



*Achieving together in faith*

## **Holy Cross Catholic Multi-Academy Company**

### **Preventing Extremism and Radicalisation Policy**

**April 2023 – April 2026**

Responsible for Policy	Marina Kelly
Catholic Life and Welfare Committee Approval Date	26 April 2023
Posted on Website	05/05/2023
Sent out to Schools	05/05/2023
Date of Policy Review	26 April 2026

## CONTENTS

	<b>Page Number</b>
1 Introduction	2
2 School Ethos and Practice	5
3 The Counter Terrorism and Security Act 2015	6
4 Recognising the indicators of vulnerability to Radicalisation	6
5 Teaching approaches	9
6 Use of External Agencies and Speakers	9
7 Whistleblowing	10
8 Recruitment	11
9 Role of Governing Body	11
10 Standards for Teachers	12
11 Policy Adoption, Monitoring and Review	12
12 Supporting children who are travelling/have travelled abroad to specific locations	13
13 Links and Supporting Documents	13
Appendix 1 <i>Prevent Audit for Primary and Secondary schools</i>	15
Appendix 2 <i>Supporting children who are travelling/have travelled abroad to specific locations – sample letter</i>	18
Appendix 3 <i>Associated Terminology</i>	19
Appendix 4 <i>Referral Flow Chart</i>	21
Appendix 5 <i>Prevent Team Posters</i>	22

## 1. Introduction

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.

Holy Cross Catholic Multi Academy Company values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both 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.

Holy Cross Catholic Multi Academy Company is committed to providing a secure environment for pupils, where children and young people feel safe and are kept safe. All adults at the school recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not.

This Preventing Extremism and Radicalisation Policy is one element within our overall MAC arrangements to safeguard and promote the welfare of all children in line with our statutory duties set out at S157/S175 of the Education Act 2002.

The Preventing Extremism and Radicalisation Policy also draws upon the guidance produced by the Walsall Local Safeguarding Children Board; DfE Guidance "Keeping Children Safe in Education, 2018" (updated September 1<sup>st</sup> 2022), HM government document "Prevent strategy: A guide for local partners in England" (updated April 1<sup>st</sup> 2021) and the "Counter Terrorism and Security Act 2015".

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

<https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>

The Counter-Terrorism and Security Act 2015 contains a duty on specified authorities, which includes all schools including academies, free schools, maintained schools and studio schools to have due regard to the need to prevent people from being drawn into terrorism. The new legislation will be measured through various inspection frameworks, with schools and Children Services measured through OFSTED. The government will be producing guidance to help schools deliver the required standards (issued under section 29 of the Act).

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

## **Contest**

Prevent is about safeguarding people and communities from the threat of terrorism.

Prevent is part of CONTEST, the Government's counter-terrorism strategy. It aims to stop people becoming terrorists or supporting terrorism and violent extremism.

<https://www.gov.uk/government/publications/counter-terrorism-strategy-contest-2018>

CONTEST is split into four work streams that are known within the counter-terrorism community as the "four P's": Prevent, Pursue, Protect, and Prepare.

'Prevent Strategy' the Prevent strategy has three objectives:

- Challenging the ideology that supports terrorism and those who promote it,
- Protecting vulnerable people
- Supporting sectors and institutions where there are risks of radicalisation

The Prevent statutory duty, which came into force on 1 July 2015, has prompted a significant step forward in the delivery of Prevent work across all public sector organisations including education.

Prevent addresses all forms of extremism but continues to ensure resources and effort are allocated based on the greatest threat to our national security. At the heart of Prevent is safeguarding children and adults and providing early intervention to protect and divert people away from being drawn into terrorist activity.

Holy Cross MAC school are fully integrated into many key local multi agency safeguarding partnerships including working closely with the Coventry Prevent Team.

## **Coventry Prevent Team**

The Coventry Prevent Team are an early intervention service who offer a range of guidance, support and training on all aspects of Prevent. Their aim is to help partner organisations and communities understand the local risks of radicalisation and to provide them with the knowledge and resources to build resilience within our area.

