OUR LADY'S ABINGDON (OLA)
PREVENTING EXTREMISM AND RADICALISATION POLICY

This policy, which applies to the whole school, is publicly available on the school website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office.

Document Details

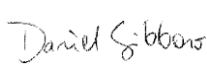| Information Sharing Category	Public Domain
Date Published	1st September 2022
Authorised by (if required)	The Governing Board
Review/Update Date	September 2023
Responsible Area	Head and Leadership Team

We comply with the Government guidance and regulations, currently in force, regarding COVID.

This policy applies to all activities undertaken by the school, inclusive of those outside of the normal school hours and away from the school site.

Availability: All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours, including activities away from school. All new employees and volunteers are required to state that they have read, understood and will abide by this policy and its procedural documents and confirm this by signing the Policies Register.

Monitoring and Review: This document will be subject to continuous monitoring, refinement and audit by the Head. This document was reviewed and agreed by the Board of Governors in September 2022 and if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require, prior to September 2023, the policy will be reviewed accordingly.

Signed:

Reviewed: September 2022
Next Review: September 2023

Head	DSL	Chair of Governors
Mr Daniel Gibbons	Chrissi Sharkey	Freddy El Turk
Signed:	Signed:	Signed:

The Local Authority Prevent Lead for support and advice for the prevention of radicalisation is: *Oxfordshire Multi-Agency Safeguarding Hub (MASH), 0345 050 7666.* **The non-emergency police telephone number is: 111 and the Department for Education (DfE) dedicated telephone helpline and mailbox for non-emergency advice for staff and Governors:** 020 7340 7264 **and** **counter-extremism@education.gsi.gov.uk.**

If an adult working at OLA has concerns or identifies a pupil as being at risk of radicalisation, the adult should immediately make a referral to our DSL who is also our Prevent Officer. They will consider the most appropriate referral which could include Channel or Children's Services Contact Team. Although decisions to seek support for a child in need, or about whom there are concerns relating to radicalisation, would normally be taken in consultation with parents and pupils, their consent is not required for a referral when there are reasonable grounds to believe that a child is at risk of significant harm.

Contents

1. Introduction:

OLA is committed to providing a secure environment for pupils, where pupils feel and are kept safe. All adults at OLA recognise that safeguarding is everyone's responsibility irrespective of the role they undertake. Specific safeguarding issues include child sexual exploitation (CSE), bullying including cyber-bullying, faith abuse, radicalisation and teenage relationship abuse. In adhering to this policy, and the procedures therein, staff and visitors contribute to OLA's delivery of the outcomes to all pupils, as set out in s10 (2) of the Children's Act 2004. The United Nations Convention on the Rights of the Child states that every child has the right to think and believe what they want and also to practice their religion (UNCRC – Article 14). Also, education should develop each child's personality, talents and abilities to the full (UNCRC – Article 29). Finally, every child has the right to learn and use the language, customs and religion of their family whether or not these are shared by the majority of people in the country where they live (UNCRC – Article 30). The Preventing Extremism and Radicalisation Safeguarding Policy is one element within OLA's overall arrangements to Safeguard and Promote the Welfare of all Children in line with our statutory duties set out at s175 of the Education Act 2002. We see it as our duty to prevent people from being drawn into terrorism. OLA ensures that safeguarding arrangements protect children, young people and learners and meet all statutory and other government requirements, promote their welfare and prevent radicalisation and extremism.

OLA ensures information is shared between organisations to ensure that people at risk of radicalisation receive appropriate support. We demonstrate both a general understanding of the risks affecting children and young people in the area and have a specific understanding of how to identify pupils who may be at risk and what to do to support them. OLA also communicates and promotes the importance of the Prevent duty to staff and ensure that they implement the Prevent duty effectively. The

Prevent duty is not intended to stop pupils debating controversial issues. OLA's Preventing Extremism and Radicalisation Safeguarding Policy also draws upon the guidance within the DfE document 'Keeping Children Safe in Education, (September 2021)' and the DfE's 'Teaching Approaches that help Build Resilience to Extremism among Young People' builds resilience to radicalisation by promoting fundamental British values through the curriculum. In addition, through social, moral, spiritual and cultural development, pupils are equipped with knowledge, skills and understanding to prepare them to play a full and active part in society, which in turn ensures that OLA is a safe place to discuss sensitive issues, while securing balanced presentation of views and avoiding political indoctrination.

Police see the current threats as:
- ISIS
- Al Quaeda (has a sophisticated on-line set up)
- Irish Republican terrorism
- Domestic Extremism/Extreme Right Wing
- Animal Rights and eco-terrorism
- Mixed/Blended, unstable and unclear ideologies.

2. Purpose:
The Counter-Terrorism and Security Act (2015) places a duty on OLA to have due regard to the need to prevent people from being drawn into terrorism and, in so doing, have regard to guidance issued by the Secretary of State. We work in partnership with other agencies and recognise that we are partners in the 'Channel Panels' that exist between the local *Prevent* co-ordinators, the Local Authority, the chief officer of the local police and existing multi-agency forums.

We ensure that:
- OLA complies with all the relevant current legislation and other National Standards which govern this area of our work.
- Our students keep themselves and others in the wider community safe.
- We prevent vulnerable young people in our care being exposed to radicalisation and extreme views
- We provide opportunities for students to widen and develop interpersonal skills by meeting and forming relationships with people from outside the establishment.
- The welfare and safety of individuals in our care is a major consideration at all times.
- Arrangements are in place to deal with concerns which may be raised about an individual/s in our care.

