MAYBURY PRIMARY SCHOOL

Anti Radicalisation & Extremism Policy

Updated: January 2024

> **Mission**
> Our values-based school nurtures curiosity and creativity through an inspiring, broad and engaging curriculum, where learning is at the heart of all that we do. Our children learn to become resilient and self-assured in an environment where safety is outstanding. Everyone is challenged and encouraged to thrive and achieve as individuals, preparing them for their role as caring and active citizens in modern Britain.
>
> **Vision statement**
> Believe. Achieve. Succeed.

Anti Extremism & Radicalisation Policy

The strategic objectives of the Prevent Duty are:

1. tackle the ideological causes of terrorism;
2. intervene early to support people susceptible to radicalisation;
3. enable people who have already engaged in terrorism to disengage and rehabilitate.

1. POLICY STATEMENT

Maybury Primary School is fully committed to safeguarding and promoting the welfare of all its pupils. Every member of staff recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. The Anti Extremism and Radicalisation Policy sets out our beliefs, strategies and procedures to protect vulnerable individuals from being radicalised or exposed to extremist views, by identifying who they are and promptly providing them with support.

EQUALITY DIVERSITY AND INCLUSION

We are strongly committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers within our school community. We believe that diversity is a strength to be celebrated and we actively promote positive representations and models of race, ethnicity, gender, disability and religion. Our school ethos is underpinned by a culture of inclusion in which all those connected to the school feel valued and proud of their identity and able to participate fully in school life. We tackle discrimination by the positive promotion of equality, by challenging bullying and stereotypes and creating an environment which champions respect for all.

2. LINKS TO OTHER POLICIES

The Maybury Primary School Anti Extremism and Radicalisation Policy links to the following Maybury Primary School policies;
- Child Protection and Safeguarding
- Equality and Diversity Policy
- Anti-bullying Policy
- Positive Behaviour Policy
- Online Safety Policy
- Safer Recruitment & Selection Policy
- Visitors Policy & Visiting Speakers Agreement
- Lettings Policy
- Supporting Postive Mental Health Emotional Wellbeing Policy

The following national guidelines should also be read when working with this policy;
- Keeping Children Safe in Education DfE 2023
- Working Together to Safeguard Children HM Government 2023
- Revised Prevent duty guidance for England and Wales (31st December 2023)
- CONTEST: The United Kingdom's Strategy for Countering Terrorism (July 2023)

3. AIMS AND PRINCIPLES

3.1 The Maybury Primary School Anti Extremism and Radicalisation Policy is intended to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views. We recognise that we are well placed to be able to identify safeguarding issues and this policy clearly sets out how the school will deal with such incidents and identifies how the curriculum and ethos underpins our actions.

3.2 The objectives are that:

- All governors, teachers, teaching assistants and non-teaching staff will have an understanding of what radicalisation and extremism are is and why we need to be vigilant in school.

- All governors, teachers, teaching assistants and non-teaching staff will know what the school policy is on anti extremism and radicalisation and will follow the policy guidance swiftly when issues arise.

- Include safeguarding across the curriculum, including PSHE (Learning for Life) and Spiritual, Moral, Social and Cultural (SMSC) opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work and online safety. Also focussed work in Year 6 to prepare for transition to Secondary school and more personal safety/independent travel.

- Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

- Have high expectations in terms of behaviour and conduct through 4 simple rules: Be Ready, Be Respectful, Be Safe and Be Kind.

- All pupils will understand the dangers of radicalisation and exposure to extremist views; building resilience to the ideological causes of terrorism and knowing what to do if they experience them.All parents/carers and pupils will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.

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

As part of our safeguarding ethos we encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We ensure that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of the pupils, reasonably practicable steps have been taken to offer a balanced presentation of opposing views to pupils. At our school we are committed to contributing to community cohesion and reducing the likelihood that our children may become radicalised. To support this process the staff in our school report any concerns they have about our children in this respect to the Designated Safeguarding Lead (DSL). The DSL will then make a referral into the Children's Services Contact Centre for further advice and support. We also use the PREVENT strategy if necessary to refer through to the Channel Panel for support.

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation

Maybury Primary School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils/students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Maybury Primary School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern. Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 6.
Maybury Primary School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

The school governors, the Head Teacher and the Designated Safeguarding Lead (DSL) will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include, the use of school premises by external agencies, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

This will be reviewed as part of the annual "Audit of Statutory Duties and Associated Responsibilities" that is monitored by the local authority and the Surrey Safeguarding Children Board.