### **Coventry Prevent Coordinator**

Manjeet Pangli

[Manjeet.Pangli@coventry.gov.uk](mailto:Manjeet.Pangli@coventry.gov.uk)

Mobile: 07944 208499

### **Education Officers**

Viv Brosnahan

[Viv.Brosnahan@Coventry.gov.uk](mailto:Viv.Brosnahan@Coventry.gov.uk)

Mobile: 07701022994

**Community Engagement Officer**

Madiah Murshed

[Madiah.Murshed@coventry.gov.uk](mailto:Madiah.Murshed@coventry.gov.uk)

Mobile : 07908 196963

**Admin Support Officer**

Sharon Olley

[Sharon.Olley@coventry.gov.uk](mailto:Sharon.Olley@coventry.gov.uk)

Phone : 024 7697 6095

**Coventry Prevent Team Website**

<https://www.coventry.gov.uk/prevent>

**The Department for Education has a helpline for teachers who have questions and/or concerns about extremism.**

Teachers can call: 0207 340 7264 or email: [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk)

## 2. School Ethos and Practice

When operating this Policy, the Holy Cross Multi Academy Company uses the following accepted Governmental definition of extremism which is:

*‘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’.*

The Holy Cross Catholic MAC has over 4,000 pupils and employs over 450 staff across our seven schools – all of which are very popular and highly successful.

There is no place for extremist views of any kind in our schools, whether from internal sources (pupils, staff or governors) or external sources (school community, external agencies or individuals). Our pupils see our schools as safe places where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens.

Our school communities are united as the family of God to provide an outstanding Catholic education for all our pupils. With Christ at the centre of all we do, we will inspire every child to be the best person they can be by developing their God-given gifts and talents. One of our aims is to help our young people become resilient and make a positive contribution to their diverse and changing communities.

As a Company we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this Policy. We also recognise that if we fail to challenge extremist views we are failing to protect our pupils.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

Therefore, the Company will provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized.

Please see notes on associated terminology on **Appendix 3**

### **3. The Counter Terrorism and Security Act July 2015**

The Counter Terrorism and Security Act 2015 was published on 12th March 2015. Section 26 of the Act places a duty on schools in England (and Wales) to prevent people being drawn into terrorism. This duty applies to all schools, whether publicly-funded or independent, and organisations covered by the Early Years Foundation Stage framework. The duty also applies to children's homes.

Schools leaders (including governors) must;

- establish or use existing mechanisms for understanding the risk of extremism
- ensure staff understand the risk and build capabilities to deal with it
- communicate and promote the importance of the duty
- ensure staff implement the duty effectively

Other duties on schools include;

- effective partnership working with other local agencies, e.g. LSCB, police, health, etc.
- information sharing
- maintaining appropriate records
- assessing local risk of extremism (including Far Right extremism)
- demonstrating they are protecting children
- developing clear protocols for visiting speakers
- safeguarding policies that take account of LSCB policies and procedures
- training staff to give them knowledge and confidence
- ensuring there is robust ICT protocols that filter out extremist materials
- school buildings must not be used to give a platform to extremists

Ofsted are responsible for monitoring how well schools are implementing this duty.

Some guidance and support on Ofsted inspections is available in the Prevent Duty Toolkit [https://www.coventry.gov.uk/downloads/file/31095/prevent\\_duty\\_toolkit](https://www.coventry.gov.uk/downloads/file/31095/prevent_duty_toolkit)

We have also included our own self-assessment document as an optional schools audit **(Appendix 1)**

### **4. Recognising the indicators of vulnerability to radicalisation**

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.

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.

## **Indicators of vulnerability 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. 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.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with the Behaviour Policy for pupils and the Code of Conduct/Staff Behaviour policy for staff.

<https://www.hccmac.co.uk/site/data/files/documents/human-resources/B89EE5BA38CC5A64C59E7C9991491ACA.pdf>

## **Training**

The guidance from the Home Office explains that schools should be “safe spaces” that allow pupils to “understand and discuss sensitive topics” such as terrorism and extremist ideas, and also to teach pupils to recognise and manage risk, think critically, and make reasoned arguments. Prevent is not about trying to silence strong voices or opinion.



