

## Preventing Radicalisation Policy

Ratified at the FGB meeting on Tuesday 28th March 2023

### SAFEGUARDING STUDENTS WHO ARE VULNERABLE TO EXTREMISM

*\*Please note that we are aware that the government has just started a further review of the Prevent policy so there may be further adaptations at a later date if additional recommendations are given.*

**Extremism** is defined by the UK Government 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.

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

**Terrorism** is defined as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes with 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 political, religious or ideological cause.

#### **What is this policy?**

This 'Preventing Radicalisation Policy' is part of our commitment to keeping children safe. Since the 'Education and Inspections Act 2006' schools have a duty to promote community cohesion. Over the last few years, global events have led to a growth of extremist viewpoints, including advocacy of violent extremism.

Schools have an important part to play in both educating children and young people about extremism and recognising when pupils start to become radicalised. In March 2015, new statutory duties were placed on schools by the Counter Terrorism and Security Act (2015) which means they must work to prevent children being drawn into extremism. In November 2022 the Department of Education released new guidance that has been incorporated into the policy. Safeguarding children from all risks of harm is an important part of a school's work and protecting them from extremism is one aspect of that.

## **Ethos**

In Braunton Academy we ensure that through our school vision, values, rules, diverse curriculum and teaching we promote acceptance and respect for all cultures, faiths and lifestyles. The governing body also ensures that this ethos is reflected and implemented effectively in school policy and practice and that there are effective risk assessments in place to safeguard and promote students' welfare.

We have a duty to prepare our children for life in modern Britain and to keep them safe. Pupils who attend our school have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others (please refer to the behaviour and relationships policy for more information).

## **Statutory Duties**

The duty to prevent children and young people being radicalised is set out in the following documents.

- Counter-terrorism strategy (CONTEST) 2018
- Keeping Children Safe in Education (2022)
- New Prevent Duty Guidance (2022)

## **Non-statutory Guidance**

- Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools (DfE 2014)

Braunton Academy values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Braunton Academy is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

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

Braunton Academy seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

### **What are the risks? - The threat of terrorism**

The [Terrorism Act 2006](#) defines 'terrorism' as an action or threat designed to influence the government or intimidate the public. Its purpose is to advance a political, religious or ideological cause.

In summary, terrorism is an action that:

- endangers or causes serious violence to a person or people
- causes serious damage to property, or seriously interferes with or disrupts an electronic system
- is designed to influence the government or to intimidate the public

The Prevent duty provides a framework for specified authorities to respond to the changing nature of threat in the UK. The government's [counter-terrorism \(CONTEST\) strategy 2018](#) says the main threat to the UK comes from Daesh or Al Qa'ida inspired terrorism, although extreme right wing terrorism is a growing threat.

Some groups and organisations are proscribed. This means they're banned under counter-terrorism measures introduced under the Terrorism Act 2000 (for example, Daesh and National Action).

The Home Office has published a list of [proscribed terrorist groups or organisation](#)

### **The extremism threat**

The [counter-terrorism \(CONTEST\) strategy 2018](#) defines 'extremism' as vocal or active opposition to the fundamental British values of:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of people with different faiths and beliefs

Extremism also includes calls for the death of members of the armed forces, whether in this country or overseas. Some groups and organisations that promote extremist ideologies are not proscribed terrorist groups or organisations.

These groups support divisive or hateful narratives towards others, but may not promote extreme violence. For example, they may hold views that support the distrust or hatred of people with different faiths or undermine the principles of democracy.

We have published resources to help explain:

- [Islamist extremism](#)
- [right-wing extremism](#)
- [left-wing, anarchist and single-issue extremism](#)

Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK.

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. Students may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

### **How children and young people become vulnerable to radicalisation**

There's no single way of identifying whether a child, young person is likely to be susceptible to an extremist ideology or vulnerable to radicalisation. The process of radicalisation is different for every individual. It can take place over a long period, or it can be very quick. Children, young people and adult learners who are vulnerable to grooming for sexual exploitation, criminal exploitation or county lines, may also be vulnerable to radicalisation. Factors could include things like being a victim or witness of crime, abuse or bullying, or having personal or emotional difficulties. Adverse childhood experiences, combined with specific influences from family and peers or online connections, may make someone more vulnerable to radicalisation.

