profile' can be misleading. It should not be assumed that these characteristics and experiences will necessarily lead to individuals becoming terrorists, or that these indicators are the only source of information required to make an appropriate assessment about susceptibility. Outward expression of faith, in the absence of any other indicator of susceptibility, is not a reason to make a referral to Channel.

The Channel referral process requires that concerns should be passed on to the DSL or DDSLs, who may consult with the local Prevent Officer (Police/Local Authority). If further action is considered appropriate, screening by the Police Channel Coordinator might take place, followed by a preliminary assessment by the Local Authority's Prevent Lead and Police Channel Coordinator. Again, if further action is considered necessary, the next step might be the creation of an assessment and action plan by the local Multi-Agency Channel Panel, and subsequent implementation of that plan, which would be aimed at re-engaging the individual and preventing radicalisation. The framework for referral, review and action is not intended to criminalise individuals, but to set a course to avoid precisely that.

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Refer to Related Documents – Channel Duty Guidance:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/964567/6.6271_HO_HMG_Channel_Duty_Guidance_v14_Web.pdf

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