Response

All members of staff have completed PREVENT training annually. When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak to the DSL immediately and log these concerns on CPOMS. DSLs will follow normal safeguarding procedures, and where appropriate shared with the CSPA and PREVENT.

If the matter is urgent then Surrey Police must be contacted by dialling 999. The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264). The DfE website Educate against hate provides further information, advice and trusted resources for schools to safeguard pupils from radicalisation, build resilience to all types of extremism and promote shared values. https://educateagainsthate.com/

Vulnerability And Susceptibility

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

A person's susceptibility to radicalisation may be linked to their vulnerability. A person can be vulnerable if they need special care, support or protection because of age, disability, risk of abuse or neglect. A person's vulnerabilities may be relevant to their susceptibility to radicalisation and to the early intervention approach that is required to divert them away from radicalisation.

In other cases, vulnerabilities may not be present or relevant to the early intervention approach required. Not all people susceptible to radicalisation will be vulnerable, and there are other circumstances, needs or other underlying factors that may make a person susceptible to radicalisation but do not constitute a vulnerability.

Prevention

We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore:

- Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.

- Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, asking children to report whether they have had happy/sad lunchtimes/playtimes

- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.

- Instil British values and key values in children through a values based curriculum. Our school values are:

Autumn Half Term 1	Equality
Autumn Half Term 2	Resilience
Spring Half Term 1	Positivity
Spring Half Term 2	Kindness
Summer Half Term 1	Respect
Summer Half Term 2	Independence
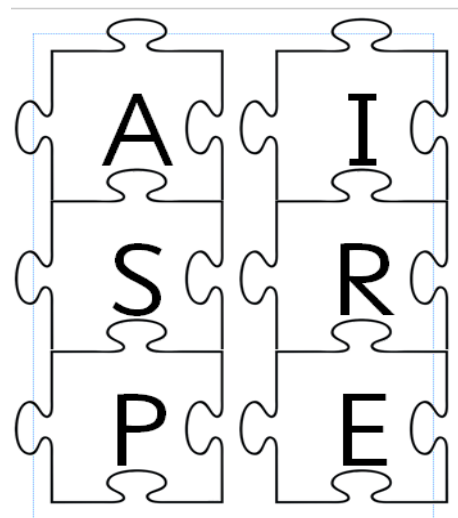
- Instil an ethos of belonging and celebrating difference through our no outsiders approach.

There are no outsiders at Maybury
Everyone is different
We celebrate difference
We are all equal in our difference

4. DEFINITIONS AND INDICATORS

4.1 Radicalisation is defined as "the process of a person legitimising support for, or use of, terrorist violence".

4.2 Extremism is defined as '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'. (Revised Prevent Duty Guidance for England and Wales - updated April 2021 December 2023.

4.3 Ideology is defined as: "A terrorist 'ideology' is a set of beliefs, principles, and objectives to which an individual or group purports to adhere and attempts to instil in others to radicalise them towards becoming terrorists or supporting terrorism. There are several concepts or 'tools' that often feature in terrorist and extremist ideologies, including: narrative, propaganda, grievances, and conspiracy theory." (Prevent Duty Guidance for England and Wales - December 2023).

4.4 There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views. These include;
- Spending increasing time in the company of other suspected extremists.
- Changing their style of dress or personal appearance to accord with the group.
- 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 or derogatory names for another group.
- being overly secretive about their online viewing, spending increasing amounts of time online, sharing extreme views on social media and gaming platforms.
- expressing an 'us and them' mentality – a sign of a sense of social isolation.
- becoming more argumentative or domineering in their viewpoints, showing a desire to control others.
- being quick to condemn those who disagree and ignoring views that contradict their own.
- showing an obsessive or angry desire for change or 'something to be done'
- blaming others/groups of people for things not turning out as wanted, their feelings of rejection etc.
- questioning their faith or identity; or a sudden unexplained religious conversion.
- downloading or promoting extremist content.
- Becoming socially isolated or acquiring a high number of new friends.
- 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.