Instead it is concerned with preventing the translation of strongly held views into deliberate violence against others.

It is important that our schools make sure that staff have training that gives them the knowledge and the confidence to identify children and young people at risk of being drawn into terrorism, and to challenge extremist ideas.

We will ensure that staff know where and how to refer children and young people for further help. Prevent awareness training will be a key part of this. Radicalisation and extremism awareness forms an integral part of annual staff safeguarding training.

### Home Office Online Training

<https://pel-beta-backend.pel-staging.homeoffice.gov.uk/portal>

[Course 1 - Awareness course](#)

[Course 2 - Referrals course](#)

[Course 3 - Channel or Prevent Multi-Agency Panel \(PMAP\) course](#)

### Safeguarding

Schools are required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism. The SPOCs in our MAC schools are:

#### Single Points of Contact

<b>School</b>	<b>Prevent Single Point of Contact</b>
The Holy Cross Catholic MAC	Marina KELLY
Bishop Ullathorne Catholic School	Sarah BOYLE
Cardinal Newman Catholic School	Paul WELLS
Christ The King Catholic Primary School	Jennifer RIACH
St Augustine's Catholic Primary School	Vivien MCDONALD
St Elizabeth's Catholic Primary School	Michael DOYLE
St John Vianney Catholic Primary School	Veronica GOSLING
St Thomas More Catholic Primary School	Sarah COLLINS

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC or head/principal. We will help support pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a pupil is being directly affected by extremist materials or influences we will ensure that that pupil is offered assistance.

Additionally, in such instances our school will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

HCC MAC will closely follow the locally agreed procedure as set out by the Local Safeguarding Children Board for safeguarding individuals vulnerable to extremism and radicalisation. <http://www.coventry.gov.uk/lscb>

## **5. Teaching Approaches**

We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches children may experience elsewhere may make it harder for them to challenge or question these radical influences. In our schools this will be achieved by good teaching, primarily via Citizenship and PSHE sessions; but also by adopting the methods outlined in the Government's guidance 'Teaching approaches that help build resilience to extremism among young people' DfE 2011.

<https://www.gov.uk/government/publications/teaching-approaches-that-help-to-build-resilience-to-extremism-among-young-people>

These approaches include:

- Setting targets for young people to build a sense of ownership;
- Creating a safe space for dialogue between staff and pupils;
- Building resilience in pupils;
- Improving pupil skills for collaborative work;
- Improving pupils' ability to interact with each other and a peer mentoring scheme.

We will ensure that all of our teaching approaches help our pupils build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills. The schools will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.

As a community of faith who celebrate the Catholic ethos across all of our schools we hold reconciliation and peacefulness at the heart of all we do. We teach and encourage pupils to respect one another and to respect and tolerate difference, especially those of a different faith or no faith.

It is indeed our most fundamental responsibility to keep our pupils safe and prepare them for life in modern multi-cultural Britain and globally. We will also work with local partners, families and communities in our efforts to challenge extremist views and to assist in the broadening of our pupils' experiences and horizons.

## **6. Use of External Agencies and Speakers**

All Holy Cross Catholic MAC schools encourage the use of external agencies or speakers to enrich the experiences of our pupils; however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils. This includes checking the DBS of all external providers, viewing material that will be used beforehand and conducting a social media check on such agencies or individuals.

Such vetting is to 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.

Our school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to pupils are consistent with the ethos of the school and do not marginalise any communities, groups or individuals
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils 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 pupils
- Activities are carefully evaluated by the school to ensure that they are effective

Therefore, by delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we will strive to ensure our pupils recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help pupils develop the critical thinking skills needed to engage in informed debate. Please refer to the Holy Cross MAC External Visitors and Speakers Policy.

<https://www.hccmac.co.uk/site/data/files/documents/policies/other/6D58067BE023F9C9081AD2167AE9717E.pdf>

## **7. Whistleblowing**

Where there are concerns of extremism or radicalisation pupils and staff will be encouraged to make use of our internal systems to whistle blow or raise any issue in confidence. Please refer to the separate Holy Cross MAC Whistleblowing Policy.