Extremist influences could include, but are not limited to:

- family members having direct contact or involvement with extremist or terrorist groups

- staff members of an education or community setting promoting an extremist ideology
- peers promoting an extremist ideology or sharing extremist material
- access or exposure to online extremist material via social media or the internet - for example, propaganda including pictures, videos, blogs and fake news
- exposure to extremist, terrorist or other violent activity in overseas settings
- access or exposure to extremist leaflets, magazines or stickering
- exposure to extremist groups hosting marches, protests or stalls

### **Risk factors**

Push and pull factors can make a child, young person or adult learner at risk of extremism or radicalisation. Often there are several risk factors present that, seen together, can cause concern

**Push factors** - Push factors may include a child, young person or adult learner feeling:

- isolated
- they do not belong
- they have no purpose
- low self-esteem
- their aspirations are unmet
- anger or frustration
- a sense of injustice
- confused about life or the world
- real or perceived personal grievances

**Pull factors** - Pull factors could include an extremist or terrorist group, organisation or individual:

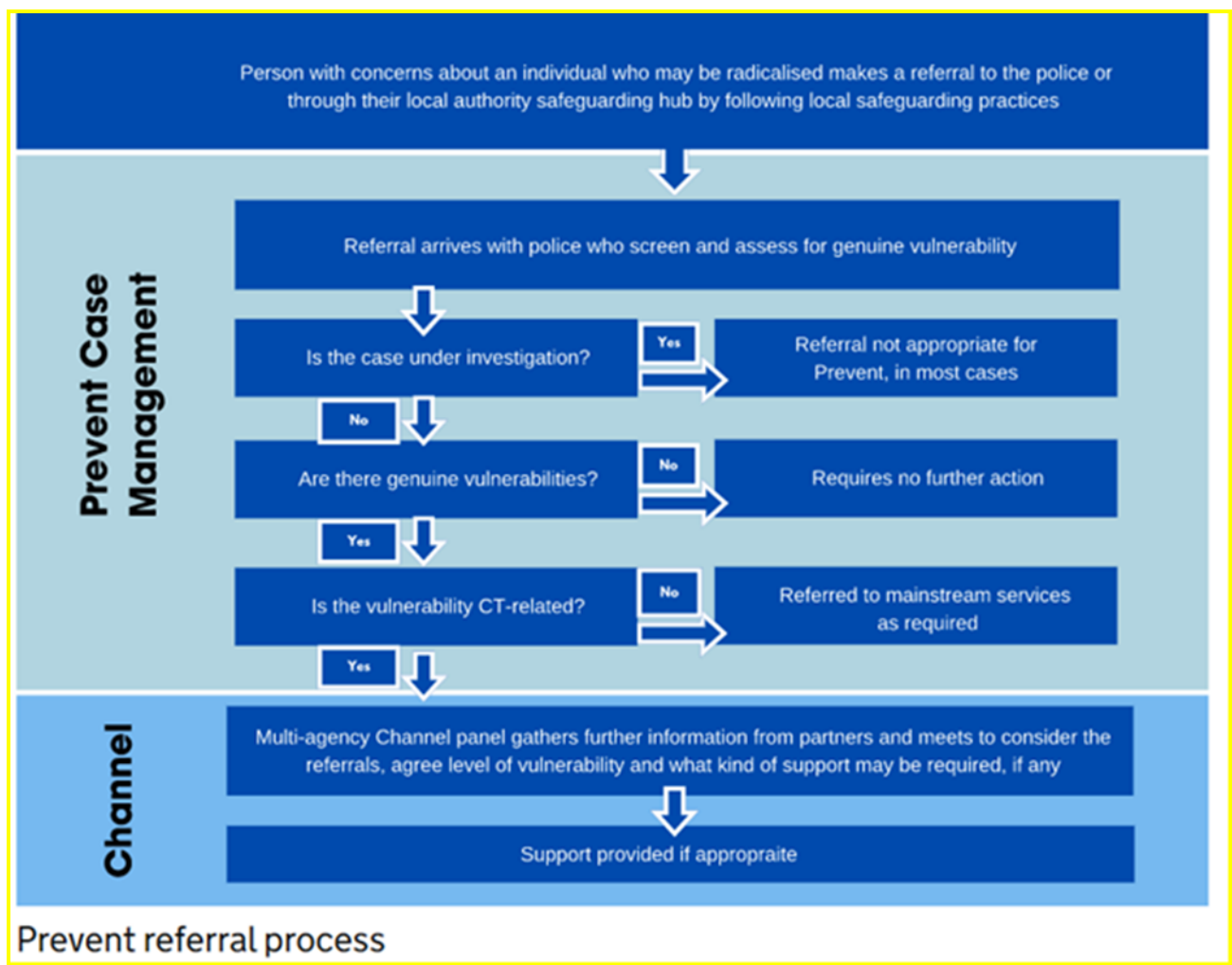
- offering a sense of community and a support network
- promising fulfilment or excitement
- making the child, young person or adult learner feel special and part of a wider mission
- offering a very narrow, manipulated version of an identity that often supports stereotypical gender norms
- offering inaccurate answers or falsehoods to grievances
- encouraging conspiracy theories
- promoting an 'us vs. them' mentality
- blaming specific communities for grievances
- encouraging the use of hatred and violent actions to get justice
- encouraging ideas of supremacy

