

## **PREVENTING EXTREMISM AND RADICALISATION POLICY (PREVENT)**

**'Together with God, Making Learning a Life Long Friend'**

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| Approved:    | 21.09.2026 |
| Review Date: | 31.12.2027 |

We are a Church of England School and our policies are written with a commitment to our Christian Character, which is rooted in the Bible.

*Start children off on the way they should go and even when they are old they will not turn from it (Proverbs 22:6)*

This policy should be read alongside:

Counter-Terrorism and Security Act 2015

Prevent Duty Guidance: England and Wales (2023), effective from 31 December 2023

Keeping Children Safe in Education (current edition)

Working Together to Safeguard Children (current edition)"

The current guidance replaced the previous 2015 guidance and reflects recommendations from the Independent Review of Prevent

### **Aim**

Our Prevent Policy has five key outcomes:

- promote and reinforce shared values, including British Values; to create space for free and open debate; and to listen and support the learner voice,
- breakdown segregation among different communities by supporting inter-faith and inter-cultural dialogue and understanding; and to engage all learners in playing a full and active role in wider engagement in society,
- limit exposure to radicalising narratives, both online and offline, and to create a learning environment where radicalising ideologies are challenged and are not permitted to flourish,
- provide support for learners who may be susceptible to the messages of extremism and at risk of radicalisation, including appropriate sources of advice

and guidance and a supportive referral process,

- and to ensure that staff are aware of their roles and responsibilities in preventing violent and non-violent extremism.

### **Introduction**

The Prevent Duty is a legal obligation for authorities to prevent people from becoming terrorists or supporting terrorism. It is part of the government's counter-terrorism guidance and can be found in the Counter-Terrorism and Security Act 2015. The current threat from terrorism in the United Kingdom can involve the exploitation of susceptible people, including children of all ages, young people and adults, to becoming involved in violent extremist activity in support of terrorism.

St Anne's C.E. Primary School has a responsibility to raise awareness of the Prevent Strategy and to promote values of openness, tolerance and free debate which are central to being a British Citizen. The Service is committed to safeguarding and promoting the welfare of learners, and expects all staff, sub-contractors and volunteers to share this commitment.

### **What is the Prevent Strategy?**

The Prevent Strategy, published by the Government in 2011, is part of the counterterrorism strategy, *CONTEST*. The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism. This can be expressed as the need to 'prevent people from being drawn into terrorism'. The Prevent Duty has three strategic objectives:

- 1. Tackle the ideological causes of terrorism.** Prevent focuses on reducing the influence of radicalisers on susceptible audiences, as well as reducing the availability of, and access to, terrorist content. This includes work to counter radicalisation and reduce permissive environments across academia, civil society, communities, government, and industry. Prevent includes a partnership approach to disrupting radicalisers, including those who sow division and hatred.
- 2. Intervene early to support people susceptible to radicalisation.** Prevent intervenes early by identifying people who are susceptible to radicalisation and providing support to those suitable for intervention. Where the police assess a radicalisation risk following a Prevent referral, a Channel panel assess the risk and if accepted into Channel agree a tailored package of support for the individual. Where risks cannot be managed in Channel, they are kept under review by the police.
- 3. Enable people who have already engaged in terrorism to disengage and rehabilitate.** Rehabilitation seeks to reduce the risk of people who have been involved in terrorist-related activity. Home Office specialist approved

intervention providers give support in the form of theological, ideological, and practical mentoring to reduce the offending risk.

The Government's national counter terrorism strategy CONTEST is designed to reduce the risk from terrorism, so people can go about their daily lives freely and with confidence. CONTEST is organised around four work strands:

