



# Preventing Extremism and Radicalisation Policy

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Signed - Chair of Trustees	(Sue Trentini)
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## **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.

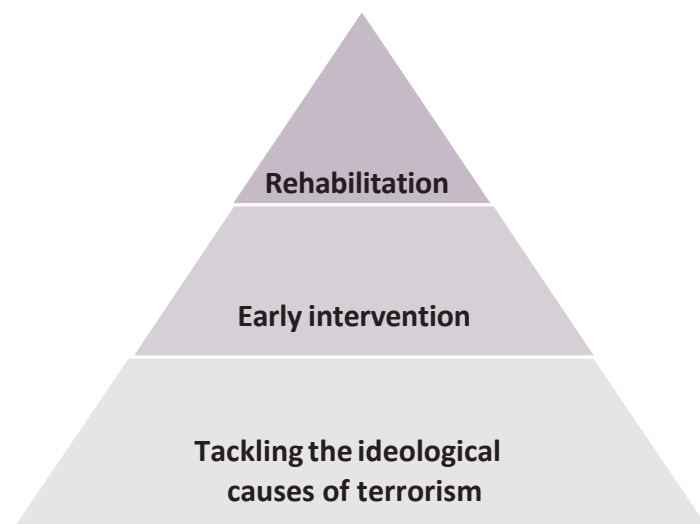
## **Prevent's Objectives**

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 Marton 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 school DSL – Simon Green or in his absence Deborah Thombs (Deputy DSL).

## **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 Lincolnshire Police Prevent Team. Telephone: 101 and ask for the Prevent Team

You can speak to the team informally before making a full referral.

This can also be done via the link below:

<https://www.lincs.police.uk/advice/advice-and-information/t/prevent/prevent/beta/prevent-team-referral/>

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 \(GOV.UK\)](#)