### **Recognising Extremism**

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

### **WHAT WE DO WHEN WE ARE CONCERNED**



## **Radicalisation risk indicators**

There is no single route to radicalisation. However, there are some behavioural traits that could indicate that a child, young person or adult learner is vulnerable to radicalisation.

Radicalisation is not a linear process. Children, young people and adult learners may express a combination of behaviours at different times. Designated safeguarding leads (DSLs) should consider an individual's behaviour in the context of wider influencing factors and vulnerabilities.

In most cases, you should speak with the child, young person or adult learner and their parents or carers (if under 18). You should also consider contextual, vulnerability and protective factors to make a comprehensive assessment of risk and harm.

Keep a written record of all concerns, discussions and decisions made, and the reasons for those decisions.

Tell the police immediately if you think a child, young person or adult learner:

- is about to put themselves or others in immediate danger
- appears to be involved in planning to carry out a criminal offence

## **What are our responsibilities and the system school to prevent and deal with this risk?**

**The school governors, the Principal and the Designated Safeguarding Lead** will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE/PSHE curriculum, SEND policy, the use of school premises by external agencies, integration of pupils by gender and SEND, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

This risk assessment will be reviewed as part of the annual s175 return that is monitored by the local authority and the local safeguarding children board.

**Schools are required to identify a Prevent Single Point of Contact (SPOC)** who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead. The SPOC for Braunton Academy is Elise Woodhead (DSL). The responsibilities of the SPOC are described in appendix 2.

Radicalisation is like grooming. Whether this happens online or offline, you should treat it in the same way. **When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC and to the Designated Safeguarding Lead if this is not the same person and follow the safeguarding process to report the issues using CPOMs.** The Designated Safeguarding Lead will then assess the risk using the Risk Assessment framework detailed in Appendix 3.

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action.

For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

## **Internet Safety**

Online radicalisation

Children, young people and adult learners are at risk of accessing inappropriate and harmful extremist content online. This could include downloading or sharing terrorist material, which could be a criminal act.

The internet and social media make spreading divisive and hateful narratives to millions of people easy. Extremist and terrorist groups and organisations use social media (for example, apps, forums, blogs, chat rooms) to identify and target vulnerable individuals.

You do not need to be an online expert to understand when a child, young person or adult learner is at risk of harm. You should deal with harmful online behaviour in the same way as offline activity.

The filtering systems used in our school blocks inappropriate content, including extremist content. We also filter out social media, such as Facebook. Searches and web addresses are monitored and **the ICT technicians will alert senior staff where there are concerns and prevent further access when new sites that are unblocked are found.**

**Where staff, students or visitors find unblocked extremist content they must report it to a senior member of staff.**

We are aware that children and young people have access to unfiltered internet when using their mobile phones, students are banned from using their phones while at the Academy. **If a member of staff becomes aware that a student has accessed unfiltered radicalised content on their personal device this should be reported to the Safeguarding team using the CPOMs process and speak to the SCOP.**



The Acceptable Use of ICT Policy (AUP) refers to preventing radicalisation and related extremist content. **Pupils and staff are asked to sign the AUP annually to confirm they have understood what is acceptable.**

Pupils and staff know how to report internet content that is inappropriate or of concern.