<https://www.hccmac.co.uk/site/data/files/documents/human-resources/E403244BA707DA263ADD970EEE0ED700.pdf>

The Prevent Duty requires that if there are concerns that an individual may be vulnerable to radicalisation around violent extremism then these concerns need to be shared so that appropriate support is provided in order to safeguard those individuals.

Any concerns should be reported to the Designated Safeguarding Lead who will determine, in consultation with relevant others, as appropriate, whether a partnership referral or a Prevent referral should be made. Advice re this process can be found from the Coventry Prevent Team.

A **partnership referral** form has been prepared to make sure that it is easier to outline and submit the referrals via the Multi Agency Service Hub.

<https://www.coventry.gov.uk/children-families/coventrys-multi-agency-safeguarding-hub-mash>

To make a **Prevent referral** for a child or young person a [Prevent referral form – Coventry City Council](#) needs to be sent to both of the following email addresses:

[CTU\\_GATEWAY@west-midlands.pnn.police.uk](mailto:CTU_GATEWAY@west-midlands.pnn.police.uk) and  
[ras@coventry.gcsx.gov.uk](mailto:ras@coventry.gcsx.gov.uk)

If you have any questions whilst filling in the form, please contact the Coventry Prevent Team or the West Midlands Counter Terrorism Unit Prevent Hub on 0121 251 0241

## **8. Recruitment**

The arrangements for recruiting all staff, permanent and volunteers, to our school will follow government guidance on safer recruitment best practice in education settings, including, but not limited to, ensuring that DBS checks are always made at the appropriate level, that references are always received and checked and that we complete and maintain a Single Central Record of such vetting checks.

We will apply safer recruitment best practice principles and sound employment practice in general and in doing so will deny opportunities for inappropriate recruitment or advancement. We will be alert to the possibility that persons may seek to gain positions within our school so as to unduly influence our schools character and ethos. We are aware that such persons seek to limit the opportunities for our pupils thereby rendering them vulnerable to extremist views and radicalisation as a consequence.

Therefore, by adhering to safer recruitment best practice techniques and by ensuring that there is an on-going culture of vigilance within our school and staff team we will minimise the opportunities for extremist views to prevail.

## **9. Role of Governing Body**

The Governing Body of each of the academies/school will undertake annual training led by the Designated Safeguarding Lead to ensure that they are clear about their role and the parameters of their responsibilities as Governors, including their statutory safeguarding duties.

The Governing Body of our school will support the ethos and values of our school and will support the school in tackling extremism and radicalisation.

In line with the provisions set out in the DfE guidance ‘Keeping Children Safe in Education, September 18, updated September 1<sup>st</sup> 2022’ the governing body will challenge the school’s senior management team on the delivery of this policy and monitor its effectiveness.

Governors will review this policy regularly prior to the start of a new academic year (on an annual basis) but may amend and adopt any amendments outside of this timeframe in accordance with any new legislation or guidance.

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

## 10. Standards for Teachers

The 2011 (updated 2013) Standards for Teachers (part two) states:

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements, define the behaviour and attitudes that set the required standard for conduct throughout a teacher's career.

Teachers uphold public Company in the profession and maintain high standards of ethics and behaviour, within and outside school by:

- **Treating pupils with dignity, building relationships rooted in mutual respect**, and at all times observing proper boundaries appropriate to a teacher's professional position
- **Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions showing tolerance of and respect for the rights of others**
- **Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs**
- Ensuring that personal beliefs are not expressed in ways that exploit pupils' vulnerability, or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality. They must have an understanding of, and always act within, the statutory frameworks that set out their professional duties and responsibilities.

**NB** the phrase '**fundamental British values**' refers to the definition of extremism as articulated in the Prevent Strategy, which was launched in June 2011 and updated recently. It includes the need for schools to explore with pupils and students '**democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs**'.