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|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Prevent</b> | <p>The aim of Prevent is to stop people from becoming terrorists or supporting terrorism, this extends to supporting the rehabilitation and disengagement of those already involved in terrorism.</p> <p>The objectives of Prevent are to:</p> <ul style="list-style-type: none"><li>• tackling the ideological causes of terrorism,</li><li>• intervening early to support people susceptible to radicalisation,</li><li>• enabling people who have already engaged in terrorism to disengage and rehabilitate.</li></ul>                                                                                                                                                                                                                                                                     |
| <b>Pursue</b>  | <p>The aim of Pursue is to stop terrorist attacks happening in this country or against UK interests overseas. The objectives of Pursue are to:</p> <ul style="list-style-type: none"><li>• detect and understand terrorist activity, • investigate terrorist activity,</li><li>• disrupt terrorist activity.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Protect</b> | <p>The purpose of Protect is to strengthen our protection against terrorist attack. The objectives of Protect are to:</p> <ul style="list-style-type: none"><li>• reduce the physical risk to people as they go about their lives,</li><li>• reduce the vulnerability of public venues, transport, and our Critical National Infrastructure,</li><li>• reduce the ability of terrorists to access and use materials and technology of concern,</li><li>• identify and manage individuals and goods of terrorist concern through the migration and border system.</li></ul>                                                                                                                                                                                                                     |
| <b>Prepare</b> | <p>The aim of Prepare is to minimise the impact of a terrorist attack and reduce the likelihood of further attacks. The objectives of Prepare are to:</p> <ul style="list-style-type: none"><li>• build proportionate responses to a range of attack methodologies, wherever they may occur,</li><li>• in response to an attack, deploy a systemised, effective, and coordinated multiagency response, using specialist and non-specialist capabilities, to save lives, mitigate harm, and prevent further attacks,</li><li>• enable recovery, including the long-term care of victims and survivors and the mitigation of any ongoing hazard,</li><li>• adapt and improve by identifying and sharing learning from research, training, testing, exercising, and previous incidents.</li></ul> |

**Channel** is a multi-agency programme that provides support to people susceptible to becoming terrorists or supporting terrorism. Channel uses existing collaboration between local authorities, statutory partners, the police and the local community to identify individuals at risk of being drawn into terrorism, assess the nature and extent of that risk and develop the most appropriate support 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.

Within Channel there is a vulnerability assessment framework which guides the decision-making process about whether an individual needs support and involves three dimensions which are considered separately:

- engagement with a group, cause or ideology,
- intent to cause harm, • capability to cause harm.
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(Additional information can be found in Appendix 1)

If an individual who has been referred to Channel is the subject of an existing statutory process (for example, child protection processes) the Prevent Team would endeavour to contribute to the statutory process along with the other key partners who were working together to achieve the best outcomes for the individual concerned.

The person making the referral will be kept informed and, in many cases, would be involved in decision-making going forward.

### **Managing risk**

Staff are well-informed and use this information to effectively monitor risks and respond appropriately to issues which may arise during the planning and delivery of learning programmes. This also includes:

- understanding the nature of threat from violent extremism and how this may impact directly and indirectly on Staffordshire communities,
- identifying, understanding, and managing potential risks from external influences,
- responding appropriately to events reported via local, national or international news that may impact on learners and communities,
- ensuring measures are in place to respond appropriately to a threat or incident, including sharing information on a need-to-know basis,
- utilising filtering solutions for IT equipment used by members of the public to stop access to inappropriate materials and platforms and responsible user policies,

- conducting annual robust due diligence of sub-contractors and their policies prior to contracting to meet legislative requirements,
- undertaking an annual Prevent risk assessment and production of an appropriate action plan.

### **Reducing Permissive Environments**

St Anne's CE Primary School actively seeks to prevent environments in which extremist ideologies could be normalised or left unchallenged. This includes:

- promoting respectful debate;
- challenging discriminatory and extremist narratives;
- ensuring visiting speakers are appropriately risk-assessed;
- maintaining effective online filtering and monitoring systems;
- supporting pupils to critically evaluate information encountered online and offline.

### **Identification**

A person's susceptibility to radicalisation may be linked to their specific vulnerabilities. A person can be vulnerable if they are in need of special care, support or protection because of age, disability, risk of abuse or neglect. In other cases, such vulnerabilities may not be present or be relevant to their general vulnerability or susceptibility, to being drawn into terrorism or to the early intervention approach required. There is no single way of identifying who is at risk of being radicalised into terrorism or supporting terrorism. Factors may include:

- peer or family pressure,
- influence to support an ideology from other people or via the internet,
- bullying,
- being a victim or perpetrator of crime,
- anti-social behaviour,
- family tensions,
- hate crime,
- lack of self-esteem or identity,
- and personal or political grievances.

