



Preventing Extremism and Radicalisation Policy

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| Signed - Chair of Trustees | (Sue Trentini) |
| Signed - Chief Executive Officer | |

Introduction

This guidance replaces the 'Revised Prevent duty guidance: for England and Wales', the 'Prevent duty guidance for further education institutions in England and Wales', and the 'Prevent duty guidance: for higher education institutions in England and Wales' of 2015 (updated in April 2021).

The overall aim of the counter-terrorism strategy, CONTEST, is to reduce the risk from terrorism to the UK, its citizens and interests overseas, so that people can go about their lives freely and with confidence.

Prevent remains one of the key pillars of CONTEST, alongside the other three 'P' work strands:

Prevent: to stop people becoming terrorists or supporting terrorism

Pursue: to stop terrorist attacks

Protect: to strengthen our protection against a terrorist attack

Prepare: to mitigate the impact of a terrorist attack

The Prevent Duty

The aim of Prevent is to stop people from becoming terrorists or supporting terrorism. Prevent also extends to supporting the rehabilitation and disengagement of those already involved in terrorism.

The Prevent Strategy

Prevent is a government strategy designed to stop people becoming terrorists or supporting terrorist or extremist causes. The Prevent strategy covers all types of terrorism and extremism, including the extreme right wing, violent Islamist groups and other causes.

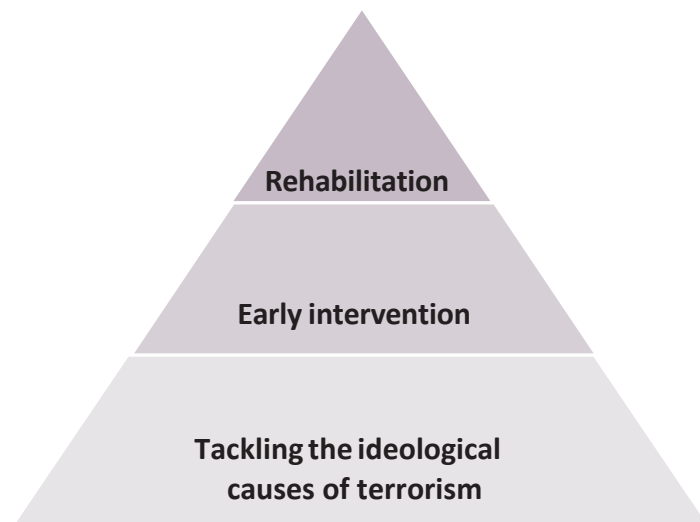
Prevent's Objectives

The objectives of Prevent are to:

- tackle the ideological causes of terrorism
- intervene early to support people susceptible to radicalisation
- enable people who have already engaged in terrorism to disengage and rehabilitate

Prevent Delivery Model

The Prevent delivery model (below) sets out how we tackle the ideological causes that lead to radicalisation, intervene early to support those who are susceptible to radicalisation, and rehabilitate those who have already engaged with terrorism.



Terrorism threat level

It is really important that we understand the current threat from terrorism & extremism. The current threat level nationally is classed as SUBSTANTIAL, which means that a terrorist on the UK mainland is described as **likely**. There is no published threat level specifically for individual counties but we should remember that here in the East Midlands we do have three areas defined as Higher Risk areas (Leicester, Derby & Nottingham) & so proximity to those communities adds the potential for risk to other areas.

The main headline risks remain:

- **Online extremism**, in particular the use of social media by extremists, remains a grave concern & is something that schools can & need to play a significant part in tackling. Remember Ofsted's expectation that you will "prepare learners for life in modern Britain" includes them understanding how to stay safe online & how they should respond to concerns.
- **Self-Initiating Terrorism** (or lone actor terrorism as a title that most people are familiar with) is the greatest likely means by which a successful terrorist attack in the UK will take place. Most successful terror attacks are of this type & are perpetrated by individuals who are not in reality a member of a terrorist group but often follow their ideologies, usually online, to the point where they are persuaded to take action. It is important that staff & other learners are confident to share concerns about individuals who may be talking about grievances (in real life or online) or people that they consider to be less deserving or important.
- **Islamist terrorism** is the most likely inspiration (or ideology) for a terrorist attack here in the UK. This is most commonly associated with groups such as Al Qaeda or ISIS (often referred to as DAESH or other titles) & their desire & ability to inspire people around the world to undertake terrorist attacks in other parts of the world. Recent news coverage highlighted their intention to attack a fan zone in Germany during the recent European football championships <https://metro.co.uk/2024/07/21/england-euro-2024-final-saved-police-isis-cell-raids-21267036/> & in most of our counties the police report that @ two thirds of terrorism investigations are related to this type of ideology.
- **Extreme Right Wing terrorism** is classed as a realistic possibility of accounting for a terrorist attack in the UK. This type of extremism & terrorism is most easily identified & often first comes to light through the language & discriminatory or racist views that people share, in person or online. This type of ideology accounts for a large proportion of Prevent referrals often because it is most commonly spotted & shared by staff & students.