4.5 All children and young people are at risk, regardless of age, social class, religion, ethnic or educational background. However, certain children are more vulnerable to radicalisation, including those who are:

- struggling with a sense of identity and belonging;
- becoming distanced from their cultural or religious background;
- questioning their place in society;
- having family issues;
- experiencing / have experienced a traumatic event;

- experiencing mental ill health;
- experiencing racism or discrimination;
- having difficulty in interacting socially and lacking empathy;
- not always understanding the consequences of their actions;
- presenting with poor self-esteem.

5. PROCEDURES FOR REFERRALS

5.1 Although serious incidents involving radicalisation have not occurred at Maybury Primary School to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the local area, city and society in which we teach. Staff are reminded to suspend any 'professional disbelief' that instances of radicalisation 'could not happen here' and to be 'professionally inquisitive' where concerns arise, referring any concerns through the appropriate channels. (See appendix 1 – Dealing with referrals)

5.2 We believe that it is possible to intervene to protect people who are susceptible. **Early intervention is vital** and staff must be aware of the established processes for front line professionals to refer concerns about individuals and/or groups. We must have the confidence to challenge, to intervene and to ensure that we have strong safeguarding practices based on the most up-to-date guidance and best practice.

5.3 Key members of the Senior Leadership Team (SLT) are trained as Designated Safeguarding Leads and will deal swiftly with any referrals made by staff or with concerns reported by staff. These concerns are recorded and passed on to the relevant agencies where appropriate, e.g. CSPA or PREVENT team. The referral form has been created to share the form with both the police and the CSPA, to allow the safeguarding concerns to be assessed alongside any police risk. Referral forms must be sent to: preventreferrals@surrey.pnn.police.uk

5.4 The Head Teacher and SLT will discuss the most appropriate course of action on a case-by-case basis and will decide when a referral to external agencies is needed (see appendix 1 – Dealing with referrals)

5.5 As with any child protection referral, staff must be made aware that if they do not agree with a decision not to refer, they can make the referral themselves. The appropriate contact details for this are available on the safeguarding posters displayed throughout the school.

5.6 Sharing Information And Gaining Consent - Before sharing information, we will try to get consent from the parents or carers (if under 18). We would not do this if it would place the child or young person at more risk of harm.

We can share information without consent if we have a good reason and if it will help to safeguard the child or young person sooner.

When seeking to share personal data regarding people susceptible to radicalisation, we will consider whether it is appropriate to rely on the person's consent and must ensure that the requirements of the data protection legislation are complied with. Where it is not possible to rely on consent, it is still possible to share information if there is a lawful basis for doing so, for example, under the Data Protection Act 2018 which contains 'safeguarding of children and individuals at risk' as a processing condition that allows settings to share information, including without consent.

When deciding to share or withhold information, we will record who has been given the information and why. We will not assume that a colleague or another professional will share the information that might be critical in keeping the learner safe. Keeping children safe in education says early information sharing is vital to identify, assess and allocate appropriate service provision.

Information sharing advice for safeguarding practitioners includes the 7 golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation.

Settings can find information on their obligations and how to comply at the Information Commissioner's Office (ICO).

6. GOVERNORS, LEADERS AND STAFF

6.1 The Designated Safeguarding Leaders are responsible for referrals relating to extremism and radicalisation. In the unlikely event that no DSLs are not available, all staff are aware of the channels by which to make referrals via the CSPA.

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

6.3 The Designated Safeguarding Leads(DSLs) will work with external agencies to decide the best course of action to address concerns which arise.

6.4 Prejudicial behaviour can be a factor in radicalisation and extremism. With this in mind, Maybury Primary School has updated procedures for dealing with prejudicial behaviour, as outlined in the Positive Behaviour Policy, and Equality and Diversity Policy.

7. THE ROLE OF THE CURRICULUM

7.1 At Maybury Primary School we deliver a broad and balanced curriculum which promotes respect, tolerance and diversity. Children are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others.

7.2 Our Rights Respecting ethos, PSHE (Learning for Life) curriculum and Religious Education is embedded across the curriculum. It directs our assemblies and underpins the ethos of the school. It is recognised that children with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.

7.3 We promote the fundamental British Values, which the government reinforce in schools with the aim to promote democracy, rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. The school embed these in all parts of school life, and our curriculum and policies reflect these values, ensuring that all members of the school understand the importance of these values and how they are essential to enable us all to operate as a community.