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism. It is important to be cautious in assessing these factors to avoid inappropriately discriminating, labelling, or stigmatising individuals because they possess a characteristic or fit a specific profile.

Research shows that indicators of vulnerability can include:

- 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 freedom, tolerance of others, and accepting personal and social responsibilities; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy; being easily led and desperate to please or impress others,
- **Unmet Aspirations** - Perceptions of injustice; feeling of failure; rejection of civic life,
- **Experiences of Criminality** - which may include involvement with criminal groups, imprisonment and poor resettlement or reintegration,
- **Special Educational Need** - may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

This list is not exhaustive, nor does it mean that everyone who is experiencing the above are at risk of radicalisation for the purposes of violent extremism. Every person who is susceptible to radicalisation will receive the same level of support regardless of whether there are vulnerabilities present. Commonly agreed definitions within the Prevent Duty can be found in Appendix 1.

**Notice, Check and Share** It is important to remember that when it comes to identifying signs of radicalisation, context is key. To see if there is genuinely a cause of concern, you need to really understand the motivation and integrity in each instance. The Notice, Check and Share procedure is applied when there is a concern that someone might be at risk of becoming involved in terrorism.

**Notice:** Be aware of any behaviour that leads to any safeguarding concerns including Prevent Duty related ones.

**Check:** Check concerns. Talk to colleagues with safeguarding responsibilities.

**Share:** Refer any concerns to the Designated Safeguarding Lead.

### **Notice behaviours that cause concern**

Teaching and support staff will often be the first to notice if someone displays changes in their behaviour. It is important to understand why these changes are happening, before jumping to a conclusion. Below are some examples of behaviour that may indicate radicalisation in a person:

### **Online behaviour**

- more than one online identity,
- spending more time online and accessing extremist online content,
- downloading propaganda material.

#### **General behaviour**

- increasingly agitated or violent behaviour,
- more argumentative in their viewpoints,
- being abusive to others,
- justifying the use of violence to solve societal issues.

#### **Changing associations**

- changed friends,
- altered their style of dress or appearance to accord with an extremist group,
- using a new vocabulary,
- isolated from friends and family.

#### **Increasingly anti-social behaviours**

- unwilling to engage with people who are different,
- secretive and reluctant to discuss their whereabouts,
- adopted the use of certain symbols associated with terrorist organisations.

#### **Checking concerns**

If you notice a change in behaviour, and you think someone is at risk of becoming involved in terrorism, you should check your initial judgement and talk to the Designated Safeguarding Lead to establish if there is sufficient concerns of radicalisation to terrorism and a presence of an ideology. When deciding if a Prevent referral should be made, context is key. The Designated Safeguarding Lead may talk to others to ensure all relevant information is gathered before making a decision. Checking before sharing is a way of making sure you have gathered as much relevant information as possible to make an informed decision on what the proportionate response should be before passing on the concern to the police. It also helps to separate the facts from assumptions, assertions and alternatives.

#### **Information sharing**

Sharing a concern is a responsibility under the Prevent Duty, like any other safeguarding responsibility. It is not your duty to assess the level of risk. It is essential to share information to ensure we effectively identify and manage risk. It is also about making sure that individuals receive the right services at the right time to reduce the risk of radicalisation. Prevent sits alongside safeguarding duties to protect people from a range of other harms such as substance abuse, involvement in gangs and physical and sexual exploitation. Staff cannot get into trouble for sharing information with the right people under the Prevent Duty. Appendix 2 explains how to address concerns around information sharing.

#### **Referral process**

If you are concerned about an individual being drawn into extremism or you are not sure about making a referral and would like to have a discussion about your concerns you can email: [prevent@staffordshire.pnn.police.uk](mailto:prevent@staffordshire.pnn.police.uk) or call them on 01785 232054. Or contact the Designated Safeguarding Lead, email: [headteacher@st-annes-brownedge.staffs.sch.uk](mailto:headteacher@st-annes-brownedge.staffs.sch.uk)

Do not rely on others to make a referral. You have a duty and responsibility to report any concerns you have about an adult or child who you think may be susceptible to being radicalised or drawn into extremism. Collect as much contextual information as possible to be shared with the police or Designated Safeguarding Lead.