Key Terms

Extremism – vocal or active opposition to fundamental British values such as democracy, the rule of law and tolerance of different faiths and beliefs

Ideology – a set of beliefs

Terrorism – a violent action against people or property, designed to create fear and advance a political, religious or ideological cause

Radicalisation – the process by which a person comes to support extremism and terrorism.

The Forge Trust is committed to providing a secure environment for pupils, where they feel safe and are kept safe. All adults at The Forest View Academy recognise that safeguarding is everyone's responsibility, irrespective of the role they undertake and whether or not their role has direct contact or responsibility for children and young people.

Our school is a safe place where pupils can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens. However, there is no place for extremist views of any kind in our school, whether from internal sources - pupils, staff or trustees; or external sources - school community, external agencies or individuals.

As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views we are failing to protect our pupils.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

Therefore, we will provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand and accept difference and diversity and also to ensure that they thrive, feel valued and not marginalised.

Furthermore, we are aware that young people can be exposed to extremist influences or prejudiced views from an early age, which emanate from a variety of sources, including the internet, and at times pupils may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with our Behaviour Policy and the Code of Conduct for staff.

Where misconduct by a teacher is proven, the matter will be referred to the National College for Teaching and Leadership for their consideration as to whether to a Prohibition Order is warranted and if in relation to safeguarding the LADO will be informed.

Wider safeguarding responsibilities

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 vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

There are 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.
- 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 suggests identification with a group, cause or ideology.
- 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
- Talking as if from a script.

How to raise concerns

If staff have any concerns about a learner's welfare, they should speak to the DSL immediately. All staff should refer to their setting's safeguarding procedures.

Staff should know about:

- [Prevent awareness elearning](#) from the Home Office
- the government's [Educate Against Hate](#) website
- any internal guidance or resources, such as a staff handbook

Staff in further education (FE) should know about the Prevent for further education and training:

- [guidance from DfE and the Education and Training Foundation](#)
- [online course from the Education and Training Foundation](#)
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For more information, staff should speak to the

How to report extremism

If you need to report extremism concerns about an adult working in a school, college or organisation that works with children, young people or adult learners, you should:

Contact Nottinghamshire Police Prevent Team. Telephone: 101 ext. 800 2962/2963
You can speak to the team informally before making a full referral.

[Refer someone to the Prevent Team | Nottinghamshire Police](#)

For more information on Prevent and how to get support, please visit the [GOV.UK website](#)
If you are worried about someone being drawn into radicalisation, call the Act Early support line on 0800 011 3764, 9am to 5pm every day to share your concern in confidence with a specially trained officer .

For more information on the ACT Early support Line, visit [Signs of radicalisation- what to look for \(ACT Early\)](#)

Online training for Prevent awareness

Online courses on Prevent awareness include:

- [Prevent awareness elearning](#) - an introduction to the Prevent duty (Home Office)
- [Prevent referrals elearning](#) - make a referral that is robust, informed and with good intention (Home Office)
- [Channel awareness elearning](#) - understand the objectives of the Channel programme, the working process, roles and responsibilities (Home Office)
- [Prevent for further education and training](#) - aimed at different audiences including staff, governors and board members (Education and Training Foundation)

For more information about available training, contact your local authority.

What is Channel and how does it support Prevent?

Channel is the safeguarding panel which supports Prevent. Led by the Local Authority, it is a programme which focuses on supporting people at an early stage who are identified as susceptible to being drawn into terrorism. It ensures people can receive support before they are exploited by those wanting them to embrace terrorist related activity.

It is a confidential and voluntary process where multi-agency safeguarding professionals meet to discuss support options. These support options encompass an array of different interventions, addressing educational, vocational, mental health, and other vulnerabilities. Ideological support is also common, which may include discussion with credible ideological experts and faith leaders.

