



# Lakeside School

Learning for life

## Policy for the Prevention of Extremism and Radicalisation

<b>Committee Responsible</b>	Safeguarding
<b>Governor Link</b>	Patrick Taylor
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### 1 CONTEXT

The Counter-Terrorism and Security Act, February 2015, places a duty on schools 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.

### 2 . POLICY STATEMENT

Lakeside School is fully committed to safeguarding and promoting the welfare of all its students. As a school we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. The policy sets out our beliefs, strategies and procedures to protect vulnerable individuals from being radicalised or exposed to extremism, by identifying who they are and providing them with support.

At Lakeside, all staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

### 3. LINKS TO OTHER POLICIES

This policy links to the following Lakeside policies:

- Safeguarding Policy
- Equality Policy
- Behaviour Policy (including Anti bullying)

### 4. AIMS AND PRINCIPLES

This policy is intended to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views. It clearly sets out how the school will deal with such incidents and identifies how the curriculum and ethos underpins our actions.

The principle objectives are that:

- All governors, teachers, teaching assistants and support staff will have an understanding of what radicalisation is and why we need to be vigilant in school
- All governors, teachers, teaching assistants and support staff will know what the school policy is on anti-radicalisation and will follow the policy when issues arise
- All parents and students will know that the school has policies in place to keep students safe from harm, and that the school regularly reviews its systems to ensure they are appropriate and effective

The main aims of this policy are to ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen here, and that they ensure that we work alongside other professional bodies and agencies to ensure that our students are safe from harm.

### 5. DEFINITIONS AND INDICATORS

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions habits of the mind.

Extremism is defined as the holding of extreme political or religious views<sup>4.3</sup> There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views. These include:

- Spending increasing time in the company of other suspected extremists
- Changing their style of dress or personal appearance to accord with the group
- Their day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause
- Possession of materials or symbols associated with an extremist cause

- Attempts to recruit others to the group/cause
- Communications with others that suggest identification with a group, cause or ideology
- Using insulting 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

## **6. PROCEDURES FOR REFERRALS**

Although serious incidents involving radicalisation have not occurred at Lakeside to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the area in which we teach. While our pupils are unlikely to be radicalised issues in their families could have an impact on the child. Staff are reminded to suspend any 'professional disbelief' that instances of radicalisation 'could not happen here' and to refer any concerns through the appropriate channels. (See Appendix 1 - Dealing with Referrals)

We believe that it is possible to intervene to protect people who are vulnerable. Early intervention is vital and staff must be aware of the established processes for front line professionals to refer concerns about individuals and groups. We must have the confidence to challenge, the confidence to intervene and ensure that we have strong safeguarding practices

The Head Teacher/Deputy Head Teacher will deal swiftly with any referrals made by staff or with concerns reported by staff

The Head Teacher, Deputy Head Teacher will discuss the most appropriate course of action on a case-by-case basis and will decide when a referral to external agencies is needed (see Appendix 1 - Dealing with Referrals)

## **7. HEADTEACHER, STAFF AND GOVERNORS**

The Head Teacher, is the lead for referrals relating to radicalisation. In the event of her absence, concerns will be reported to the Deputy Head Teacher/DSP or the Deputy DSP.

Staff will be fully briefed about what to do if they are concerned about the possibility of radicalisation relating to a student, or if they need to discuss specific children whom they consider to be vulnerable to radicalisation.

## **8. THE ROLE OF THE CURRICULUM**

Our curriculum promotes respect, tolerance, diversity and fundamental British values. Children are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others.

Our PSHE provision is embedded across the curriculum, and underpins the ethos of the school. It is recognised that children with low aspirations are more vulnerable to

radicalisation and therefore we strive to equip our students with confidence, self-belief, respect and tolerance, as well as setting high standards and expectations for themselves.

Our ISEC curriculum promotes Independence Self Esteem and Confidence , qualities that are considered important in helping pupils fight attempts at radicalisation.

Children are regularly taught about how to stay safe when using the internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the internet.

## **9. STAFF TRAINING**

Through INSET opportunities in school, we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on and are aware of how we can provide support as a school to ensure that our children are resilient and able to resist involvement in radical or extreme activities.

## APPENDIX 1 - DEALING WITH REFERRALS

We are aware of the potential indicating factors that a child is vulnerable to being radicalised or exposed to extreme views, including peer pressure, influence from other people or the internet, bullying, crime and anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity, prejudicial behaviour and personal or political grievances.

In the event of prejudicial behaviour:

- All incidents of discriminatory behaviour will be reported to the Head Teacher/Deputy Head Teacher
- All incidents will be fully investigated and recorded in the Anti-Bullying and Discrimination log

Parents will be contacted and the incident discussed in detail, aiming to identify motivating factors, any changes in circumstances at home, parental views of the incident and to assess whether the incident is serious enough to warrant a further referral. A note of this meeting will be kept on the student's file and in the Anti-Bullying and Discrimination file. In rare circumstances, e.g. where a child would be at increased risk or actions escalated, it may be appropriate to make a referral without informing parents.