3. Ethos and Practice:
When operating this policy, *OLA* uses the following accepted Governmental definition of extremism which is:

'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; and/or calls for the death of members of our armed forces, whether in this country or overseas'.

There is no place for extremist views of any kind at OLA. As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for students and so should be addressed as a safeguarding concern as set out in this policy.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others. Education is a powerful weapon against this; equipping students with the knowledge, skills and critical thinking, to challenge and debate in an informed way. Therefore, at OLA, our Personal, Social, Health, Economic Education (PSHEE) program along with meeting the requirements set out in section 78 of the Education Act 2002, promotes the spiritual, moral, social and cultural (SMSC) development of pupils.

Through ensuring pupils' SMSC development, OLA can also demonstrate they we are actively promoting fundamental British values. Actively promoting the values means challenging opinions or behaviours at OLA that are contrary to fundamental British

values. Attempts to promote systems that undermine fundamental British values would be completely at odds with our duty to provide SMSC. The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

It is our aim that the students gain an enriched understanding and tolerance of difference and diversity to ensure that they thrive, feel valued and not marginalized. Any prejudice, discrimination or extremist views, including derogatory language, displayed by students or staff will always be challenged and where appropriate dealt with in line with our Positive Behaviour Code for pupils and the Code of Behaviour for staff. As part of wider safeguarding responsibilities staff are alert to:

- Disclosures by students of their exposure to the extremist actions, views or materials of others outside of OLA, such as in their homes or community groups, especially where students have not actively sought these out;
- Graffiti symbols, writing or art work promoting extremist messages or images;
- Students accessing extremist material online, including through social networking sites and excessive usage; parental reports of changes in behaviour, friendship or actions and requests for assistance;
- Partner schools, local authority services, and police reports of issues affecting students in other schools or settings;
- Students voicing opinions drawn from extremist ideologies and narratives;
- Use of extremist or hate terms to exclude others or incite violence;
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture;
- Attempts to impose extremist views or practices on others and
- Anti-Western or Anti-British views.

OLA closely follows Oxfordshire County Council's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation. In the event of concerns about a person becoming radicalised, advice will be sought from the Local Authority who have a panel which meets to address issues of individuals who have been identified as being at risk of radicalisation but have not committed any terrorism offence. This Panel meets when a referral has been made and referrals can be made by anyone. During any subsequent external investigation, for the individual to remain in our care, the Leadership team will hold a focus meeting to identify risks and control measures that can be put in place to reduce that risk. They will decide if it is safe to keep the individual or whether they need to undertake a period of temporary exclusion.

4. Roles and responsibilities

Role of The Chair of Governors: The Chair of Governors undertakes appropriate training to ensure that they are clear about the role and the parameters of their responsibilities as Chair of Governors, including the statutory safeguarding duties. The Chair of Governors also supports the ethos and values of OLA and supports tackling extremism and radicalisation. In line with Recommendation 13 of Peter Clarke's report, details of our governing body will be published on OLA's website to promote transparency. In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education, (Currently in force)', the Chair of Governors challenges OLA's Leadership Team on the delivery of this policy and monitors its effectiveness. The Chair of Governors reviews this policy annually and may amend and adopt it outside of this timeframe in accordance with any new legislation or guidance or in response to any quality assurance recommendations pertaining to the delivery of this policy and the overall safeguarding arrangements made.

OLA Staff

Everyone who comes into contact with children and their families has a role to play in safeguarding children. OLA has a duty of care to its pupils and staff which includes safeguarding them from the risk of being drawn into terrorism - this includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. OLA strives to 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 the terrorist ideology and learn how to challenge these ideas.

OLA staff are particularly important as they are able to identify concerns early and provide help for children, to prevent concerns from escalating, forming part of the wider safeguarding system for children. OLA works with social care, the police, health services and other services to promote the welfare of children and protect them from harm. Radicalisation is listed as a specific safeguarding issue within statutory guidance and is addressed within the Government Prevent Strategy. The Counter-Terrorism and Security Act 2015 places a duty on Schools to 'have "due regard to the need to prevent people from being drawn into terrorism".

5. Prevent Duty: The National Prevent Duty Guidance 2015 website is:
 (www.gov.uk/government/publications/prevent-duty-guidance).

Our curriculum promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life. It also promotes community cohesion. Educational establishments have a clear responsibility to exercise their duty of care and to protect the welfare of students. It is understood that every school is unique. This means that any engagement or activity conducted under Prevent must be considered in light of local circumstances. Prevent support can be adapted to ensure activity is both appropriate and proportionate. As the strategy identifies, Prevent can work within both violent and non-violent extremism arenas and can include topics such as hate crime, racism, bullying, on line safety and extreme political views. This means that the strategy can be delivered in a variety of ways depending on the institution, its requirements and the potential risk.

OLA promotes young people in making positive choices about their lives and endorses the Channel early intervention scheme for students who could be at risk of radicalisation. The non-statutory guidance can be found here http://course.ncalt.com/Channel_General_Awareness/01/index.html. Channel is a national programme to safeguard children and adults from being drawn into terrorism. It became statutory in February 2015. It is an early intervention to protect and divert people away from the risk they face before illegal activity occurs.