## **Staff Training**

**Staff are given training to help them understand the issues of radicalisation**, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. This information also forms part of induction safeguarding training. Staff are updated as necessary in weekly safeguarding briefings.

Appropriate staff will be WRAP trained (Workshop to Raise Awareness of Prevent).

## **Safer Recruitment**

We ensure that the staff we appoint to the school are suitable, our recruitment procedures are rigorous and we follow the statutory guidance published in *Keeping Children Safe in Education (2022)*. Vetting and barring checks as well as vetting of candidates' online presence are undertaken on relevant people, including governors and volunteers.

## **Visitors**

Visitors to the school are made aware of our safeguarding and child protection policies on arrival at the school and are given information about what to do if they are concerned about any aspect of child welfare.

Visitors who are invited to speak to pupils will be informed about our preventing extremism policy and relevant vetting checks are undertaken. We undertake due diligence to ensure that visiting speakers are appropriate. Speakers will be supervised at all times and will not be allowed to speak to children with a member of staff being present. Staff must not invite speakers into school without first obtaining permission from the Principal.

## **'No platform for extremists'**

The school is vigilant to the possibility that out-of-hours hire of the school premises may be requested by people wishing to run an extremist event. The school does not accept bookings from individuals or organisations that are extremist in their views.

## **Monitoring and Review**

This policy will be monitored by the governing body's Behaviour, attitude and personal development (including safeguarding) portfolio group at least annually by receiving a report from the Designated Safeguarding Lead. The policy is monitored by the governing body. Any incidents of radicalisation that leads to a referral to CHANNEL is reported to governors.

## **Appendix 1**

### **Risk assessment framework**

#### Identifying radicalisation

[Counter-terrorism strategy \(CONTEST\) 2018](#) defines 'radicalisation' as the process by which a person comes to support terrorism and extremist ideologies associated with terrorists. This guidance is designed to help you consider indicators of risk and decide what response is appropriate. These indicators are a guide to help you make professional judgements. If in doubt, [make a Prevent referral](#).

The levels of risk are:

- low risk
- at risk
- medium risk
- high risk

A child, young person or adult learner can move very quickly between the risk categories. You should deal with any escalation of risk immediately and record this in their file.

If you're unsure about the level of need, you should ask for advice from:

- your local children's social care team (find contact details at [report child abuse to a local council](#))
- your local authority Prevent team
- other Prevent partners

If you're in doubt, you must share your concerns and [make a Prevent referral](#).

#### **Low risk**

Low risk means there's no evidence to suggest the child, young person or adult learner is vulnerable to radicalisation. Low risk behaviours, when seen alone, would not necessarily need to be explored further.

Low risk behaviours include:

- holding strong opinions or values (non-violent or non-extremist)
- criticising government policies
- adopting visible signs, for example wearing clothing (non-violent or non-extremist), to express identity or sense of belonging
- being active on social media
- taking a keen interest in national and international affairs
- taking a stand and supporting causes, for example animal rights (non-violent)
- showing new interest in a political ideology or religion
- holding or expressing conservative values or practices, whether traditional, cultural or religious (unless they cause harm to a child or others, for example female genital mutilation)

Low risk: what to do

Where there is low risk, you should think about:

- talking informally to the child, young person or adult learner about the changes in their behaviour
- providing an opportunity to debate controversial issues in a safe space
- offering information about how to keep safe online - Educate Against Hate has [resources for schools to safeguard students](#)

The [Prevent duty guidance](#) says that schools and FE providers should be safe spaces in which children, young people and adult learners can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and to learn how to challenge these ideas. Regular Prevent training will help staff understand what radicalisation means and why children, young people and adult learners may be vulnerable to being drawn into terrorism.

For an example of managing a low risk concern, see [case study 4: responding to extremism concerns in the classroom](#)

## **At risk**

A child, young person or adult learner at risk may be showing behaviours that could increase their risk and vulnerability to radicalisation. If a child, young person or adult learner is showing at risk behaviour, you should explore this further to see if you need to make a Prevent referral.

