



**Newall Green
Primary School**

Aiming High To Reach Our Goals

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Preventing Radicalisation Policy & Risk Assessment



Document Control	
Title	<u>Preventing Radicalisation Policy & Risk Assessment</u>
Date	April 2022
Supersedes	Version 1
Amendments	Updated and referral form added
Related Policies/Guidance	<ul style="list-style-type: none"> • Acceptable Use (ICT) Policy • Behaviour Policy • Safeguarding and Child Protection Policy • Equality Policy • Staff Code of Conduct • Curriculum Overview (Year group long term planning document) • KCSIE • Working together
Review	Annually

Approved by:	Trustees	Date: 07/07/22
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Next review due by:	July 23	

Preventing Radicalisation Policy

Radicalisation has a devastating effect on children and young people. Protecting them from all forms of extremist ideas, in whatever form, is a safeguarding priority. By fostering a collective responsibility and actively promoting the fundamental British value of democracy, the rule of law, individual liberty, mutual respect and tolerance, pupils will build resilience and be protected from extremist narratives. Therefore, it is essential all staff maintain an attitude of and consider it could happen here.

1. STATEMENT OF INTENT

The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping becoming terrorists or supporting terrorism. This also includes non-violent extremism recognising that this can create an atmosphere conducive to terrorism and popularise views, which terrorists can exploit.

Extremism is defined as the *'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.'* (Counter Extremism Strategy (2015))

Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties. Radicalisation is a gradual process therefore early intervention offers the possibility to steer someone away from being drawn into terrorist activity.

Staff will be alert to changes in children's behaviour which could indicate that they may need help or protection.

- Staff will use their professional judgement to identify children who may be at risk of radicalisation and act appropriately – which may include making a referral to the Channel programme.
- The school will work with the Local Children's Safeguarding Board as appropriate.

2. TRAINING

The Designated Safeguarding Lead (DSL) and the members of the Senior Management Team (SMT) will organise Prevent Duty training for all staff. SSS Learning LTD will be used for 2022-2023

3. RISK INDICATORS

3.1 Indicators of an identity crisis:

- Distancing themselves from their cultural/religious heritage
- Uncomfortable with their place in society
- Changing style of dress or personal experience to accord with the group
- Conversation increasingly focussed on a particular (potentially extremist) ideology
- Possession of materials or symbols associated with an extremist cause

3.2 Indicators of a personal crisis:

- Family tensions
- A sense of isolation
- Low self-esteem
- Disassociation from existing friendship groups
- Loss of interest in activities which they previously engaged with
- Searching for answers to questions about identity, faith and belonging
- Peer pressure
- Bullying
- Crime
- Anti-social behaviour

3.3 Indicators of vulnerability through personal circumstances:

- Migration
- Local community tensions

- Events affecting their country or region of origin
- Alienation from UK values
- A sense of grievance triggered by personal experience of racism or discrimination
- Influence from other people

3.4 Indicators of vulnerability through unmet aspirations:

- Perceptions of injustice
- Feelings of failure
- Rejection of civic life

3.5 Other indicators:

- Using derogatory language about a particular group
- Inappropriate forms of address
- Possession of prejudice related material
- Property damage
- Refusal to cooperate with teachers/adults requests
- Condoning or supporting engagement with extremist ideologies or groups

4. MAKING A JUDGEMENT

When making a judgement, staff will ask themselves the following questions:

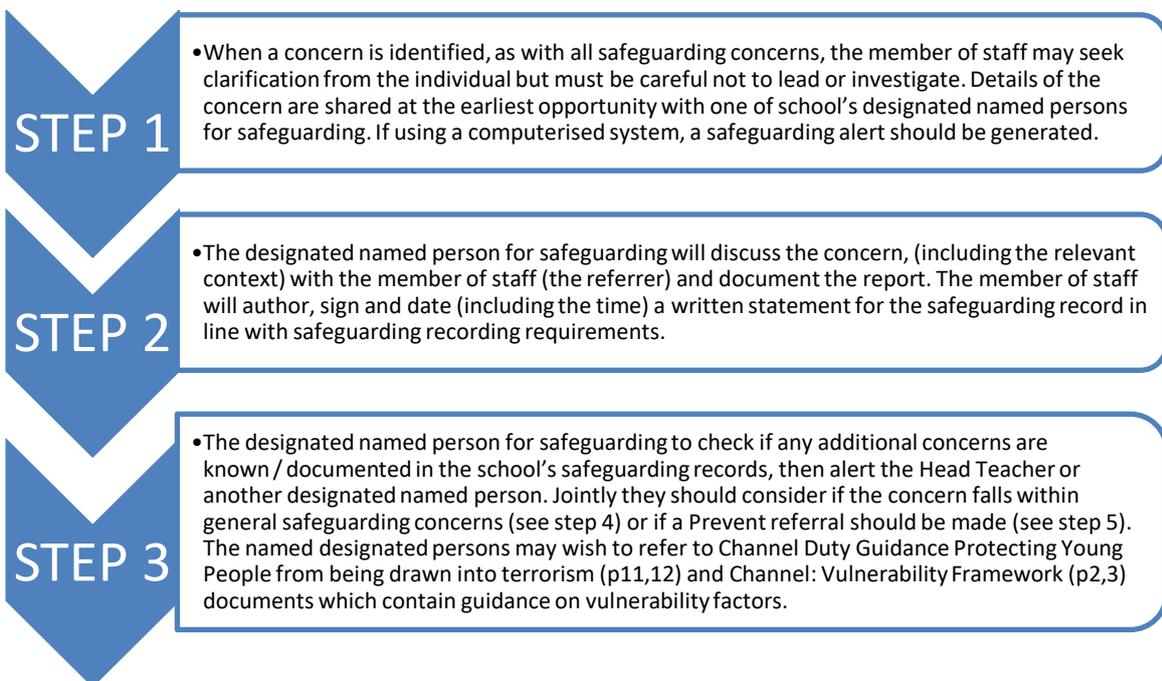
- Does the child have access to extremist influences?
- Does the child access the internet for the purposes of extremist activities (e.g. using closed network groups, accessing or distributing extremist material, contacting covertly using Skype, etc.)?
- Is there a reason to believe that the child has been, or is likely to be, involved with extremist organisations?
- Is the child known to possess or actively seek extremist literature/other media likely to incite racial or religious hatred?
- Does the child sympathise with or support illegal/illicit groups?
- Does the child support groups with links to extremist activity?
- Has the child encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the child?
- Have international events in areas of conflict and civil unrest had a noticeable impact on the child?
- Has there been a significant shift in the child's outward appearance that suggests a new social, political or religious influence?
- Has the child come into conflict with family over religious beliefs, lifestyle or dress choices?
- Does the child vocally support terrorist attacks; either verbally or in their written work?
- Has the child witnessed or been the victim of racial or religious hate crime?
- Is there a pattern of regular or extended travel within the UK?
- Has the child travelled for extended periods of time to international locations?
- Does the child have experience of poverty, disadvantage, discrimination or social exclusion?

- Does the child display a lack of affinity or understanding for others?
- Is the child the victim of social isolation?
- Does the child demonstrate a simplistic or flawed understanding of religion or politics?
- Is the child a foreign national, refugee or awaiting a decision on their/their family's immigration status?
- Does the child have insecure, conflicted or absent family relationships?
- Has the child experienced any trauma in their lives, particularly trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other person in the child's life has extremist views or sympathies?

Critical indicators include where the child is:

- In contact with extremist recruiters
- Articulating support for extremist causes or leaders
- Accessing extremist websites
- Possessing extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining extremist organisations
- Making significant changes to their appearance and/or behaviour

5. PREVENT DUTY REFERRAL PROTOCOL



STEP 4

- School to follow general safeguarding protocols taking action to support and / or make referral to social care where appropriate.

STEP 5

- The designated named person for safeguarding to make a referral to the Local Authority safeguarding team. This is usually via the Local Safeguarding partnership or the Multi-Agency Safeguarding Hub (MASH). However, some Local Authorities have designated a nominated Prevent referral lead within the authority to receive all Prevent referrals.

STEP 6

- After consideration, if warranted, the Local Authority to pass the referral to the Channel coordinator for management through to the Local Authority Chaired Channel panel.