[Channel data privacy information notice - Guidance \(GOV.UK\)](#)

The following audit will help you to identify that you have appropriate arrangements in place to prevent young people being drawn into extremism and radicalisation. Please "RAG" rate your school as follows:-

- Red** - processes are lacking and need to be developed as a matter of urgency
- Amber** - processes are in place but they need to be reviewed or further improved
- Green** - processes in place and up to date, at least to the required minimum.

This audit should be completed in the Autumn Term

DfE's Prevent Risk Assessment template formatted as a Checklist (November 2023)

Provided below is a checklist to assist you with your Prevent risk assessment.

[Prevent duty: risk assessment templates - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/prevent-duty-risk-assessment-templates) [Schools](#)

| National Risks – risk of radicalisation generally – information available from your area’s Counter Terrorism Local Profile (CTLP) | | Yes/No |
|---|--|--------|
| What national risk are you aware of that could impact your area, setting students or families? For example online radicalisation | | |
| | <p>Individuals referred to and support through Prevent Programme, April 2022 to March 2023 link (7-12-2023)</p> <p>Prevent & Channel factsheet 2023 link</p> <p>Home Office guidance on CTLPs link</p> | |
| Local Risks – risk of radicalisation generally – information available from your area’s Counter Terrorism Local Profile (CTLP) | | Yes/No |
| What specific risks are you aware of that could impact your area, setting, students, or families? E.g. local extremist activity (groups active in the area) | | |
| | <p>Individuals referred to and support through Prevent Programme, April 2022 to March 2023 link (7-12-2023)</p> <p>Prevent & Channel factsheet 2023 link Home Office guidance on CTLPs link</p> | |

Category - Leadership and Partnership (Schools)

1 - Leadership

Risk : The setting does not place sufficient priority to Prevent and risk assessment/action plans (or does not have one) and therefore actions to mitigate risks and meet the requirements of the Duty are not effective.

| Hazard | Risk management | Yes/No |
|--|---|--------|
| 1.1 Leaders (including governors and trustees) within the organisation do not understand the requirements of the Prevent Statutory Duty or the risks faced by the organisation. The Duty is not managed or enabled at a sufficiently senior level. | [Examples] Prevent training/briefing for staff (including SLT) and trustees. | |
| 1.2 Leaders do not have understanding and ultimate ownership of their internal safeguarding processes, nor ensuring that all staff have sufficient understanding and that staff implement the duty effectively. | [Examples] Lead trustee for safeguarding/Prevent lead is at appropriate seniority. | |
| 1.3 Leaders do not communicate and promote the importance of the duty. | [Examples] Sufficient leadership ownership – risk assessments, safeguarding policies, etc. being signed off by SLT. | |
| 1.4 Leaders do not drive an effective safeguarding culture across the institution. | [Examples] Leadership have clear understanding of reporting and referral mechanisms. | |
| 1.5 Leaders do not provide a safe environment in which children can learn | [Examples] Ensuring the sharing of safeguarding policies – staff sign to confirm the reading of such policies. | |
| [Insert additional hazards here] | [Examples] Promotion of a safeguarding culture through regular training, discussions, etc with senior staff visibly involved. Clear induction for new members of staff and trainee teachers | |

Category - Leadership and Partnership

(Schools)

2 - Working in Partnership

Risk: The setting is not fully appraised of national and local risks, does not work with partners to safeguard children vulnerable to radicalisation, and does not have access to good practice advice, guidance or supportive peer networks.

| Hazard | Risk Management | Yes/No |
|--|---|--------|
| 2.1 The organisation does not establish effective partnerships with organisations such as the Local Authority and Police Prevent Team. | "[Example] The providers has strong partnerships with: <ul style="list-style-type: none"> • Local Safeguarding Children's Partnership • DSL / headteacher forums • LADO • Community Safety Partnerships • Prevent in Newcastle • Police Prevent Team • Channel panel • Child and family • Are in receipt of newsletters e.g. Educate Against Hate - Prevent Radicalisation & Extremism | |
| 2.2 [Insert additional hazards here] | "[Example] Effective partnerships might include: <ul style="list-style-type: none"> • Regular attendance at meetings, boards or forums • In receipt of newsletters e.g. Educate Against Hate • Being able to demonstrate effective partnerships by use of the referral process or involvement in Channel" | |

Category - Understanding the Risk (Schools)