At risk behaviour includes:

- being drawn to conspiracy theories

- beginning to isolate themselves from family and friends
- viewing or engaging with inappropriate online content and having uncontrolled or unsupervised access to the internet
- expressing concerns about being victimised, for example feeling under attack
- discriminating against other individuals or groups of people
- a sudden change in behaviour
- showing interest in extremists or extreme groups
- expressing views that divide us, for example talking about 'us' and 'them'

At risk: what to do

If you think a child, young person or adult learner is at risk, you should look at their behaviour and gather all the information you need to make a full assessment of risk and harm.

You should ask yourself:

- if you have enough information to make a comprehensive assessment
- what's happened in the past to trigger the incident
- if this is an isolated incident or a pattern of behaviour
- what else you know and if there are any relevant vulnerability factors
- if there are any relevant contextual factors - for example, previous safeguarding concerns, behaviour, attendance, attainment, general wellbeing
- if there are any protective factors - for example, supportive personal relationships with peers and family, environmental factors such as school, college, provider or home life

You should:

- talk to the child, young person or adult learner in a safe space - see [how to speak to a child, young person or adult learner vulnerable to radicalisation](#)
- talk to the parents or carers (if under 18) about your concerns - see 'informing the child, young person, parents or carers' in [making a referral to Prevent](#)
- make a holistic assessment of vulnerability, examining risk and protective factors as set out on page 15 of [working together to safeguard children](#)

If you need to make a Prevent referral, you can ask Prevent partners for advice and support.

When asking for advice, you do not need to identify the child, young person or adult learner. Keep a written record of all concerns, discussions and decisions made, and the reasons for those decisions.

If you're in any doubt, [make a Prevent referral](#).

The best person to speak to a child, young person or adult learner is any professional, parent or carer (if under 18) who has a good relationship with them.

If you think the risk is escalating, follow your Prevent referral procedures and read the guidance for medium or high-risk cases.

## **Medium risk**

Medium risk means a child, young person or adult learner is at heightened risk of radicalisation. There may be several indicators of risk. If the child, young person or adult learner is at risk of harm, you must [make a Prevent referral](#) immediately.

Medium risk behaviour includes:

- legitimising the use of violence to defend ideology or cause
- accessing extremist or terrorist websites, forums and publications
- expressing dehumanising views
- expressing an interest to travel to a conflict zone
- being in contact with a group or individuals known to support a violent extremist ideology, either online or in real life
- targeting a 'perceived other' of some kind (perhaps based on gender or another protected characteristic), but not otherwise identifying with one particular terrorist ideology or cause
- being obsessed with massacre, or extreme or mass violence, without targeting a particular group (for example, high school shootings)

Medium risk: what to do

If you suspect a child, young person or adult learner is at medium risk, you should assess their vulnerability and examine the risk and protective factors as set out in the statutory guidance on [working together to safeguard children](#).

You should ask yourself:

- if there's reasonable cause to suspect that the child, young person or adult learner is suffering or likely to suffer significant harm
- what the risks are and what would happen if these needs are not met - what the impact will be on the child, young person or adult learner - what you're worried about
- what else you know and if there are any relevant vulnerability factors
- if there are any relevant contextual factors - for example, previous safeguarding concerns, behaviour, attendance and attainment records and general wellbeing
- if there are any protective factors - for example, supportive personal relationships with peers and family, environmental factors such as school, college, provider or home life

If the child, young person or adult learner is suffering from or is at risk of harm, you must [make a Prevent referral](#) immediately. This is a statutory requirement. Your Prevent partners may give you advice or forward the referral on to Channel as appropriate. Channel is a multi-agency partnership that supports people identified as at risk of being drawn into terrorism. Channel focuses on early intervention to provide support at an early stage. To find out more, read 'Channel support' in [making a referral to Prevent](#).

You should also carry out an assessment to identify whether any needs should be met by more than one agency, for example child and adolescent mental health services. If you're not sure if you should do this, your local authority may suggest this when you make the Prevent referral.

When you share information about a child or young person who is under 18, you should try to get parental consent but only if it is safe to do so. Do not put the child or young person in more danger. For more guidance, read 'informing the child, young person, parents or carers' in [making a referral to Prevent](#).

To find out more, read the [case studies](#), which involve different ideologies, issues, age ranges and examples of interventions.