You should call **999** where a person poses an immediate risk of harm to themselves or others.

If there is not an immediate risk:

1. Complete the Community Learning Safeguarding and Prevent Duty: [incidents and enquiries form](#) to report your concern. If you do not receive a response within 24 hours email: [amanda.darlington@staffordshire.gov.uk](mailto:amanda.darlington@staffordshire.gov.uk) and [clare.roberts@staffordshire.gov.uk](mailto:clare.roberts@staffordshire.gov.uk) The Designated Safeguarding Lead will complete the [National Prevent Referral Form](#) (where applicable) and email the completed form to the police.

**OR**

2. Complete the [National Prevent Referral Form](#) yourself, email the form to [ctu\\_gateway@westmidlands.police.uk](mailto:ctu_gateway@westmidlands.police.uk) Then inform the Designated Safeguarding Lead that you have made the referral [headteacher@st-annes-brownedge.staffs.sch.uk](mailto:headteacher@st-annes-brownedge.staffs.sch.uk)

**OR**

3. If you are worried that someone is being radicalised into terrorism and do not have access to your Designated Safeguarding Lead or email, call the National Police Prevent line on 0800 011 3764 to get advice or share your concern. If you have a speech or hearing impairment, a police non-emergency number is available as a text phone service on 18001 101.

### **Prevent Advice & Guidance**

If you are concerned about an individual being drawn into extremism or you are not sure about making a referral and would like to have a discussion about your concerns, you can email: [prevent@staffordshire.pnn.police.uk](mailto:prevent@staffordshire.pnn.police.uk) or call them on 01785 232054

Further information regarding the Prevent Referral Process can be found in Appendix 3

## **Training**

Staff training will be proportionate to local risk and role. All staff will receive Prevent awareness training as part of safeguarding training. The DSL, Headteacher and those with designated Prevent responsibilities will undertake enhanced Prevent training and remain informed of emerging extremist risks and trends.

All officers and sub-contracted staff and volunteers have a legal responsibility under the Prevent Duty to make sure they have undertaken training in the Prevent Duty and can demonstrate they understand their Prevent-related responsibilities, especially in the context of safeguarding. This is to ensure the welfare of learners, staff, volunteers and visitors.

It is a requirement that:

- staff responsible for recruitment have received appropriate safer recruitment training,
- all new staff in contact with learners and learner data must undergo an induction process that includes safeguarding and Prevent procedures, including on how to report a concern and the safe code of practice for staff,

We recommend the following free training modules:

- [Prevent for Further Education and Training](#)
- [Learn how to support people susceptible to radicalisation](#)
- [Creating a safe space online for Teaching and Learning](#)
- [Safeguarding in the Further Education and Training Sector](#)
- [Safeguarding and safer recruitment in the Further Education and Training Sector](#) • [Digital Safeguarding for the FE and Training Sector](#)

## **Roles and responsibilities**

### **All Staff and volunteers**

All staff, sub-contractors and volunteers have a responsibility to:

- create and support an ethos that upholds School's vision and outcomes and British values, to create an environment of respect, equality and diversity and inclusion,
- attend Prevent training to ensure they have the skills to recognise those who may be susceptible to radicalisation, involved in violent or non-violent extremism, and to know the appropriate action to take if they have concerns,
- report any concerns around extremism or radicalisation via the safeguarding reporting channels,
- report and remove any literature displayed in venues that could cause offense or promote extremist views,
- support the development of staff and residents' understanding of the issues around extremism and radicalisation through activities such as training, awareness campaigns and tutorials,

- and participate in engagement with local communities, schools and external organisations as appropriate.

### **Governors**

Governors will ensure the school complies with the Prevent Duty as part of its safeguarding responsibilities, receives appropriate reports on Prevent matters, and reviews the school's Prevent risk assessment annually.

### **British values**

As a Church of England school, we promote British Values through our Christian vision and values, encouraging pupils to disagree respectfully, think critically, and demonstrate dignity and respect towards all people.