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

8. STAFF TRAINING

8.1 Through training in school, we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on and are aware of how we can provide support as a school to ensure that our children are resilient and able to resist involvement in radical or extreme activities. We cover Radicalisation in our Safeguarding induction for all new staff and during hot topic safeguarding update sessions. All Staff, Governors and Volunteers complete PREVENT training which is regularly updated and reviewed with any new guidance. Our DSL's have completed the online government Prevent duty referrals course training.

9. VISITORS AND THE USE OF SCHOOL PREMISES

9.1 If any member of staff wishes to invite a visitor into the school, this must be in agreement with the Head Teacher.

9.2 Upon arriving at the school, all visitors including contractors, will read the child protection and safeguarding guidance and be made aware of who the DSLs are and how to report any safeguarding concerns. All visitors will read the Visitors Policy & Visiting Speakers Agreement. Full copies of the school's Child

Protection & Safeguarding Policy and the Visitors Policy & Visiting Speakers Agreement are available upon request from the school office. Information about, and photographs of, the school's DSLs are displayed in the entrance hall and throughout the school.

9.3 At Maybury Primary School we encourage the use of external agencies or speakers to enrich the experiences of our students; however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils.

9.4 We ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in complete opposition to, the 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 our pupils. All External Agencies and Speakers must read the Visiting speakers agreement.

9.5   Our school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:
- Any messages communicated to students support fundamental British Values and our school values.
- Any messages communicated to students are consistent with the ethos of the school and do not marginalise any communities, groups or individuals
- Any messages communicated to students 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 properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication.
- Activities are matched to the needs of students

9.6 Any visual presentation, such as Powerpoints and video clips, will be received and checked by the member of staff leading on the visitor's school attendance, to ensure the content is unbiased and sits within the school ethos. An outline of the key points of the delivering speaker will be sought and checked, alongside the Powerpoint or other resources to be presented by the member of staff leading on the visitor's school attendance. The responsibility for checking the content fits the ethos of the school lies with the member of staff organising. If there are any concerns, these should be raised with a member of SLT for clarification.

9.7 We recognise, however, that the ethos of our school is to encourage students to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this. Therefore by delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we will 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.

9.8 Additional vigilance will be given to the content spoken of any visitor who will be speaking to children or staff, particularly for the first time. Speakers may be asked to end their presentation/talk at any time during the deliverance by a member of staff watching, should it be felt to be inappropriate.

9.3 If any agreement is made to allow non-school groups or organisations to use the premises, appropriate checks will be made before agreeing the contract. Usage will be monitored and in the event of any behaviour not in-keeping with the Anti Extremism and Radicalisation Policy, the school will contact the police and terminate the contract.

10. IT filtering and monitoring

Within school, apropriate online filtering and monitoring systems are in place on all IT systems to protect children from online exposure to the ideological causes of terrorism and exposure to radicalising narratives; and to alert the Designated Safeguarding Lead and the Headteacher of any attempts by children or staff to search for inappropriate content online.

11. POLICY REVIEW
The Maybury Primary School Anti Extremism and Radicalisation Policy will be reviewed annually as part of the overall Child Protection and Safeguarding policy review.

Appendix 1 – Dealing with referrals

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

- Staff and visitors to the school must refer all concerns about children and young people who show signs of vulnerability or radicalisation to the DSL or the Head Teaacher using the usual methods for reporting other safeguarding concerns
- All incidents will be fully investigated and recorded in line with the Positive Behaviour Policy and records will be kept in line with procedures for any other safeguarding incident.
- If appropriate, parents/carers will be contacted and the incident discussed in detail, aiming to identify motivating factors, any changes in circumstances at home, parental views of the incident and to assess whether the incident is serious enough to warrant a formalreferral. A note of this meeting is kept alongside the initial referral in the Safeguarding folder.
- Concerns which related to child protection are referred to the CSPA. (Children's Single Point of Access – Social Services) Referral forms are completed and sent to preventreferrals@surrey.pnn.police.uk
- When there are significant concerns about the potential radicalisation or extremism, the DSL, in liaison with the Head, will make a referral to PREVENT and will contact Surrey Counter Terrorism Security Advisers (CTSA) for Surrey Police as follows:
- Claire Mcdonald – Prevent Supervisor claire.mcdonald@surrey.police.uk Tel: 01483 632982 or 07795 043842;
- Oliver Greenaway – North Surrey and Woking oliver.greenaway@surrey.police.uk Tel: 01483 639055 or 07720 043980;
- Charles Harris – Prevent PC; Charles.Harris@surrey.pnn.police.uk Tel: 01483 631565 or 07967 988988;
- or ctsa@surrey.pnn.police.uk or 01483 639871;
- and/or the ACT Anti-terrorism early support hotline on 0800 789 321. See also www.actearly.uk
- The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).