Risk Assessment: We assess the risk of our students being drawn into terrorism. This is based on an understanding, shared with partners, of the potential risk in the local area. We have robust safeguarding policies in place to identify students at risk, and intervene as appropriate. We also consider the level of risk to identify the most appropriate referral, which could include Channel or Children's Social Care. OLA has clear protocols for ensuring that any visiting speakers – whether invited by staff or appointed by students themselves – are suitable and appropriately supervised.

Radicalisation: is defined in the government's *Prevent* strategy as *"the process by which a person comes to support terrorism and forms of extremism leading to terrorism".* There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology as it occurs as a result of varying consequences and settings.

E-safety and the use of Social Media: Social media is an increasingly influential part of life particularly for young people. It has been identified as an important tool in the sharing of extreme material and extremist groups are actively using social media to inform, share propaganda, radicalise and recruit for their cause. Social media safeguarding is an important element of protecting young people from extremist narratives and Prevent can play an active part in this process.

Jihadists are encouraged to: 'Invade' social network sites such as Facebook by setting up groups with radical views and to seek to gather users with the 'right' attitude; 'Invade' file-sharing sites like YouTube by placing various clips with extreme content and infiltrate popular Islamist websites in order to attempt to convert them into militant sites in line with the closed websites by spreading extremist contents on the discussion of forums of these sites.

Through our provision of SMSC Development, OLA enables students to develop their self-knowledge, self-esteem and self-confidence. OLA promotes respect for other people and enables students to acquire an appreciation of and respect for their own and other cultures and cultural traditions. Personal development is promoted, so that students are well prepared and contribute to wider society. This includes:
- Enabling students to distinguish right from wrong and to respect the civil and criminal law of England;

- Encouraging students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- Enabling students to acquire a broad general knowledge of and respect for public institutions and services in England and encouraging respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

6. **Child Protection**:

Staff at OLA are alert to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue there may be some instances where a child or children may be at direct risk of harm or neglect. For example; this could be due to a learner displaying risky behaviours in terms of the activities they are involved in or the groups they are associated with or staff may be aware of information about a learner's family that may equally place a child at risk of harm. Therefore, all adults working in OLA including visiting staff, volunteers, contractors, and students on placement) are required to report instances where they believe a child may be at risk of harm or neglect to the Designated Safeguarding Lead. In OLA our Safeguarding reporting arrangements are set out fully in our Safeguarding Policy.

Role of the Designated Safeguarding Lead: The Designated Safeguarding Lead (DSL)/Prevent Officer along with the Deputy DSLs/Prevent Officers work in line with the responsibilities as set out in the DfE Guidance 'Keeping Children Safe in Education'. They are our internal lead staff regarding the *Prevent* strand of the Government's counter-terrorism strategy and radicalisation. The Designated Safeguarding Lead is the focus person and local 'expert' for school staff, and others, who may have concerns about an individual child's safety or well-being and is the first point of contact for external agencies.

Training: Whole school in-service training on Safeguarding is organised for staff and Governors every year and will comply with the prevailing arrangements agreed by the Oxfordshire Safeguarding Children Board. The Designated Safeguarding Lead attends training courses as necessary and the appropriate inter-agency training organised by the Oxfordshire Safeguarding Children Board, or similar courses from an accredited provider at least every year. The key areas to be included in the training can be found in the Preventing Extremism FAQ and include:
- What *Prevent* is;
- What extremism and radicalisation are;
- Confidence to identify children at risk of being drawn into terrorism;
- How people may be drawn into terrorism;
- Confidence to challenge extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups;
- How messages are spread;
- The role of the internet and social media;
- What schools and childcare providers must do to comply with the *Prevent* duty;
- Support for individuals at risk and
- How and where to refer children and young people for further help.

Reporting Concerns: Our DSL provides advice and support to other members of staff on protecting children from the risk of radicalisation. OLA ensures staff understand what radicalisation and extremism mean and why people may be vulnerable to being drawn into terrorism. We ensure 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 legitimize terrorism. **Staff safeguard and promote the welfare of children and know where and how to refer children and young people identified as being at risk of radicalisation for further help to our *Prevent* Officer who will consider the most appropriate referral which could include Channel or Children's Social Care.** Details of our Local Authority *Prevent* Lead who can give support and advice for the prevention of radicalization is available at the top of this policy.

Working in partnership with other agencies and information sharing: In-line with the safeguarding arrangements sent out by Oxfordshire County Council, OLA co-operates productively with our local *Prevent* co-ordinators, the police, Oxfordshire County Council and existing multi-agency forums, for example Community Safety Partnerships on all matters regarding safeguarding and preventing extremism. We ensure information is shared appropriately.

7. **Teaching Approaches**:

We will all strive to eradicate the myths and assumptions that can lead to some students becoming alienated and disempowered, especially where the narrow approaches students may experience elsewhere, may make it harder for them to challenge or question these radical influences. We ensure that all of our support and approaches will help our students build resilience to extremism and give them a positive sense of identity through the development of critical thinking skills. We are flexible enough to adapt our teaching approaches, as appropriate and address specific issues so as to become even more relevant to the current issues of extremism and radicalisation. In doing so we follow the three broad categories of:

- Making a connection with children through positive engagement and a learner centred approach;
- Facilitating a "safe space" in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments; and
- Equipping our children with the appropriate skills, knowledge, understanding and awareness for resilience.