## High risk

High risk means a child, young person or adult learner is at significant risk. There's evidence that they're currently exposed to terrorist or extremist activity and there's a significant risk to their safety. If they're showing high risk, criminal behaviour, tell the police immediately.

High risk, criminal behaviour includes:

- verbally or physically attacking someone due to their race, religion, sexuality and so on
- committing violent acts guided by a violent extremist ideology or group
- taking part in any proscribed violent extremist group (financing, sharing material online, recruiting others and so on)
- having a 'kill list' or detailed plan to carry out mass violence
- producing or sharing terrorist material offline or online
- recruiting others to a proscribed terrorist group or organisation

High risk: what to do

You should ask yourself if the child, young person or adult learner:

- needs support from more than one agency
- is about to put themselves or others in danger
- is at risk due to actions of their parents or carers, or wider family members
- has made violent threats to your setting

Tell the police immediately if you suspect a child, young person or adult learner:

- is about to put themselves or others in danger by travelling to join a proscribed organisation, or appears to be involved in planning to carry out a criminal offence

If you suspect a child, young person or adult learner is likely to commit an attack on your setting, contact the police and local authority for immediate support.

### **Interest in targeted violence**

If a child, young person or adult learner supports the use of violence but is not particularly interested in an extremist ideology, or is interested in lots of ideologies, you should:

- follow your usual safeguarding arrangements
- ask your local authority or Prevent team for support or advice

If you need to, [make a Prevent referral](#).

This includes if the child, young person or adult learner is interested in:

- multiple ideologies, such as white supremacy and involuntary celibates (incels)
- targeted violence - wanting to kill members of staff or other learners

### **How to speak to a child, young person or adult learner vulnerable to radicalisation**

If you've received concerns about a child, young person or adult learner's behaviour, in most cases you should speak to them as soon as possible.

**Create a safe space** - The Prevent duty states that having a safe space to discuss controversial topics is crucial to give children, young people and adult learners a chance to share their views and understand the views of others. Speaking about these issues can help build resilience to challenge extremist narratives. It may also prompt them to raise concerns that staff may not otherwise be aware of. The [Educate Against Hate](#) and [Let's Talk About It](#) websites have resources to support you with this.

**Focus on the child, young person or adult learner** - When recording the conversation, make sure you use the child, young person or adult learner's own words and describe any actions clearly. If you're speaking to the child, young person or adult learner alone, reassure them that you want to clarify something they said or did.

**Be responsive** - and inclusive Ask open and specific questions. Do not add details to your report, but ask the child, young person or adult learner to clarify if you need to. For example, you could say: 'Can you explain what you mean by that as I did not understand?' Do not make assumptions about the child, young person or adult learner's behaviour based on any aspects of their background or identity.

**Be proactive** - Do not promise confidentiality. Be clear with the child, young person or adult learner about your next steps or actions. If you see, hear or are worried about anything, think about making a Prevent referral.

**Build a rapport** - Build on your knowledge of the child, young person or adult learner by asking about some neutral topics.

**Get them talking** - Use TED:

- T - tell
- E - explain
- D - describe

For example: 'Tell me what happened in maths today.'

**Avoid direct confrontation of opinions or attitudes** - Do not say: 'You're wrong.' The child, young person or adult learner could become defensive, agitated or withdrawn. Instead, you could ask: 'What made you feel like this?'

**Redirect them** - If you're finding it hard to discuss the child, young person or adult learner's behaviour because they feel angry or emotional, try to redirect them. You could say: 'Tell me something funny that happened last week.'

**Start by raising concerns about their behaviour, not their beliefs** - Do not say: 'You've been expressing some concerning beliefs and ideas.' Do say: 'I'm concerned because I've noticed you've become [angry or disengaged]. What's going on?'

**Make observational comments about their emotional or behavioural state** - For example, you could say: 'You look exhausted or agitated or angry. What are you doing to relax?' This may lead to: 'Where do you go? Who do you see?'

**Do not ask leading questions** - Do not ask questions like: 'Did you hear this at home?' Instead, start your questions with who, what, when, where, how. For example: 'How do you feel about...?', 'What do you understand by...?', 'Where did you hear...?', 'What would you do if...?'