3 - Staff Training

Risk: Staff do not recognise signs of abuse or vulnerabilities and the risk of harm is not reported properly and promptly by staff

| Hazard | Risk management | Yes/No |
|--|--|--------|
| 3.1 Frontline staff including governors, do not understand what radicalisation means and why people may be vulnerable to being drawn into terrorism | [Example] Training is broader than face to face or e-learning. You should consider how to communicate information to staff e.g. via staff updates, notices, emails | |
| 3.2 Frontline staff including governors, do not know what measures are available to prevent people from being drawn into terrorism and do not know how to obtain support for people who may be exploited by radicalising influences. Staff do not access Prevent training or refresher training. | [Example] Ensure all staff attend safeguarding training and are familiar with key school safeguarding and statutory policies | |
| 3.3 Staff do not access Prevent training or refresher training. | [Example] Ensure all staff attend Prevent training with a focus on Notice, Check, Share | |

Category - Understanding the Risk (Schools)

4 - Information Sharing

Risk: Staff do not share information with relevant partners in a timely manner.

| Hazard | Risk Management | Yes/No |
|---|---|--------|
| <p>4.1 Staff do not feel confident sharing information with partners regarding radicalisation concerns.</p> | <p>"[Example] The provider has a culture of safeguarding that supports effective arrangements to:</p> <ul style="list-style-type: none"> • identify children who may need early help or who are at risk of neglect, abuse, grooming or exploitation • help children reduce their risk of harm by securing the support they need, or referring in a timely way to those who have the expertise to help " | |
| <p>4.2 Staff are not aware of the Prevent referral process.</p> | <p>[Example] The provider has clear processes for raising radicalisation concerns and making a Prevent referral.</p> | |

Category - Reducing Permissive Environments

(Schools)

5 - Building Children’s resilience to radicalisation

Risk: Children and young people are exposed to intolerant or hateful narratives and lack understanding of the risks posed by terrorist organisations and extremist ideologies that underpin them.

Resources for having difficult classroom conversations

Educate Against Hate has a range of resources to help teachers conduct difficult conversations with students. [The 'Let's Discuss' teaching packs](#) have been developed to help facilitate conversations about topics such as fundamental British values, extreme right-wing terrorism and Islamist extremism.

www.educateagainsthate.com & www.educateagainsthate.com/category/teachers/classroom-resources

| Hazard | Risk Management | Yes/No |
|--|--|--------|
| 5.1 The setting does not provide a safe space in which children and young people 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. | [Example] The institution has codes of conduct for all staff (teaching and non-teaching staff) | |

Category - Reducing Permissive Environments

(Schools)

6 - IT Policies

Risk: Ineffective IT policies increases the likelihood of students and staff being drawn into extremist material and narratives online. Inappropriate internet use by students is not identified or followed up.

Web filtering and online safety

The Department for Education have issued comprehensive guidance on how schools and colleges should be using filtering and monitoring standards, including specific measures to comply with the Prevent duty. [Link](#) Further guidance is available [link](#)

Teach about online extremism

The '[Going Too Far?](#)' resource from Educate Against Hate and the London Grid for Learning to help teach students about staying safe online
You can test whether your internet service provider removes terrorist content at <http://testfiltering.com/>

| Hazard | Risk Management | Yes/No |
|---|---|--------|
| 6.1 Students can access terrorist and extremist material when accessing the internet at the institution. | [Example] Settings should ensure appropriate internet filtering is in place. | |
| 6.2 Students may distribute extremist material using the institution IT system. | [Example] Settings should ensure that there is a clear reporting process in place should filtering systems flag any safeguarding or Prevent-related concerns. | |
| 6.3 Unclear linkages between IT policy and the Prevent duty. No consideration of filtering as a means of restricting access to harmful content. | [Example] The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety). | |

Category - Reducing Permissive Environments

(Schools)

7. - Visitors

Risk: External speakers or visitors being given a platform to radicalise children and young people or spread hateful or divisive narratives.

| Hazard | Risk Management | Yes/No |
|--|--|--------|
| 7.1 Leaders do not provide a safe space for children to learn. | [Example] A process is in place to manage site visitors, including sub-contractors. | |
| 7.2 The setting does not conduct any due diligence checks on visitors or the materials they may use. | [Example] The setting has a robust risk assessment and carries out due diligence checks on visitors, speakers, the organisations they represent and the materials they promote or share. | |
| 7.3 The setting does not conduct any due diligence checks on visitors or the materials they may use. | [Example] The private/commercial use of the institution’s spaces is effectively managed & due diligence checks are carried out on those using/booking and organisations that they represent. | |