Therefore, this approach will be embedded within the ethos of OLA so that students know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with OLA's approach to the spiritual, moral, social and cultural development of children. Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution. We will achieve this by using an approach that includes: *PSHEE programmes; open discussion and debate; work on anti-violence and a restorative approach to conflict resolution; and targeted programmes*. SMSC development is embedded into the life of OLA.

We also work with local partners, families and communities in our efforts to ensure OLA understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our student's experiences and horizons. We help support children who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a learner is being directly affected by extremist materials or influences we will ensure that the learner is offered mentoring. Additionally, in such instances OLA will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

At OLA we promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage children to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our children safe and prepare them for life in modern multi-cultural Britain and globally.

8. **Use of External Agencies and Speakers:**

OLA encourages the use of external agencies or speakers to enrich the experiences of our students, through our Macauley Lecture series and through the PSHEE programme. However, we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our students. We comply with KCSIE paragraph 43 and prevent people who pose a risk of harm from working with children. We adhere to statutory responsibilities and check staff who work with students, taking proportionate decisions on whether to ask for any checks beyond what is required. We ensure that volunteers are appropriately supervised. Such vetting is to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in compete opposition to, our school's values and ethos. We must be aware that in some instances the work of external agencies may not directly be connected with the rest of the school curriculum so we need to ensure that this work is of benefit to students. OLA will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to students are consistent with the ethos and Catholic values of the school and do not marginalise any communities, groups or individuals;
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise students through extreme or narrow views of faith, religion or culture or other ideologies;
- Activities are matched to the needs of students and
- Activities are carefully evaluated by schools to ensure that they are effective.

OLA records formal checks in the SCR by reference to the usual considerations such as role, frequency, supervision, payment (as not all visiting speakers are volunteers) and whether speakers are employed by another organisation. Where checks are carried out on volunteers, we record this on the single central record, unless a secure alternative approach is used instead. By delivering a broad and balanced tutorial programme, augmented by the use of external sources where appropriate, we strive to ensure our students recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help students develop the critical thinking skills needed to engage in informed debate.

Whistle Blowing: Where there are concerns of extremism or radicalisation, students and staff will be encouraged to make use of our internal systems to whistle blow or raise any issue in confidence. They must inform the Head straight away (or if it relates to the Head, inform Local Authority Designated Officer whose contact details are stated early in the child protection policy).

Recruitment: The arrangements for recruiting all staff, permanent and volunteers, to OLA will follow guidance for safer recruitment best practice in education settings, including, but not limited to, ensuring that DBS checks are always made at the appropriate level, that references are always received and checked and that we complete and maintain a single central record of such vetting checks. We apply safer recruitment best practice principles and sound employment practice in general and in doing so will deny opportunities for inappropriate recruitment or advancement. We are alert to the possibility that persons may seek to gain positions within our school so as to unduly influence our school's character and ethos. We are aware that such persons seek to limit the opportunities for our students thereby rendering them vulnerable to extremist views and radicalisation as a consequence. Therefore, we adhere to safer recruitment practice.

9. **Legal and Best Practice Status**
- This policy complies with Part 2, paragraphs 5 (a) to (e) inclusive of the Education (Independent School Standards) (England) Regulations 2015), and other relevant and current regulations and any other guidance to which schools are obliged to have regard.
- In adhering to this policy, and the procedures therein, staff and visitors contribute to the School's delivery of the outcomes to all children, as set out in s10 (2) of the Children's Act 2004. This Preventing Extremism and Radicalisation Safeguarding Policy is one element within our overall School arrangements to Safeguard and Promote the Welfare of all Children in line with our statutory duties set out at s175 of the Education Act 2002.
- Our School's Preventing Extremism and Radicalisation Safeguarding Policy also draws upon the guidance contained *in Keeping Children Safe in Education (KCSIE)* (DfE: September 2021); *Working Together to Safeguard Children* (WT) A guide to inter-agency working to safeguard and promote the welfare of children (HM Government: 2018 and also Resources '*Learning Together to be Safe*', 'Prevent: Resources Guide', '*Tackling Extremism in the UK*', DfE's 'Teaching Approaches that help Build Resilience to Extremism among Young People' and Peter Clarke's Report
- *Prevent Duty Guidance: for England and Wales* (March 2015) (*Prevent*). *Prevent* is supplemented by *The Prevent duty: Departmental advice for schools and childminders (June 2015)* and *The use of social media for on-line radicalisation (July 2015).*
- Department for Education: '*How Social Media Is Used To Encourage Travel To Syria And Iraq: Briefing Note For Schools.'*

Related Documents:
- Safeguarding Children – Safer Recruitment Policy; Anti-bullying; E-Safety Policy; Whistleblowing; Behaviour Management including Discipline, Sanctions and Exclusions Policy; Personal Social Health and Economic Education (PSHEE) and Spiritual, Moral, Social and Cultural (SMSC) Development
- Statutory guidance (Home Office) – see paras 1-27 generally and 57-76 for sector specific guidance for schools
- The Prevent Duty: Departmental Advice for Schools and Childcare Providers (Department for Education) http://www.saferinternet.org.uk/advice-and-resources/teachers-and-professionals/safety-features https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/440450?How_social_media_is_used_to_encourage_travel_to_Syria_and_Iraq.pdf

What is the *Prevent* strategy?
Prevent is the Government's strategy to stop people becoming terrorists or supporting terrorism, in all its forms. Prevent works at all the pre-criminal stages by using early intervention to encourage individuals and communities to challenge extremist and terrorist ideology and behaviour.