Referrals follow the normal safeguarding procedures. Schools can discuss any concerns with the Multi-agency Safeguarding Hub (MASH). In addition schools can also consider contacting youth settings or local faith or community leaders to discuss how they might help support individuals about whom there are concerns. However, a school with a significant or continuing concern should not hesitate make a direct referral to Channel using the referral form. (Please complete the form as fully as possible)

Schools can also contact the DfE dedicated helpline to discuss non-emergency concerns on 02073407264 or by email to [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk), which exists to enable staff and governors to raise concerns relating to extremism.

In the case of immediate or imminent risk of harm, for example a family preparing to leave the UK with their children to travel to a war zone, the school should make an immediate Child Protection Referral. In the case of criminal activity please call 101 (non-emergency) or 999 (emergency only) as appropriate.

The form can be found on The Grid

**channel\_referral\_form\_v2.docx**

**<http://www.thegrid.org.uk/leadership/safeguarding/anti-radicalisation.shtml>**

**CHANNEL REFERRAL FORM**

Name of Subject:		DOB:
Guardian:		Relationship:
Ethnicity:	Place of Birth:	Religion:
Address		Referral Date
Telephone number		
Author	Organisation	
Contact Details		
<p>This form is to help you refer concerns to CHANNEL, regarding an individual who may be vulnerable to being drawn into terrorism. On the reverse are questions which may assist in helping you quantify and structure your concerns in order to better record them below. They are intended as a guide to help communicate your professional judgement about what has led you to make this referral. Completed forms should be sent to the Channel team.</p>		
<b>Assessment</b>	<b>Comment / Evidence</b>	
Faith / Ideology		
Personal / emotional & Social		
Risk / Protective factors		
Desire for change		

**From what you know of the referral:****Faith / ideology**

Are they new to a particular faith / faith strand? What was the context of their conversion? Do they seem to have naïve, narrow or limited religious / political knowledge?

Are there concerns about a highly inconsistent vocalisation / practicing of their faith?

Have there been sudden changes in their observance, behaviour, interaction or attendance at their place of worship / organised meeting?

Have there been specific examples or is there an undertone of “ Them and Us “ language or violent rhetoric being used or behaviour occurring?

Is there evidence of increasing association with a closed tight knit group of individuals / known recruiters / extremists / restricted events?

Are there particular grievances either personal or global that appear to be unresolved / festering?

Has there been an increase in unusual or sudden travel abroad without satisfactory explanation?

**Personal / emotional / social issues**

Are there concerns over conflict with their families regarding religious beliefs / lifestyle choices?

Is there evidence of cultural anxiety and / or isolation linked to insularity / lack of integration?

Is there evidence of increasing isolation from family, friends or groups towards a smaller group of individuals or a known location?

Is there history in petty criminality and / or unusual hedonistic behaviour (alcohol/drug use, casual sexual relationships, and addictive behaviours)?

Have they got / had extremist propaganda materials ( DVD's, CD's, leaflets etc.) in their possession?

Do they associate with negative / criminal peers or known groups of concern?

Are there concerns regarding their emotional stability and or mental health?

Is there evidence of participation in survivalist / combat simulation activities, e.g. paint balling?

**Risk / Protective Factors**

What are the specific factors which are contributing towards making the referral more vulnerable to radicalisation by others or moving towards violent extremism? E.g; mental health, language barriers, cultural anxiety, impressionability, criminality, specific grievance etc.

Is there any evidence of others targeting or exploiting these vulnerabilities or risks?

What factors are there already in place or could be developed to firm up support for the referral or help them increase their resilience to negative influences? E.g. positive family ties, employment, mentor / agency input etc.

**Desire for change**

Do they have the ability to change with / without support? Why / Why not?

How motivated are they to make steps towards changing their attitudes and behaviour?

How sustainable do you think their motivation / desire is?

Please forward completed forms to the PREVENT team at [prevent@herts.pnn.police.uk](mailto:prevent@herts.pnn.police.uk)  
Please substitute @herts with @bedfordshire @cambs @essex @suffolk or @norfolk as required.

## APPENDIX 2

### CHANNEL

Channel is a programme which focusses on providing support at an early stage to young people and adults who are identified as being vulnerable to being drawn into extremism or terrorism. The programme uses a multi-agency approach to protect vulnerable people by

- Identifying individuals who are at risk through receipt of referrals
- Assessing the nature and extent of that risk
- Developing the most appropriate support plan for the individual concerned

A referred individual's engagement with the Channel programme is entirely voluntary at all stages.

Channel is about ensuring that vulnerable individuals and adults of any faith, ethnicity or background receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist related activity. Any school can make a referral about any child, young person or adult for whom they have concerns. Concerns referred could also be about group activity.

The Panel normally meets every 4 weeks but this can be more frequent if required.

Channel works in the pre-criminal space aiming to prevent the exploitation of vulnerable individuals to commit crime.



## **APPENDIX 3**

### **INFORMATION**

**The Government Prevent Duty Guidance:**

[http://www.legislation.gov.uk/ukdsi/2015/9780111133309/pdfs/ukdsiod\\_9780111133309\\_en.pdf](http://www.legislation.gov.uk/ukdsi/2015/9780111133309/pdfs/ukdsiod_9780111133309_en.pdf)

**DFE Prevent Duty:**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/439598/prevent-duty-departmental-advice-v6.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf)

**Herts information:**

<http://www.thegrid.org.uk/leadership/safeguarding/anti-radicalisation.shtml>