### **Teaching and learning (See appendix A)**

We aim to provide a curriculum that promotes British Values, and the knowledge, skills and understanding to build the resilience of students by undermining extremist ideology and supporting the learner voice. This will be achieved through:

- embedding British Values, equality, diversity and inclusion, wellbeing and community cohesion and online safety throughout the curriculum,
- promoting wider skills development such as social and emotional aspects of learning,
- a curriculum adapted to recognise local needs, challenge extremist narratives, and promote universal rights,
- teaching, learning and assessment strategies that explore controversial issues in a way that promotes critical analysis and pro-social values,
- use of external programmes or groups to support learning while ensuring that the input supports School's vision and outcomes,
- encouraging active citizenship and learner voice.

The school recognises that online activity can play a significant role in radicalisation. Pupils are taught how to identify misinformation, disinformation, conspiracy theories and harmful online content through the curriculum, including Computing, RSHE and Collective Worship.

### **Support**

We ensure that staff take preventative and responsive steps, working with partner professionals, families and communities. This will be achieved through:

- strong, effective and responsive learner support,

- developing strong community links and being aware of what is happening in the locality,
- implementing anti-bullying strategies and challenging discriminatory behaviour,
- recognising factors that may increase risk to a learner, i.e. vulnerability, disadvantage or hardship, and implementing early risk management strategies,
- ensuring that learners, volunteers and staff know how to access support within the School and/or via community partners,
- supporting learners with problem solving and repair of harm,
- supporting 'at risk' learners through safeguarding and crime prevention processes,
- focusing on narrowing the attainment gap between the different groups of learners,
- working collaboratively to promote support for learners across all areas of provision, including those learners accessing sub-contracted provision.

### **Appendix 1 Definitions**

The following are commonly agreed definitions within the Prevent Duty:

| <b>Term</b>                                | <b>Definition</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Extreme Right-Wing Terrorism (ERWT)</b> | Describes those involved in Extreme Right-Wing activity who use violence in furtherance of their ideology. These ideologies can be broadly characterised as Cultural Nationalism, White Nationalism and White Supremacism. Individuals and groups may subscribe to ideological tenets and ideas from more than one category.                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Extremism</b>                           | <p>Vocal or active opposition to fundamental British Values, including democracy, the rule of law, Individual and mutual respect and tolerance of different faiths and beliefs.</p> <p>The Government has defined extremism 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"</p> <p>The Crown Prosecution Service (CPS) define Violent Extremism 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 and seek to provoke others to terrorist acts"</p> |
| <b>Having due regard</b>                   | Means that specified authorities should place an appropriate amount of weight on the need to prevent people becoming terrorists or supporting terrorism when they carry out their usual functions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

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| <b>Ideology</b>           | 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 |
| <b>Interventions</b>      | These are tailored packages intended to divert people away from extremist activity at the earliest opportunity and support their disengagement with terrorist ideologies where they have been involved in terrorism or terrorist-related activity.                                                                                                                                                     |
| <b>Islamist terrorism</b> | Is the threat or use of violence as a means to establish a strict interpretation of an Islamic society. Islamist should not be interpreted as a reference to individuals who follow the religion                                                                                                                                                                                                       |

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|----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                | of Islam.                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Left Wing, Anarchist and Single-Issue Terrorism (LASIT)</b> | Encompasses a wide range of ideologies. It includes those from the extreme political left-wing as well as anarchists who seek to use violence to advance their cause in seeking to overthrow the State in all its forms.                                                                                                                                                                                      |
| <b>MAPPA</b>                                                   | A Multi-Agency Public Protection Arrangement in each of the 42 criminal justice areas in England and Wales. Designated to protect the public, including previous victims of crime, from serious harm by sexual and violent offenders.                                                                                                                                                                         |
| <b>Online radicalisation</b>                                   | Describes situations where the internet is believed to have played a role in a person's radicalisation pathway. The internet can play two broad roles in radicalisation (offering mechanisms often unavailable to people offline). These are: exposure to extremist and terrorist content and socialisation within 'likeminded' networks. Often this is facilitated by highly permissive environments online. |