What is Channel?
Channel is a key element of the Prevent strategy. It is a multi-agency approach to protect people at risk from radicalisation. Channel uses existing collaboration between local authorities, statutory partners (such as the education and health sectors, social services, children's and youth services and offender management services), the police and the local community to:

• Identify individuals at risk of being drawn into terrorism
• Assess the nature and extent of that risk
• Develop the most appropriate support plan for the individuals concerned.

Channel is about safeguarding children and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from the risk they face before illegality occurs.

Channel is one tactical option employed by Prevent and has recently been placed on a statutory footing. To understand more about the Channel Programme further information can be found here –

www.gov.uk/government/publications/channel-guidance

Who can make a referral?
Anyone can make a referral. Referrals have come from a wide range of partners: Social services, children and adult services, health, police, education and youth offending teams.

What happens with the referral?
Each referral is screened for suitability via a preliminary assessment undertaken by the Police Channel coordinator and the local authority. If suitable, the case is discussed with all relevant partners to decide if an intervention is necessary.

Will the Individual be Informed about the Channel referral?
If an individual is deemed to require a Channel intervention, the they must be told prior to receiving an investigation. The process will be carefully managed with the referring agency.

Who sits on the Channel Panel?
The Channel Panel is chaired by the local authority and includes Police, statutory partners and non-statutory partners, where appropriate. Lead Safeguarding professionals will be invited on a case by case basis.

Who delivers Channel?
Channel interventions are delivered through local partners and specialist agencies. Support could include mainstream health, education, employment or housing services through to specialist mentoring or faith guidance and wider diversionary activists such as sporting activities.

What do you do if you have escalating concerns?
If you believe that someone is vulnerable to being exploited or radicalised, please follow the establishing safeguarding procedures in your organisation to escalate concerns to the appropriate people who can refer concerns to Channel as appropriate.

'Key Ingredients' for successful teaching in the context of 'push' and 'pull' factors.

PUSH FACTORS-factors that push and individual/make an individual vulnerable to extremist messages	KEY INGREDIENTS	PULL FACTORS-factors that draw children into extremist messages
Lack of excitement; frustration	**Teacher confidence** in many cases it will be the use of existing teaching skills and methods which may well be the most effective approach	Charismatic/confident individuals (recruiters)
Lack of sense of achievement-seen as significant. 'Lack of purpose'/confidence in the future, life goals.	**Teacher attitudes and behaviours** Willingness to admit you don't know; acknowledging controversial issues exist; awareness that I have a role to play; willingness to turn to others for help when you don't know about something.	Networks/sense of belonging
Lack of an outlet for views	**Specific knowledge** Understanding other cultures and religions as well as alternative values and beliefs (whilst being careful to avoid 'othering') Knowledge of an alternative values framework	Broader community views which enable or do not oppose extremism
Gaps in knowledge or understanding for both children and their parents	**Teaching practice/pedagogy:** Boosting critical thinking (seeing through propaganda, singular messages etc) Helping to see multiple perspectives Using multiple resources/methods Embedding or sustaining dialogue following specialist interventions Enabling students to tackle difficult issues Linking school work to the wider community Drawing evidence from across the curriculum Developing in children a sense of multiple identities, help children become aware of and comfortable with, multiple personal identity	Persuasive, clear messages. Exploiting knowledge gaps
Sense of injustice		
Actual or perceived humiliating experiences (including bullying, racial discrimination as well as perceived humiliating experiences. Perhaps linked closely to sense of injustice).		
Exclusion - lack of belonging to peer or community networks, associations, etc.		
		Sense of dignity and importance and loyalty
Disruptive home life	Support from Senior Leaders	Exciting (non-teaching) activities
Disaffection with wider societal issues	Pupil support processes	Sense of purpose in life

Identification and referral of concern to the school or the Designated Safeguarding Lead

Screening Process
Police Channel Lead conducts discreet enquiry to establish whether the referral is indeed legitimate

Checking Process
Police check to ensure referral is not subject to live investigation

Communicate the decision to referrer and forward the referral to existing safeguarding panels
For example:
- Multi-agency public protection arrangements (MAPPA)
- multi-agency risk assessment conference (MARAC)
- Serious Case Review Panel
- Risk of Serious Harm Panel
- Locality Services Panel Meetings
- Looked After Children Services
- Gangs Unit Triage

Refer back to Channel Panel if necessary

Preliminary assessment
The Local Authority Prevent Team will then consult relevant LA safeguarding leads to assess if the referral meets the Channel threshold.

Channel Panel
The Channel Panel collectively discusses and assesses the various support needs of the individual, deciding whether a Channel intervention is required.

Monitoring
Chanel Panel regularly monitors progress from Channel Intervention provider and safeguarding professionals

Channel Intervention
Channel Intervention commissioned from the approved Channel Intervention provider.

Our Lady's Abingdon is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

Prevent & Safeguarding Self-Assessment

Everyone who comes into contact with children and their families has a role to play in safeguarding children. Schools have a duty of care to their pupils and staff which includes safeguarding them from the risk of being drawn into terrorism - this includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of the terrorist ideology and learn how to challenge these ideas.