**Ask questions** - Get them to explain. Ask them: 'What made you think about these things?' or 'Can you give an example of that?', 'Can you explain that further?', 'Is there another point of view on that issue?' The child, young person or adult learner might not be able to see other points of view and have a fixed view of the world.

**Get them to think about what they're saying** - You could ask: 'I still don't understand. Explain it differently for me', 'What is fact and opinion in this statement?', 'How do you know that....? What are you basing your judgement on?'

**Ask them to clarify** - If you're not sure what the child, young person or adult learner has said, ask them to clarify and check their understanding of certain words. You could ask: 'What does X mean?'

**Find ways to understand the concerns** - Handling difficult or controversial discussions can be challenging. You could say: 'I don't know much about this. Shall we research it together?' or 'Shall we find someone who does know more about this? I would like to learn more.' Or could say: 'I need to speak to someone to see if we can find anyone who knows a lot about this. They could talk to you and help you understand more about X.'



**Communication difficulties** - Special provision should be put in place to support conversations with children, young people or adult learners who:

- have communication difficulties
- are too young
- are unable to communicate
- cannot or will not explain

You should refer to the child, young person or adult learner's behaviour plan and the information available from any assessments. This may include visual cues to help facilitate discussion, such as picture exchange communication cards. As a DSL, you should seek support from the special educational needs co-ordinator. Mencap has published further information on [communicating with people with learning difficulties](#). The National Autistic Society has also published [tips to communicate more effectively with an autistic person](#)

## Appendix 2

### ROLES AND RESPONSIBILITIES OF THE SINGLE POINT OF CONTACT (SPOC)

The SPOC for Braunton Academy is Elise Woodhead (DSL), who is responsible for:

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting students from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of Braunton Academy in relation to protecting students from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RE, PSHE curriculums to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting students from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to students who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information from in relation to referrals of vulnerable students into the Channel\* process;

- attending Channel\* meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel\* Co-ordinator; and sharing any relevant additional information in a timely manner.
- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

## **Appendix 3 Channel Prevention Process**

### **The Channel panel**

The Channel panel is a multi-agency panel, which includes the police. Channel works in a similar way to existing multi-agency partnerships for vulnerable people.

If the case is passed to a Channel panel, the members will assess the risk to the child, young person or adult learner and decide whether to adopt the case. Statutory interventions could take place alongside the Channel process.

Channel panels work with local partners to develop an individualised support package to reduce:

- broader risks to the child, young person or adult learner
- the risk of extremism or radicalisation

Channel is a voluntary process. Parents, carers and adult learners can turn down the support offered. If this happens, the child, young person or adult learner will be signposted to other services, if appropriate.

For more information, see:

- [Channel and Prevent Multi-Agency Panel \(PMAP\) guidance](#)
- [Let's Talk About It](#)
- [Act Early](#)

## **Channel decisions**

### **No support**

If the Channel panel decides the referral is not appropriate for Channel support or other safeguarding services, it will signpost it back to the education setting.

The Channel panel will list the areas of concern and the child, young person or adult learner's vulnerabilities. It may suggest how you might deal with them but it will be up to you to choose how you support the child, young person or adult learner.

You can ask your local authority or Prevent policing teams for advice.

### **Support from other safeguarding services**

If the Channel panel decides the referral is not appropriate for Channel support but thinks the child, young person or adult learner can best be supported through other services, it will signpost it to other safeguarding services.

### **Support from Channel**

If the Channel panel decides the referral is appropriate for support through Channel, it will design a support package for the child, young person or adult learner based on the risks and vulnerabilities identified.

## **Channel support**

Channel support is tailored to the child, young person or adult learner based on their identified needs. The DSL (and the referrer, if different) can attend the Channel panel to be part of this process.

The DSL can pass on any relevant information from the setting's point of view and liaise with parents or carers (if under 18) and panel members to understand the decisions and discuss how the education setting could support them.

Participation in the Channel programme is confidential and parents and carers need to give their consent (if under 18) before Channel support is provided.

Many types of support are available, addressing educational, vocational, mental health and other vulnerabilities. Ideological mentoring is common.