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| <b>Permissive environment</b>     | A 'permissive environment' may be characterised as being tolerant of behaviour or practices strongly disapproved of by others, such as an environment where radicalising ideologies are permitted to flourish. Radicalisers create and take advantage of permissive environments to promote or condone violence and to spread harmful ideologies that undermine our values and society. Permissive environments can exist both online and offline. Permissive online environments can contribute to online radicalisation.                                                                                                            |
| <b>Prevention</b>                 | Means reducing or eliminating the risk of people being radicalised or becoming involved in terrorism.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Radicalisation</b>             | Is the process of a person legitimising support for, or use of, terrorist violence.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Susceptibility</b>             | Is complex and unique to a person's circumstances. Within Prevent, susceptibility refers to the fact that a person may be likely or liable to be influenced or harmed by terrorist and extremist ideologies that support or radicalise people into terrorism. A person's susceptibility may be linked to their vulnerability (see vulnerability below), but susceptible to radicalisation, recognising that susceptibility may or may not be linked to vulnerability. There may be other circumstances, needs or other underlying factors that may make a person susceptible to radicalisation but do not constitute a vulnerability. |
| <b>Terrorism</b>                  | The use or threat of serious violence against a person or serious                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                                   | damage to property where that action is: <ul style="list-style-type: none"> <li>• designed to influence the government or an international governmental organisation or to intimidate the public or a section of the public; and</li> <li>• for the purpose of advancing a political, religious, racial or ideological cause.'</li> </ul>                                                                                                                                                                                                                                                                                             |
| <b>Terrorist-related offences</b> | Are those (such as murder) which are not offences in terrorist legislation (TACT 2000), but which are judged to be committed in relation to terrorism.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

|                      |                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <b>Themes</b>        | Established terrorist narratives exhibit common themes such as: antisemitism, misogyny, anti-establishment, anti-LGBTQ+ grievances and religious or ethnic superiority. Conspiracy theories can act as gateways to radicalised thinking and sometimes violence. Less well recognised motivations, such as: involuntary celibates (incels), left-wing and eco-terrorism could also meet the threshold of terrorist intent or action. |
| <b>Vulnerability</b> | Describes the condition of being in need of special care, support, or protection because of age, disability, risk of abuse or neglect.                                                                                                                                                                                                                                                                                              |

### **Further explanation of radicalisation**

Radicalisation is the process of a person legitimising support for, or use of, terrorist violence. It's where terrorism begins. People might be susceptible to radicalisation due to a variety of circumstances, needs or other underlying factors. There is no single model of someone's radicalisation journey or single profile of a radicalised person.

#### **What radicalisation can look like:**

- **Extremist material online**

Radicalisers groom people using online platforms. There are also web pages which are not so noticeable, such as social media networking groups that draw people in. These groups look innocent on the outside but are actually extremist groups.

- **Public displays of hate and division**

Radicalisation can draw on all forms of extremism. For example, extremism can lead to a public display such as racially antagonistic graffiti. This might represent the actions of someone who has taken on board an ideology.

- **The adoption of icons or symbolism**

Icons and symbols are often a demonstration that someone is bonding to a group, cause or ideology. People can be drawn to imagery which they see as rebellious and socially challenging.

- **In-person meetings**

Radicalisation can occur in a person and can appear quite benign. There may be scenarios that look normal on the outside, such as people meeting in a public park or at a local library, that seem safe and innocent, but where a person is actually at risk.

- **Promoting ideologies**

Extremist groups use a range of means to promote their ideologies. For example, a protest or handing out material that promotes hatred and division.

- **Travelling to an area of conflict**

Travelling to an area of conflict is often well-intentioned, however it can also be misguided and very dangerous to the person concerned.

## **Channel Indicators of radicalisation**

It should not be assumed that the characteristics set out below necessarily indicate that a person is either committed to terrorism or may become a terrorist. The vulnerability assessment framework involves three dimensions: engagement, intent and capability, which are considered separately.

### **1. Engagement with a group, cause or ideology**

Engagement factors are sometimes referred to as "psychological hooks". They include needs, susceptibilities, motivations and contextual influences and together map the individual pathway into terrorism. They can include:

- Feelings of grievance and injustice
- Feeling under threat
- A need for identity, meaning and belonging
- A desire for status
- A desire for excitement and adventure
- A need to dominate and control others
- Susceptibility to indoctrination
- A desire for political or moral change
- Opportunistic involvement
- Family or friends involvement in extremism
- Being at a transitional time of life
- Being influenced or controlled by a group
- Relevant mental health issue

### **2. Intent to cause harm**

Not all those who become engaged by a group, cause or ideology go on to develop an intention to cause harm, so this dimension is considered separately. Intent factors describe the mindset that is associated with a readiness to use violence and address what the individual would do and to what end.