School staff are particularly important as they are able to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance *Working Together to Safeguard Children (March 2013)* and *Keeping Children Safe in Education (October 2014).* Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. Radicalisation is listed as a specific safeguarding issue within this statutory guidance and is addressed within the Government Prevent Strategy. The Counter-Terrorism and Security Act 2015 places a duty on Schools to 'have "due regard to the need to prevent people from being drawn into terrorism".

The Prevent Strategy has three main objectives:
- Respond to the **ideological challenge** of terrorism & the threat we face from those who promote it;
- **Prevent people from being drawn into terrorism** and ensure that they are given appropriate advice and support;
- Work with **sectors and institutions** where there are risks of radicalisation which we need to address.

This self-assessment tool has been developed to aid compliance with the Prevent Duty as a health check for the Senior Leadership Team within a school to assess if Prevent has been adopted into their institution's mainstream processes. This will identify if their institution requires any advice and support from their local Prevent Team or partner agencies to reduce their vulnerability.

Prevent Self Assessment			
Objective: Adoption of Prevent into Mainstream Processes			
Governance			
No		**Owner**	**Evidence**	**RAG Status**

No		Owner	Evidence	RAG Status
1.1	Does the Institution have a nominated Staff (and Governor) Prevent Lead?			

Risk Assessment				
No		**Owner**	**Evidence**	**RAG**
2.1	Do the Senior Leadership team and Governors have an understanding, shared with partners, of the potential risk in the local area to assess the risk of pupils being drawn into terrorism, including support for the extremist ideas that are part of terrorist ideology?			
2.2	Is Prevent included within the Institution's Safeguarding Policy?			
2.3	Is Prevent included the within the Institution's Safer Recruitment Policy?			
2.4	Is Prevent included within the Institution's venue hiring policy? Are due diligence checks conducted on groups/individuals seeking to hire/use school premises?			
2.5	Is Prevent included within the Institution's Visitors Policy? Are due diligence checks conducted on visitors to the school? Does the policy set out clear protocols for ensuring that any visiting speakers – whether invited by staff or by pupils themselves – are suitable and appropriately supervised within school?			
2.6	Is Prevent included within the Institution's Contractors Policy? Are due diligence checks conducted on contractors working at the school or providing extracurricular activities? Does the policy set out clear protocols for ensuring that any visiting contractors are suitable and appropriately supervised within school?			
2.7	Is Prevent an agenda item of relevant meetings / planning processes?			
2.8	Is there a clear referral route for vulnerable individuals to receive support through the Channel process?			
2.9	Are fundamental British Values promoted in the delivery of the curriculum and extra-curricular activities and reflected in the general conduct of the school?			

Working In Partnership		Owner	Evidence	RAG
No		**Owner**	**Evidence**	**RAG**
3.1	Does the Institution have engagement with wider Prevent work through their local Prevent Partnership?			
3.2	Is Prevent included within Information sharing protocols / MOU?			
3.3	Is the Institution included in an agreed Prevent Partnership Communication Policy?			
3.4	Do the safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the Local Safeguarding Children Board (LSCB)?			
3.5	Do the child protection policies describe procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the LSCB?			

Staff Training		Owner	Evidence	RAG
No		**Owner**	**Evidence**	**RAG**
4.1	Does the Institution have an annual policy and training review process in place?			
4.2	Does the institution regularly assess Prevent Training needs to raise their awareness of Prevent issues with staff and the Governing body? Do staff members have sufficient training to give them the knowledge and confidence to identify children at risk of being drawn into terrorism and challenge extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups?			
4.3	Are staff members aware of Prevent issues and the referrals process into the Channel process?			

Safety Online		Owner	Evidence	RAG
No		**Owner**	**Evidence**	**RAG**
5.1	Does the School IT system have appropriate levels of filtering to ensure children are safe from terrorist and extremist material when accessing the internet in school?			
5.2	What processes and procedures are in place to ensure children use the internet responsibly?			
5.3	Do staff, pupils and carers receive any Internet Safety awareness training?			

Indicators

Vulnerability

- Identity Crisis - Distance from cultural/ religious heritage and uncomfortable with their place in the society around them
- Personal Crisis – Family tensions; sense of isolation; adolescence; low self esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging
- Personal Circumstances – Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
- Unmet Aspirations – Perceptions of injustice; feeling of failure; rejection of civic life
- Criminality – Experiences of imprisonment; poor resettlement/ reintegration, previous involvement with criminal groups

Access to extremism / extremist influences

- Is there reason to believe that the child/young person associates with those known to be involved in extremism - either because they associate directly with known individuals or because they frequent key locations where these individuals are known to operate? (e.g. the child/young person is the partner, spouse, friend or family member of someone believed to be linked with extremist activity)
- Does the child/young person frequent, or is there evidence to suggest that they are accessing the internet for the purpose of extremist activity? (e.g. Use of closed network groups, access to or distribution of extremist material, contact associates covertly via Skype/email etc)
- Is there reason to believe that the child/young person has been or is likely to be involved with extremist/ military training camps/ locations?
- Is the child/young person known to have possessed or is actively seeking to possess and/ or distribute extremist literature/ other media material likely to incite racial/ religious hatred or acts of violence?
- Does the child/young person sympathise with, or support illegal/illicit groups e.g. propaganda distribution, fundraising and attendance at meetings?
- Does the child/young person support groups with links to extremist activity but not illegal/illicit e.g. propaganda distribution, fundraising and attendance at meetings?