The Prevent Strategy

The Prevent Strategy forms one of four strands of the UK Government's counter-terrorism strategy, known as CONTEST. The UK faces a continuing threat from both international and domestic terrorism. The Prevent Strategy aims to disrupt extremist organisations from operating within our communities.

Violent extremism can emerge from any community and can be inspired by a wide range of causes. Whilst Al-Qaeda inspired Islamist extremism still undoubtedly poses a threat to the UK, Prevent also seeks to combat extremism motivated by the extreme right wing, as well motivated by single issues such as animal rights. Accordingly, prevent does not stigmatise any community.

Similar to strategies in child protection and combating racism, Prevent is driven by a multitude of groups with influence at the local level. In Woking, the Prevent Steering Group comprises of representatives from Woking Borough Council, Surrey County Council, Surrey Police, Youth Justice, Probation Service, Crown Prosecution Service, Independent Advisory Group to the Police, community groups and voluntary sector.

Each of these groups has an instrumental role to play in monitoring the resilience of our local communities to the threat posed by extremism, as do members of the public.

Potential extremist activity can take many forms. The following list provides some possible examples. This list is not exhaustive and is intended for illustrative purposes only.

- Distributing leaflets or displaying posters that carry a violent extremist message.
- Accessing violent extremist forums or websites in internet cafes.
- Extremist groups meeting at community centres.
- Viewing terrorist/violent extremist promotional videos.

Incidents such as these can be reported to Surrey Police Special Branch by calling **101**.

Extremist activity can also be reported via the **Anti-Terrorist Hotline on 0800 789 321**. The line is confidential, anonymous and intended for the reporting of non-life threatening activity.

To report potentially immediate threats, such as a suspicious vehicle or package, always call 999.
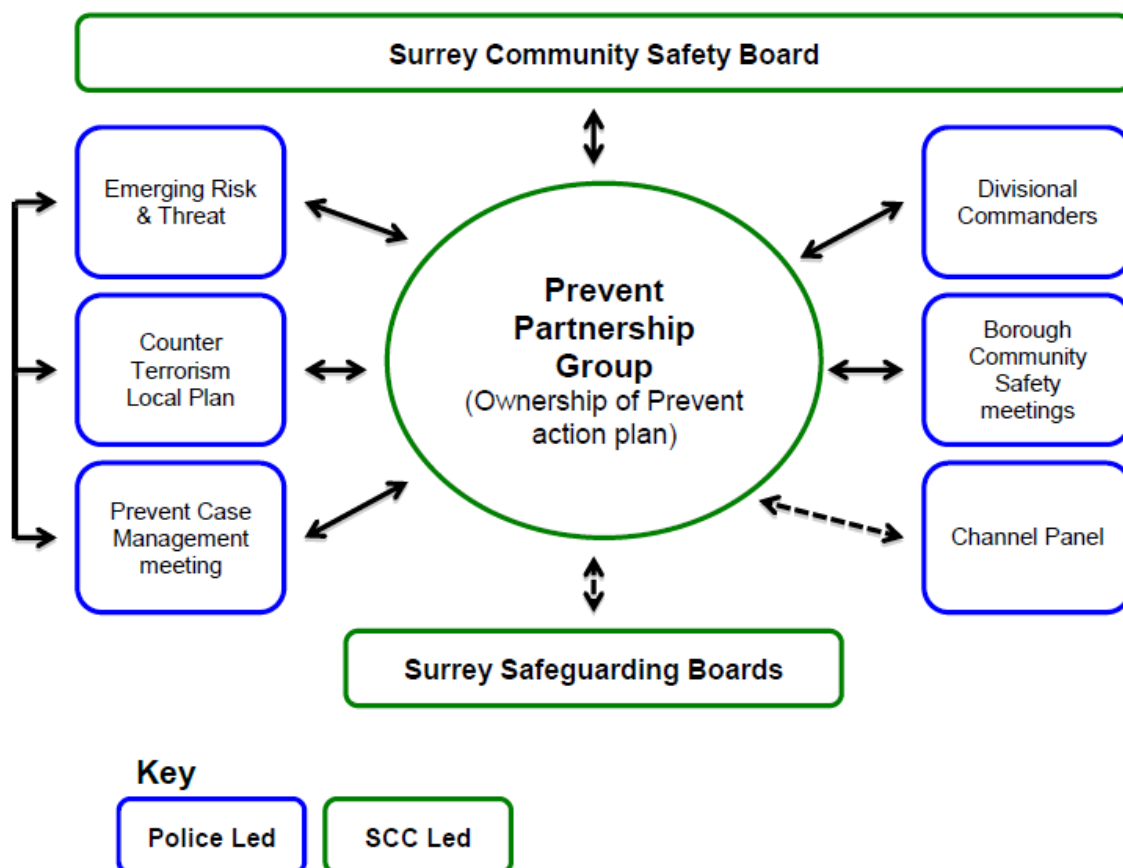