They can include:

- Over-identification with a group or ideology
- 'Them and Us' thinking
- Dehumanisation of the enemy
- Attitudes that justify offending
- Harmful means to an end
- Harmful objectives

### **3. Capability to cause harm**

Not all those who have a wish to cause harm on behalf of a group, cause or ideology are capable of doing so, and plots to cause widespread damage take a high level of personal capability, resources and networking to be successful. What the individual is capable of is therefore a key consideration when assessing risk of harm to the public.

Factors can include:

- Individual knowledge, skills and competencies
- Access to networks, funding or equipment
- Criminal Capability

## **Appendix 2 Addressing concerns around information sharing**

### **Sharing information under General Data Protection Regulation (GDPR), Data Protection Act (DPA) 2018, and the Human Rights Act 1998**

Data protection legislation aims to ensure that the sharing of personal data is done lawfully and with appropriate safeguards, rather than prohibiting it altogether. It must meet the same rigour required for sharing information in respect of other safeguarding concerns.

#### **Gaining consent when sharing information**

When seeking to share personal data regarding people susceptible to radicalisation you:

- must comply with data protection legislation,
- should consider whether it is appropriate to seek the person's consent.

Where possible, gaining consent is encouraged. Where it is not possible to rely on consent, it is still possible to share information with the police if there is a lawful basis for doing so.

#### **When you do not need to get consent**

There may be some circumstances where it is not appropriate to seek consent, if:

- the person cannot give consent,
- it is not reasonable to get consent,
- gaining consent would put the person's safety or wellbeing at risk.

#### **Sharing personal information with another organisation**

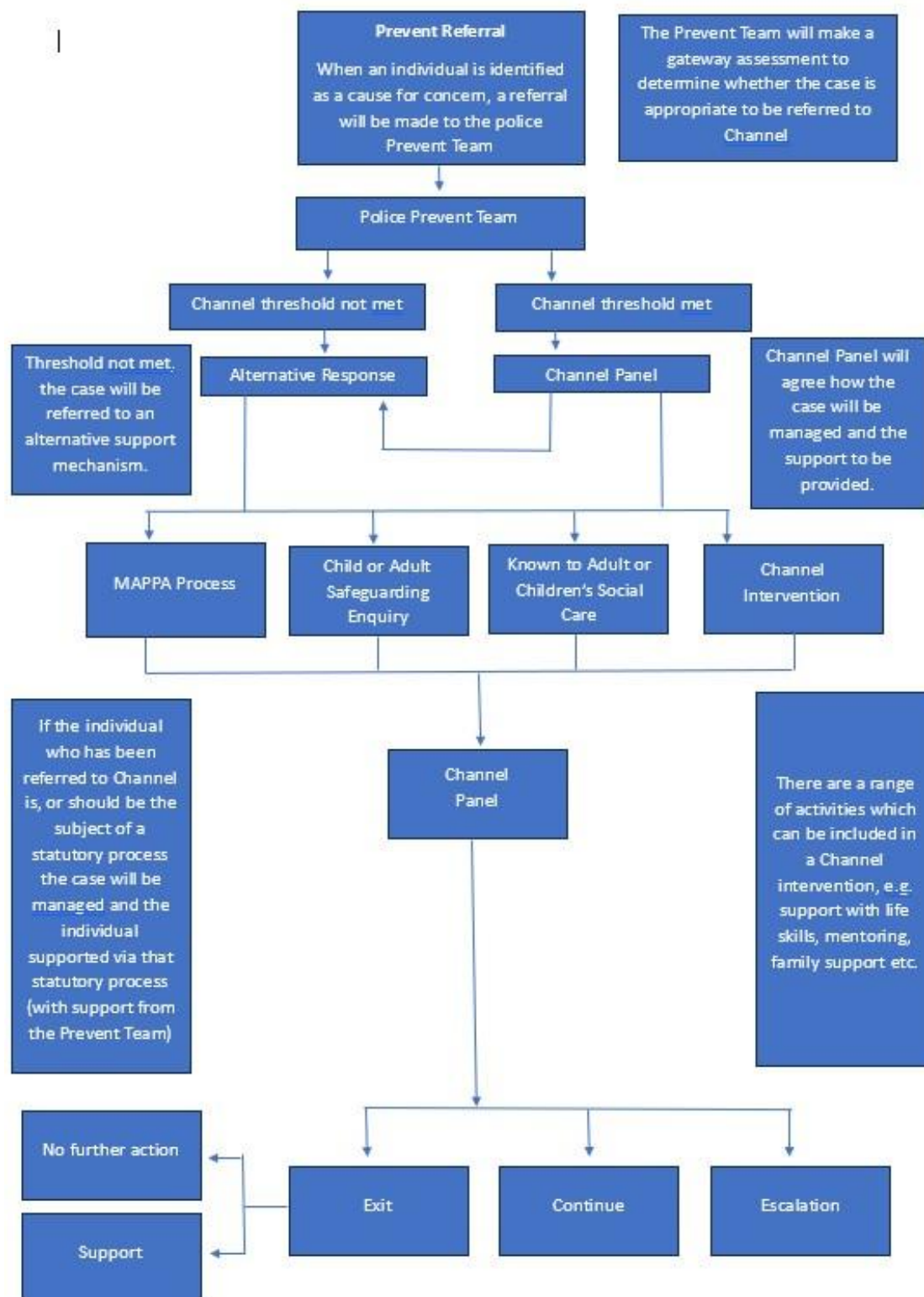
- Under the Prevent Duty you can share personal information with other practitioners.