Experiences, Behaviours and Influences

- Has the child/ young person encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the child/ young person from within or outside UK?
- Have international events in areas of conflict and civil unrest had a personal impact on the child/ young person resulting in a noticeable change in behaviour? It is important to recognise that many people may be emotionally affected by the plight of what is happening in areas of conflict (i.e. images of children dying) it is important to differentiate them from those that sympathise with or support extremist activity
- Has there been a significant shift in the child/ young person's behaviour or outward appearance that suggests a new social/political or religious influence?
- Has the child/ young person come into conflict with family over religious beliefs/lifestyle/ dress choices?
- Does the child/ young person vocally support terrorist attacks; either verbally or in their written work?
- Has the child/ young person witnessed or been the perpetrator/ victim of racial or religious hate crime or sectarianism?

Travel

- Is there a pattern of regular or extended travel within the UK, with other evidence to suggest this is for purposes of extremist training or activity?
- Has the child/ young person travelled for extended periods of time to international locations known to be associated with extremism?
- Has the child/ young person employed any methods to disguise their true identity? Has the child/ young person used documents or cover to support this?

Our Lady's Abingdon is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

Preventing Extremism and Radicalisation Policy: Reviewed September 2022

Page 15 of 21

Social Factors

- Does the child/ young person have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the child/ young person experience a lack of meaningful employment appropriate to their skills?
- Does the child/ young person display a lack of affinity or understanding for others, or social isolation from peer groups?
- Does the child/ young person demonstrate identity conflict and confusion normally associated with youth development?
- Does the child/ young person have any learning difficulties/ mental health support needs?
- Does the child/ young person demonstrate a simplistic or flawed understanding of religion or politics?
- Does the child/ young person have a history of crime, including episodes in prison?
- Is the child/young person a foreign national, refugee or awaiting a decision on their immigration/ national status?
- Does the child/ young person have insecure, conflicted or absent family relationships?
- Has the child/ young person experienced any trauma in their lives, particularly any trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other in the child/young person's life has extremist view or sympathies?

More critical risk factors could include:

- Being in contact with extremist recruiters
- Articulating support for extremist causes or leaders
- Accessing extremist websites, especially those with a social networking element
- Possessing extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining extremist organisations
- Significant changes to appearance and/or behaviour

Vulnerability Factors

Engagement factors

1. Grievance/Injustice: Engagement with an extremist group, cause or ideology meets needs to express or act on feelings of anger, grievance or injustice.

2. Threat: The individual feels that their family, identity, culture or values are under threat and an extremist group or cause offers a vehicle to articulate these threats and defend against them.

3. Identity, meaning and belonging: The individual uses the group, cause or ideology to provide a clear sense of identity, meaning and belonging.

4. Status: Some individuals use extremist groups, causes or ideologies to provide a sense of status and superiority.

5. Excitement, comradeship or adventure: Some individuals use extremist groups, causes or ideologies to fulfil a desire for excitement, comradeship or adventure.

6. Dominance and control: Some individuals use extremist groups, causes or ideologies to dominate and control others.

7. Susceptibility to indoctrination: Some individuals accept the ideology, beliefs and doctrine of an extremist group or cause uncritically and without question.

8. Political/moral motivation: Engagement with an extremist group, cause or ideology is motivated by a desire to bring about political or moral change.

9. Opportunistic involvement: Engagement with an extremist group, cause or ideology can be motivated by self-interest rather than a political or moral cause.

10. Family and/or friends support extremist offending: Some individuals' engagement with an extremist group, cause or ideology can be supported or condoned by family or friends.

11. Transitional periods: Some individuals engage with an extremist group, cause or ideology at a transitional time in their lives.

12. Group influence and control: Some individuals are members of extremist groups that impose a significant level of influence and control over their behaviour and conduct.

13. Mental health: Mental health problems can contribute to individuals' engagement with groups, causes or ideologies.

Our Lady's Abingdon is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

Preventing Extremism and Radicalisation Policy: Reviewed September 2022

Page 16 of 21

Intent factors

14. Over-identification with a group, cause or ideology: Some individuals over-identify with a group, cause or ideology to the extent that they lose their own identity and sense of agency.

15. Them and Us thinking: Some individuals divide the world into an out-group of persecutors and an in-group of persecuted individuals with whom they identify and whose cause they have adopted.

16. Dehumanization of the enemy: Individuals can dehumanize members of the out-group and believes they should be purged or punished.

17. Attitudes that justify offending: This factor applies where individuals hold attitudes or beliefs that support and justify offending on behalf of their group, cause or ideology.

18. Harmful means to an end: Individuals may be prepared to commit serious or significant harm to realize extremist goals.

19. Harmful objectives: Some individuals hold objectives that are inherently harmful.

Capability factors

20. Individual knowledge, skills and competencies: Some individuals have specific knowledge, skills and competencies to contribute to or commit offences that could cause serious and significant harm.

21. Access to networks, funding or equipment for terrorism: Some individuals have access to networks, funding or equipment that can help them support or commit a terrorist offence that could cause serious or significant harm.

22. Criminal capability: Where individuals have a criminal history, which can provide a level of capability for extremist offending.

