



CHINTHURST SCHOOL  
TRADITIONAL VALUES | MODERN TEACHING

# Chinthurst Preparatory School

## Policy to Support the Prevention of Extremism and Radicalisation (PREVENT)

Reviewed by TB/SN/WB - September 2016

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## 1.1 - Introduction

1.1.1 - The current threat from Terrorism and Extremism in the United Kingdom is real and severe and can involve the exploitation of vulnerable people, including children and young people.

1.1.2 - This policy is designed to provide a clear framework to structure and inform our response to safeguarding concerns for those young people who may be vulnerable to the messages of extremism.

1.1.3 - In addition, it provides details of the local inter agency process and expectations in identifying appropriate interventions based on the threshold of need and intervention model and the Channel process (see below).

1.1.4 - Radicalisation is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist groups.

1.1.5 - Extremism is a 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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas (HM Government Prevent Strategy, 2011).

## 1.2. - Equality, Diversity and Community Cohesion

1.2.1 – Chinthurst School aims to guide our students to understand others, to promote common values and to value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them, and to develop the skills of participation and responsible action.

1.2.2 - We take extremely seriously our key role in preparing all our young people for life in modern Britain.

1.2.3 - We aim to encourage working towards a society in with a common vision and sense of belonging by all. Communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

## 1.3. - National Guidance and Strategies

1.3.1 - PREVENT is a key part of the Government's strategy to stop people becoming terrorists or supporting terrorism.

1.3.2 - Early intervention is at the heart of PREVENT in diverting people away from being drawn into terrorist activity.

1.3.3 - PREVENT happens before any criminal activity takes place. It is about recognising, supporting and protecting people who might be susceptible to radicalisation.

1.3.4 - The PREVENT strategy objectives are:

**Ideology:** respond to the ideological challenge of terrorism and the threat we face from those who promote it.

**Individuals:** prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support

**Institutions:** work with sectors and institutions where there are risks of radicalisation which we need to address.

1.3.5 - All staff should have an awareness of the PREVENT agenda and the various forms of radicalisation takes in being able to recognise signs and indicators or concern and respond appropriately.

## 1.4. - Vulnerability/Risk Indicators

1.4.1 - The following lists are not exhaustive and all or none may be present in individual cases of concern. Nor does it mean that vulnerable young people experiencing these factors are automatically at risk of exploitation for the purposes of extremism. The accepted view is that a complex relationship between the various aspects of an individual's identity determines their vulnerability to extremism.

1.4.2 - There is no such thing as a 'typical extremist' and those involved in extremism come from a range of backgrounds and experiences. The following indicators may help to identify factors that suggest a young person or their family may be vulnerable or involved with extremism:

1.4.3 – *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.

*1.4.4 - Access to extremist influences:*

- Reason to believe that the young person associates with those known to be involved in extremism
- Possession or distribution of extremist literature/other media material likely to incite racial/religious hatred or acts of violence
- Use of closed network groups via electronic media for the purpose of extremist
- Activity

*1.4.5 - Experiences, behaviours and influences:*

- Experience of peer, social, family or faith group rejection
- International events in areas of conflict and civil unrest had a personal impact on the young person resulting in a noticeable change in behaviour
- Verbal or written support of terrorist attacks
- First-hand experience of racial or religious hate crime
- Extended periods of travel to international locations known to be associated with extremism
- Evidence of fraudulent identity/use of documents to support this
- Experience of disadvantage, discrimination or social exclusion
- History of criminal activity
- Pending a decision on their immigration/national status

*1.4.6 - More critical risk factors 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
- Justifying the use of violence to solve societal issues
- Joining extremist organisations
- Significant changes to appearance/behaviour

## 1.5 - Referral and Intervention Process

1.5.1 - Any identified concerns as the result of observed behaviour or reports of conversations to suggest that the young person supports terrorism and/or extremism, must be reported to a Designated Safeguarding Lead immediately and no later than the end of the working day. The Headmaster is the named person in charge of the school's Prevent strategy.

1.5.2 - Where a young person is thought to be in need/or at risk of significant harm, and/or where investigations need to be carried out (even though parental consent may be withheld), a referral to Children's Social Care should be made in line with the schools Safeguarding

Procedure. However, it should be recognised that concerns of this nature, in relation to violent extremism, are most likely to require a police investigation (as part of the Channel process).

1.5.3 - As part of the referral process, the DSL will also raise an electronic referral to Channel via [counter-extremism@education.gsl.gov.uk](mailto:counter-extremism@education.gsl.gov.uk) or contact the DfE for advice on 0207 340 7264.

## 1.6 – Channel Referral Process

1.6.1 - Some concerns which are identified may have a security dimension to them. For this reason, it is important that liaison with the police forms an early part of all investigations. Surrey Police will carry out an initial assessment and, if appropriate, set up a multiagency meeting to agree actions for supporting the individual.

1.6.2 - If it is deemed that there are no concerns around radicalisation, appropriate and targeted support will be considered for the young person.