Channel Panel
The Channel process is essentially a safeguarding programme aimed at supporting individuals identified as vulnerable to being drawn into violent extremism or terrorist related activity. As with other safeguarding practices Channel is reliant on a multi agency response and multi disciplinary work to minimise and manage the risk to an individual. Channel is voluntary and so the individual must provide consent. It draws on existing collaboration between local authorities, the police, statutory partners and the local community and has three objectives:

- Identify individuals at risk of being drawn into radical extremism

- Assess the nature and extent of the risk
- Develop the most appropriate support for the individuals concerned.

The Counter Terrorism and Security Act (2015) provides a statutory framework for a joint local authority/ police panel to assess the extent to which identified individuals are vulnerable to being drawn into terrorism and to put in place a support plan. This effectively places Channel on a statutory footing. The Act sets out that these panels are to be chaired by the responsible local authority, which across Surrey is the Community Safety Unit.

The diagram below illustrates the Channel Panel process:
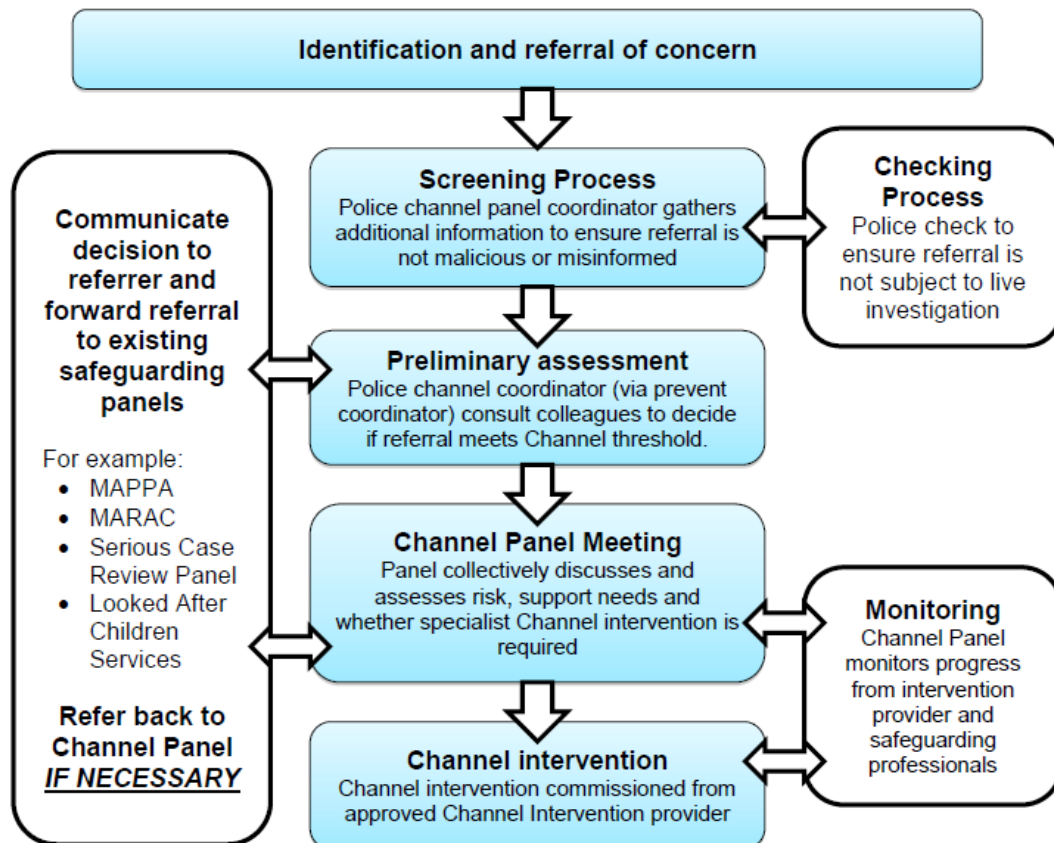
INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

2. Extremism is defined by the Government in the Prevent Strategy as:
    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.