STEP 7

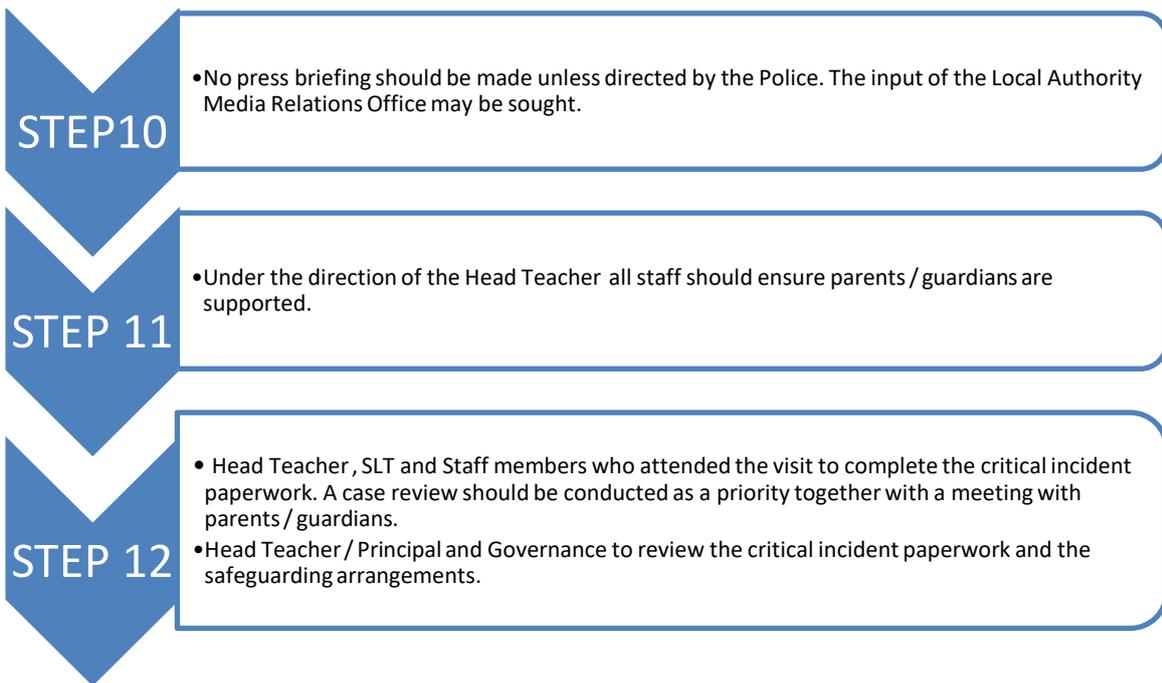
- The Channel panel convenes to consider support options.

STEP 8

- If deemed suitable by the Channel panel a holistic package of support will be determined and delivered. Please note school may be involved as part of the multi-agency support offered.

STEP 9

- As with all aspects of safeguarding, even if Channel support is deemed suitable and offered, school retains a duty of care. As such staff should remain vigilant, reporting any new or further concerns to school's designated named persons for safeguarding.



6. PREVENTING RADICALISATION THROUGH LEARNING

1. Staff are committed to the positive culture /ethos of collective responsibility visible in the everyday life of the setting under the direction of governance and leadership which is out-lined in the code of conduct.
2. Parent Support Officers have a good understanding of the context of our community through work closely with parents. This information helps us to plan events and support so that we educate and promote the respect of all faiths and cultures through our 'Peace Mala Commitments.'
3. Effective and consistent application of the range of safeguarding policies are monitored by the Safeguarding and Inclusion Team within school.
4. Effective safer recruitment and vetting processes of staff ensure all children are protected from radicalisation and/ or extremist behaviour.
5. The ICT curriculum educated children about the risks of technology use and internet use in radicalisation. The ICT curriculum promotes online and cyber safety together with appropriate use of media devices, the internet and social media.
6. Internet access filters are in place and monitored regularly.
7. Children are taught about the UN Convention On The Rights Of The Child through the Rights Respecting Schools programme. Through this context a wide range of historical and current topics are explored and discussed. We currently hold Rights Respecting Schools Bronze award.
8. The Dimensions curriculum teaches KS2 children about Extremism and Radicalisation.

7. CONTACT INFORMATION FOR MANCHESTER CITY COUNCILS PREVENT EDUCATION OFFICER

Dobir Mohammed Miah | Prevent Education Officer [PEO]

Community Safety Team | Manchester City Council

Tel:0161 245 7214 | Mobile:07970378988 E-mail:dobir-mohammed.miah@manchester.gov.uk

Bibliography and Resources

Channel Duty guidance 2015

Channel: Vulnerability Assessment Framework 2012

Counter-Terrorism and Security Act 2015

Counter-Terrorism and Border Security Act 2019

Department for Education (2021): Keeping children safe in education

Department for Education (2020) Working Together to Safeguard Children

Department for Education (2018) Information sharing advice for safeguarding practitioners

Education Wales (2021) Keeping learners safe

Home Office (2021) Channel and Prevent Multi-Agency Panel (PMAP) guidance

Home Office (2021) Revised Prevent duty guidance for England and Wales

Home Office (2021) Revised Prevent duty guidance for Scotland

Home Office (2021) Prevent duty guidance: for further education institutions in England and Wales

Home Office (2020) Individuals referred to and supported through the Prevent Programme, England and Wales, April 2019 to March 2020