The Channel panel will decide what is appropriate and proportionate for the case, then either:

- coordinate new activity through statutory partners and intervention providers that it has commissioned

- oversee existing activity

Channel support could include:

- family support programmes
- family therapy or child and adolescent mental health services (CAMHS) programmes
- targeted youth support
- crime prevention programmes
- focused theological or educational programmes
- parenting programmes
- one-to-one or group counselling
  
- behaviour support or anger management programmes

One-to-one ideological support or mentoring is often delivered by a Home Office approved intervention provider. They can build a rapport with the child, young person or adult learner to discuss their views and understanding.

The Channel panel will review the progress of the child, young person or adult learner each month. When the panel decides there is no more risk of radicalisation, the child, young person or adult learner will leave the programme.

In some cases, the child, young person or adult learner could still be supported to address concerns not related to radicalisation. This would be managed outside of the Channel programme.

Children, young people and adult learners who drop out of Channel support may be offered alternatives by the local authority or other providers. In these cases, the police will continue to manage any risk of terrorism that they might present.

After a child, young person or adult learner has left the Channel programme, their progress will be reviewed after 6 and 12 months and they may re-enter the programme. If they show further concerns relating to radicalisation, they can re-enter the Channel programme and receive further support at any point.

For more information, see [Channel and Prevent Multi-Agency Panel \(PMAP\) guidance](#).

For examples of Channel intervention and support packages, see [case study 1: Channel support](#) and [case study 3: Channel support](#).

### **Parents or carers turn down Channel support**

Parents and carers can turn down the voluntary Channel support.

If this happens, the members of the Channel panel should suggest alternative services to provide support, such as early help or another agency.

In some, the child or young person may meet the threshold for a child in need service (section 17) from children's social care.

If the parents or carers refuse Channel support but there is still a terrorism risk, the police may progress the referral outside of the Channel framework.

#### **Appendix 4 - Support without Channel**

If the local authority or police decide that the concern does not meet the threshold for early help or child protection services, you may need to think about what general services the child or young person has access to and assess what additional support can be put in place.

For an example of a concern that was not appropriate for local authority support, see [case study 4: responding to extremism concerns in the classroom](#).

Education settings may put in place protective interventions to support a vulnerable child, young person or adult learner. This might be when no further action is taken by the police or local authority, or it could be wider work delivered by the education provider when a learner is in receipt of Channel support.

Whole school and individual interventions can support a child, young person or adult learner while they are in the Channel programme or after they have left.

Interventions are projects intended to divert children, young people and adult learners who are being drawn into terrorist activity.

Interventions can include:

- mentoring
- counselling
- theological support
- encouraging civic engagement
- developing support networks (family and peer structures)

- providing mainstream services (education, employment, health, finance or housing)

## Whole school interventions

Whole school interventions can help to address concerns that other learners may also experience without singling out an individual.

Whole school interventions can include:

- reviewing the curriculum for relationships, sex and health education, spiritual, moral, social and cultural development and British values
- embedding online safety and digital literacy within the curriculum (see [teaching online safety in schools](#))
- providing opportunities for safe place debates to discuss controversial issues (see NSPCC's [how to have difficult conversations with children](#))
- building lessons on resilience to exploitation, grooming and radicalisation
- supporting parents with parental controls and [online safety advice](#)
- promoting emotional wellbeing and mental health initiatives (see [teaching about mental wellbeing](#) and [promoting and supporting mental health and wellbeing in schools and colleges](#))
- having an effective safeguarding policy and staff training policy for Prevent
- educating staff about vulnerability to radicalisation and current extremist risks, individuals and narratives
- reducing risk, especially for the most vulnerable - thinking about how to reduce vulnerability among at risk students

## Individual interventions

Individual interventions could include:

- discussions and support to family - parental programmes
- mentoring or buddy up systems
- [preventing bullying at school](#), which can reduce victimisation
- diversionary activities such as extracurricular clubs or sports
- improving social skills - communication, leadership, conflict solving, social problem solving
- cognitive behavioural training - managing anxiety or anger, problem solving and coping strategies
- establishing a positive and supportive relationship with the child, young person or adult learner
- using emotional wellbeing and mental health initiatives, counselling or toolkits
- [careers guidance](#)
- behavioural or attendance support (see [school suspensions and permanent exclusions](#))

- engagement with community groups or organisations

For examples of protective interventions when no further action is taken by the policy or local authority, see [case study 5: protective intervention by education settings](#) and [case study 6: protective intervention in education settings](#).