#### **When making a Prevent referral the following principles should be applied:**

- information sharing needs to be necessary, proportionate and lawful,
- only share what is required with those who need it,
- follow your organisation's process before making a referral to the police, • all referrals should be shared with the police for assessments.

A full list of lawful bases for sharing information can be found on the [Information Commissioner's Office Website](#)

## Appendix 3 Prevent Referral



## Appendix A – Teaching approaches to building resilience in children and young people

| <b>Push Factors</b>                                                                                                                         | <b>Key Ingredients</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Pull Factors</b>                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| Factors which push/make an individual vulnerable to extremist messages                                                                      | <b>Teacher confidence and skills</b> in dealing with difficult and sensitive issues                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Factors that draw young people into extremist messages                                  |
| Lack of excitement, frustration                                                                                                             | <b>Teacher attitude/behaviours</b> <ul style="list-style-type: none"> <li>• Need to be able to admit that do not necessarily know the answers</li> <li>• Able to acknowledge that controversial issues/matters exist</li> <li>• Willingness to seek help when not sure what to do/how to assist</li> <li>• Understanding that they have a role to play re this agenda</li> </ul>                                                                                                                                                                                  | Confident and charismatic recruiters                                                    |
| Lack of a sense of achievement seen as significant. Lacking purpose/confidence in the future/life goals.                                    | <b>Specific knowledge</b> <ul style="list-style-type: none"> <li>• Some understanding of other cultures and religions and belief systems</li> <li>• Knowledge of alternate values framework</li> </ul>                                                                                                                                                                                                                                                                                                                                                            | Networks/sense of belonging                                                             |
| Lacking an outlet for views                                                                                                                 | <b>Teaching pedagogy</b> <ul style="list-style-type: none"> <li>• Working with pupils to enable them to develop critical thinking skills ( to be able to see through propaganda...</li> <li>• Enabling pupils to see multiple perspectives</li> <li>• Enabling pupils to deal with difficult situations</li> <li>• Utilizing multiple resources/methods</li> <li>• Working with young people to enable them to develop and have pride in sense of self and sense of having multiple identities</li> <li>• Linking school work with the wider community</li> </ul> | Persuasive clear message which exploit knowledge gaps                                   |
| Gaps in knowledge and or understanding of Islam both young people and their parents                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Wider community views which promote extremist views or do not actively oppose extremism |
| A sense of injustice                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                         |
| Actual or perceived humiliating experiences this may be linked to sense of injustice. The experiences may be of being bullied, put down etc |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                         |
| Exclusion – a lack of belonging to peer/community networks, groups etc.                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                         |