Home Office (2018) Counter-Extremism Strategy

Home Office (2018) Serious crime strategy

Home Office (2013, updated 2021) Proscribed terrorist groups or organisations

<https://www.gov.uk/government/publications/proscribed-terror-groups-or-organisations--2>

NaCTSO (2017) Crowded Places Guidance

Ofsted (2021) Education Inspection Framework

Ofsted (2021) Prevent Guidance

Safeguarding Vulnerable Groups Act 2006

Serious Crime Act 2015

Terrorism Act (TACT 2000)

Counter.extremism@education.gov.uk Tel:020 7340 7264

Online reporting tool <https://www.gov.uk/report-child-abuse-to-local-council> (Includes out of office hours contacts) <https://educateagainsthate.com/>

<https://www.npcc.police.uk/NationalPolicing/CounterTerrorism/CounterTerrorismPolicing.aspx>

Prevent Referral Form

REFERRAL PROCESS	
<p>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.</p> <p>Once you have completed this form, please email to: mcsreply@manchester.gov.uk AND channel.project@gmp.police.uk AND gmchannel@manchester.gov.uk</p> <p>If you have any questions whilst filling in the form call: GMP Prevent Team 0161 856 6362</p>	
INDIVIDUAL'S BIOGRAPHICAL & CONTACT DETAILS	
Forename(s):	First Name(s)
Surname:	Last Name
Date of Birth (DD/MM/YYYY):	D.O.B.
Approx. Age (where D.O.B 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
<p>FOR EXAMPLE:</p> <ul style="list-style-type: none"> 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 <i>any</i> 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?
<p>FOR EXAMPLE:</p> <ul style="list-style-type: none"> 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 working with the Individual, etc.

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:	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

REFERRER'S ORGANISATIONAL PREVENT CONTACT (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

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?

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)
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



NGPS RISK ASSESSMENT FORM 2021-2022

Prevent Duty- Risk Assessment (Written with reference to The Prevent Duty Guidance; duty in the Counter Terrorism and Security Act 2015 to have due regard to the need to prevent people being drawn into terrorism).					
IDENTIFY THE HAZARD	WHO MIGHT BE HARMED AND HOW	LIST EXISTING PRECAUTIONS	RISK RATING High/med/low	IDENTIFY ADDITIONAL PRECAUTIONS NEEDED AND DATE FOR COMPLETION	RISK RATING
Children being drawn into terrorism	All children; specifically those children who <ul style="list-style-type: none"> • Find it difficult to make friends • May have a SEN that means it is difficult to interact with other people • May be vulnerable due to family circumstances • May have parents 	<ul style="list-style-type: none"> • All staff Prevent Training 6.6.22 • DBS single point of entry • Safer Recruitment procedures followed • Preventing radicalisation guidance is part of the safeguarding policy • Acceptable ICT use policy for adults and pupils • DSO and DDSO • SLT trained in safeguarding referrals • Anti-bullying policy, behaviour policy, safeguarding policy 	Low	BM to complete DBS checks before staff/visitors work with children. Safer recruitment policy in place / staff trained. Code of conduct /handbook in place explaining staff roles in preventing radicalisation. Prevent policy in place & staff know warning signs & reporting signs. Staff trained annually or as new staff start school. E-Learning policy updated with PREVENT guidance SLT & DSO are in place, named & staff know to use CPOMs reporting systems to alert these individuals. Referral made through MASH team Policies in place and reviewed annually	High
			Low		High
			Low		Low
			Low		Low
			Low		Low
			Low		Low

	<p>who join groups unaware of the behaviours of the members of the group.</p>	<ul style="list-style-type: none"> • Curriculum teaches children how to assess risk (see policy) • Curriculum teaches children strategies on keeping themselves safe • Schools Internet is filtered by One Educations filtering systems so as to ensure children are not exposed to inappropriate materials in this case access to extremist ideas. • Demographic of school community monitored 	<p>Low</p> <p>Low</p> <p>Low</p> <p>Low</p>	<p>E-Learning policy in place which refers to risk management using ICT</p> <p>IA work with community partners within 2 hotels children to reduce opportunities of radicalisation.</p> <p>Information disseminated to all other staff through phase meetings.</p>	
Personal Development		<ul style="list-style-type: none"> • Curriculum teaches children British values & democracy. • PSHE and Peace Mala – curriculum content that teachers respect of others & British values. 		<p>Dobir Mohammed Miah Prevent Education Officer [PEO] Community Safety Team Manchester City Council Tel:0161 245 7214 Mobile:07970378988 E-mail:dobir-mohammed.miah@manchester.gov.uk</p>	