If you have any concerns discuss them with your Safeguarding Lead and local Prevent Officer

Our Lady's Abingdon is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

Preventing Extremism and Radicalisation Policy: Reviewed September 2022

Page 17 of 21

School Prevent Duty Action Plan Template

Area of responsibility	Actions to be taken	Outcome	Deadline	Update
Leadership and values	• Creation of a 'Statement of Values' that respects learner and staff diversity, encourages freedom and openness and promotes learner voice • Development of rigorous recruitment policies which include core School values • Key individuals are appointed amongst governors, managers and staff with responsibility for safeguarding and understand the risk of extremism/radicalisation • Inclusion of radicalisation or extremism within the corporate risk register and the maintenance of an up to date risk assessment	• A safe learning environment is created across the School, behaviours which harm the ability of different individuals and groups to work together are challenged • All new staff are aware of the School's expectations and subscribe to its values • The School leadership takes ownership of extremism and radicalisation concerns and appropriate oversight is provided • Extremism/radicalisation is considered as a risk at a leadership level within the organisation with concerns relating to hate crime/harassment, extremism and radicalisation being reported promptly to SLT		
Partnership	• Creation of a single point of contact for radicalisation and extremism enquiries internally and arrangements to coordinate information sharing between different departments and curriculum areas • Development of links with other Schools on the agenda • Development of links between key School staff/governors and external partners, including the Local Authority and Police	• School communications and the sharing of concerns relating to extremism or radicalisation are coordinated effectively • The School is able to benefit from existing best practice and resources • The School shares information and is able to access statutory assistance where necessary to support vulnerable individuals		

Area of responsibility	Actions to be taken	Outcome	Deadline	Update
Safeguarding and pastoral care	- Inclusion of radicalisation and extremism within safeguarding policy and procedure including a reference to the Channel process - Development and implementation of rolling cross-organisation training plan to increase organisational awareness - Consideration of a School safeguarding panel to assess and manage concerns relating to extremism and radicalisation - Inclusion of a whistle blowing mechanism within the safeguarding procedures - Inclusion of sub-contracted education providers within the safeguarding procedures	- All are aware of the safeguarding procedure and that radicalisation is included within it - All understand what is meant by the terms radicalisation and extremism and are comfortable sharing concerns about radicalisation and extremism - A whole School approach is taken to the support of learners who may be vulnerable to violent extremist radicalisation - Staff feel confident and protected in raising any concerns which may place the safety of learners at risk - Learners are protected whilst they are studying or working externally to the School		
Student and learner resilience	- Include activities within existing lesson structure to enhance student and learner resilience for example, internet safety sessions and activities to improve critical thinking skills - Raise awareness and confidence amongst tutors and enrichment colleagues about the importance of critical thinking skills - Raise awareness of all colleagues and students or learners about their personal responsibility in the online space, particularly around freedom of speech - All staff receive appropriate training to educate and challenge on the principals of mutual respect and tolerance and encourage democratic participation - Opportunities to promote values are identified and utilised within the curriculum and within enrichment activities	- Students and learners have good critical engagement skills and understand how to verify information online and the reasons why they should - Students and learners feel comfortable sharing any concerns they have about behaviour or information in the online space with colleagues at the School - All are aware of their individual responsibilities in the online space, especially regarding freedom of speech - All learners are encouraged to respect others with particular regard to protected characteristics and are educated in the options for civic engagement - Learners understand what the School values mean in practice		

Our Lady's Abingdon is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

Preventing Extremism and Radicalisation Policy: Reviewed September 2022

Page 19 of 21

Area of responsibility	Actions to be taken	Outcome	Deadline	Update
Internet safety	- Inclusion of reference to terrorist and/or extremist material within ICT code of conduct, together with protections for legitimate study of this material - Deliver awareness raising training to library and ICT colleagues about what terrorist and extremist material looks like - Raise awareness of colleagues and students or learners about updated code of conduct, reasons why and an explanation of how the policy was developed - Appropriate filtering is in place to ensure that learners are unable to access terrorist and extremist material online through School servers	- Colleagues understand what terrorist/extremist material looks like and are confident to share concerns through the appropriate processes if they do encounter access to this material - Learner study of extremist and terrorist material for legitimate purposes is protected - Students and learners understand the risks attached to accessing terrorist and extremist material online and understand the institution's duty and process in these areas - Learners are safe from accessing extremist or terrorist materials whilst using School servers		
Reputation and brand	- Development of policies which outline when the School's branding can be used and the responsibilities which come with its use - Development of a protocol for monitoring the School's online presence which includes reference to terrorism and extremism - Delivery of awareness raising training to communications colleagues - Delivery of awareness raising to all administration, teachers and students or learners advising of responsibility in the online space	- Any references to the School online are picked up quickly and referred for action if they have links to terrorist/extremist material - School administration, tutors and learners are aware of their responsibility in the online space regarding the School's brand and reputation		

Area of responsibility	Actions to be taken	Outcome	Deadline	Update
School Environment	- Development of policies governing events organised by staff, learners or visitors on School premises - Creation of a code of conduct policy and communication plan for setting expectations on learner behaviour - Development of a policy governing the display of materials internally at the School - Development of a protocol to manage the layout, access and use of any space provided for the purposes of prayer and contemplation including an oversight committee or similar	- The School does not host events or speakers supportive of, or conducive to, terrorism - Learners are aware of the conduct expected by the School in creating a safe space for all groups on site - A safe learning space is created, avoiding the display of inappropriate materials - Prayer and contemplation space is accessible to all learners on an equal basis and the School is aware of and able to manage any risks associated with the space		

Our Lady's Abingdon is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

Preventing Extremism and Radicalisation Policy: Reviewed September 2022

Page 21 of 21