3. Extremism is defined by the Crown Prosecution Service as:
    The demonstration of unacceptable behaviour by using any means or medium to express views which:

    *   Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
    *   Seek to provoke others to terrorist acts;
    *   Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
    *   Foster hatred which might lead to inter-community violence in the UK.

4. There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

6. Indicators of susceptibility include:

    *   Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
    *   Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
        Personal Circumstances – migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
    *   Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
    *   Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
    *   Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

8.   More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

Maybury Primary School

Appendix 2 - Visiting Speakers Agreement

At Maybury Primary School we understand the importance of visitors and external agencies to enrich the experiences of our students.

All visiting speakers to Maybury Primary School are required to sign in and by doing so agree to adhere to the following statements in order to safeguard our pupils:

- Any messages communicated to students support fundamental British Values and our school values.

- Any messages communicated to students are consistent with the ethos of the school and do not marginalise any communities, groups or individuals.

- Any messages communicated to students 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 properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication.

- Activities are matched to the needs of students.

- The content of talks and the media used to support the message, will be agreed with the member of staff organising the talk; and any concerns or clarification needed raised with a member of the Senior Leadership Team. Copies of presentation materials (e.g. PowerPoint) to be used need to be shared with the school prior to arrival.

- If a member of staff requests that the talk is stopped, it must be done so immediately.

- Any information obtained about children, families or others within the school will be kept confidential and not mentioned outside the school or on any social networking sites. Any concerns about a child will be shared with a member of staff and not with the child's parents or carers or anyone else.

- Mobile phones will not be used in class or around the school. Phones will be stored away safely until break times and/or leaving the premises.

- Personal phones and cameras will not be used to photograph children and no photographs will be taken unless instructed by the teacher and using school equipment.

- Visiting speakers will also be accompanied by a member of staff at all times.

Speaker Signature: _____ Date: _____

DSL or Headteacher Approval_____ Date: _____

Maybury Primary School

Anti-Radicalisation Letting Agreement

In order to safeguard our children and our schools reputation we expect all agencies letting our school premises adhere to the statements below.

- Any messages communicated by the agencies support fundamental British Values

- Any messages communicated by the agencies are consistent with the ethos of the school and do not marginalise any communities, groups or individuals

- Any messages communicated by the agencies 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

  Date : …………………………………………………..

  Manager of letting arrangement: …………………………………………………

  Signature: ………………………………………………………………………………….

Appendix 4- This is saved on the J drive in CP folder

REFERRAL PROCESS	
By sending this form you consent for it to arrive with both your dedicated Local Authority safeguarding team & Prevent policing team for a joint assessment. Wherever possible we aim to give you feedback on your referral, please be aware, however, that this is not always possible due to data-protection & other case sensitivities. Once you have completed this form, please email it to: **preventreferrals@surrey.pnn.police.uk** If you have any questions whilst filling in the form, please call: **07795 043842 or 01865 555618**	
INDIVIDUAL'S BIOGRAPHICAL & CONTACT DETAILS	
Forename(s):	First Name(s)
Surname:	Last Name
Date of Birth (DD/MM/YYYY):	D.O.B.
Approx. Age (if DoB unknown):	Please Enter
Gender:	Please Describe
Known Address(es):	Identify which address is the Individual's current residence
Nationality / Citizenship:	Stated nationality / citizenship documentation (if any)
Immigration / Asylum Status:	Immigration status? Refugee status? Asylum claimant? Please describe.
Primary Language:	Does the Individual speak / understand English? What is the Individual's first language?
Contact Number(s):	Telephone Number(s)
Email Address(es):	Email Address(es)
Any Other Family Details:	Family makeup? Who lives with the Individual? Anything relevant.

DESCRIBE CONCERNS	In as much detail as possible, please describe the specific concern(s) relevant to Prevent.
Please Describe	

FOR EXAMPLE:

- How / why did the Individual come to your organisation's notice in this instance?
- Does it involve a specific event? What happened? Is it a combination of factors? Describe them.
- Has the Individual discussed personal travel plans to a warzone or countries with similar concerns? Where? When? How?
- Does the Individual have contact with groups or individuals that cause you concern? Who? Why are they concerning? How frequent is this contact?
- Is there something about the Individual's mobile phone, internet or social media use that is worrying to you? What exactly? How do you have access to this information?
- Has the Individual expressed a desire to cause physical harm, or threatened anyone with violence? Who? When? Can you remember what was said / expressed exactly?
- Has the Individual shown a concerning interest in hate crimes, or extremists, or terrorism? Consider *any* extremist ideology, group or cause, as well as support for "school-shooters" or public-massacres, or murders of public figures.
- Please describe any other concerns you may have that are not mentioned here.

COMPLEX NEEDS	Is there anything in the Individual's life that you think might be affecting their wellbeing or that might be making them vulnerable in any sense?
Please Describe	

PERSON WHO FIRST IDENTIFIED THE CONCERNS

Do they wish to remain anonymous?	Yes / No
Forename:	Referrers First Name(s)
Surname:	Referrers Last Name
Professional Role & Organisation:	Referrers Role / Organisation
Relationship to Individual:	Referrers Relationship To The Individual
Contact Telephone Number:	Referrers Telephone Number
Email Address:	Referrers Email Address

PERSON MAKING THIS REFERRAL (if different from above)

Forename:	Contact First Name(s)
Surname:	Contact Last Name
Professional Role & Organisation:	Contact Role & Organisation
Relationship to Individual:	Contact Relationship to the Individual
Contact Telephone Number:	Contact Telephone Number
Email Address:	Contact Email Address

FOR EXAMPLE:

- Victim of crime, abuse or bullying.
- Work, financial or housing problems.
- Citizenship, asylum or immigration issues.
- Personal problems, emotional difficulties, relationship problems, family issues, ongoing court proceedings.
- On probation; any erratic, violent, self-destructive or risky behaviours, or alcohol / drug misuse or dependency.
- Expressed feelings of injustice or grievance involving any racial, religious or political issue, or even conspiracy theories.
- Educational issues, developmental or behavioural difficulties, mental ill health (see **Safeguarding Considerations** below).
- Please describe any other need or potential vulnerability you think may be present but which is not mentioned here.

OTHER INFORMATION	**Please provide any further information you think may be relevant**, e.g. social media details, military service number, other agencies or professionals working with the Individual, etc..
Please Describe	

REFERRER'S ORGANISATIONAL PREVENT CONTACT (if different from above)

Forename:	Referrers First Name(s)
Surname:	Referrers Last Name
Professional Role & Organisation:	Referrers Role / Organisation
Relationship to Individual:	Referrers Relationship To The Individual
Contact Telephone Number:	Referrers Telephone Number
Email Address:	Referrers Email Address

SAFEGUARDING CONSIDERATIONS

Does the Individual have any stated or diagnosed disabilities, disorders or mental health issues?	Yes / No
Please describe, stating whether the concern has been diagnosed.	
Have you discussed this Individual with your organisations Safeguarding / Prevent lead?	Yes / No
What was the result of the discussion?	
Have you informed the Individual that you are making this referral?	Yes / No
What was the response?	
Have you taken any direct action with the Individual since receiving this information?	Yes / No
What was the action & the result?	
Have you discussed your concerns around the Individual with any other agencies?	Yes / No
What was the result of the discussion?	

INDIVIDUAL'S EMPLOYMENT / EDUCATION DETAILS

Current Occupation & Employer:	Current Occupation(s) & Employer(s)
Previous Occupation(s) & Employer(s):	Previous Occupation(s) & Employer(s)
Current School / College / University:	Current Educational Establishment(s)

RELEVANT DATES

Date the concern first came to light:	When were the concerns first identified?
Date referral made to Prevent:	Date this form was completed & sent off?
Previous School / College / University:	Previous Educational Establishment(s)

THANK YOU

Thank you for taking the time to make this referral. Information you provide is valuable and will always be assessed.

If there is no Prevent concern but other safeguarding issues are present, this information will be sent to the relevant team or agency to provide the correct support for the individual(s) concerned.