## 11. Policy Adoption, Monitoring and Review

This Policy was considered and adopted by Holy Cross MAC Board of Directors in line with their overall duty to safeguard and promote the welfare of children as set out in the DfE guidance 'Keeping Children Safe in Education' September 2016 and duties as set out in the Counter Terrorism and Security Act 2015.

Parents/carers will be issued with a hard copy of this Policy on request. This Policy will also be made available to parents/carers via the School/MAC website.

This policy will be reviewed every three years but may adopt any amendments outside this timeframe in accordance with any new legislation or guidance.

## **12. Supporting children who are travelling/have travelled abroad to specific locations**

If a student/parent/carer seeks permission to travel abroad and this falls within the academic school term then the family should be provided with the letter as set out in **appendix 2**. The Dangers of travelling for terrorism (or Forced Marriage or Female Genital Mutilation) are becoming increasingly apparent and concerning and staff have a statutory duty to report such concerns. (Refer to 'Safeguarding Policy') While this guidance refers to children and young people returning; there is an absolute desire to stop them travelling wherever possible. **School staff must also be alert and refer cases of potential concern if they become aware that a student/pupil is intending to travel during school holidays.**

If you have concerns either post travel or pretravel and/or identify any concerns in relation to extremism as identified above please refer to the flow diagram on Appendix 4 which relies on your professional judgment with full support and guidance from your SPOC. If any of the indicators of concern are noted upon return/extremism risk identified then consideration needs to be given to making a referral to Channel, the Channel panel will suggest appropriate intervention. This will be from a safeguarding perspective around a number of issues that will encompass extremism vulnerabilities. If any responses/discussions give further indicators for concern around extremism then the Local Security and Partnership Officer will be contacted.

## **13. LINKS AND SUPPORTING DOCUMENTS**

### **Keeping Children Safe in Education 2022**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1101454/Keeping\\_children\\_safe\\_in\\_education\\_2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101454/Keeping_children_safe_in_education_2022.pdf)

### **The Prevent Duty: safeguarding learners vulnerable to radicalisation (24 October 2022)**

[The Prevent duty: safeguarding learners vulnerable to radicalisation - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/1101454/The_Prevent_duty_safeguarding_learners_vulnerable_to_radicalisation_-_GOV.UK.pdf)

[Understanding and identifying radicalisation risk in your education setting](#)

[Managing risk of radicalisation in your education setting](#)

[Making a referral to Prevent](#)

### **DfE Prevent Duty Toolkit and Guidance (24 October 2022)**

[Prevent duty self-assessment tool for schools - GOV.UK \(www.gov.uk\)](#)

### **HO Foreign Travel Advice-**

<https://www.gov.uk/foreign-travel-advice>

### **Prevent Tragedies**

[www.preventtragedies.co.uk](http://www.preventtragedies.co.uk)

### **How social media is used to encourage travel to Syria and Iraq**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/440450/How\\_social\\_media\\_is\\_used\\_to\\_encourage\\_travel\\_to\\_Syria\\_and\\_Iraq.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/440450/How_social_media_is_used_to_encourage_travel_to_Syria_and_Iraq.pdf)

### **Promoting British Values through SMSC**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/380595/SMSC\\_Guidance\\_Maintained\\_Schools.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf)

### **Tackling extremism in the UK - Task Force report (see pages 5 – 7)**

<https://www.gov.uk/government/publications/tackling-extremism-in-the-uk-report-by-the-extremismtaskforce>

### **Channel Guidance**

<http://www.acpo.police.uk/documents/TAM/2012/201210TAMChannelGuidance.pdf>

### **West Midlands Counter Terrorism Unit**

<https://west-midlands.police.uk/specialist-teams/counter-terrorism>

### **Coventry Prevent Resources**

*Coventry Prevent Team - School Resources*

<https://www.coventry.gov.uk/prevent-3/prevent-resources-schools>

### **Coventry Prevent for Schools**

<https://www.coventry.gov.uk/prevent-3/prevent-referrals>

### **Coventry Prevent Training for Early Years**

<https://www.coventry.gov.uk/prevent-3/prevent-training/3>

### **Coventry City Council Early Years Training - Have Prevent Training planned for 22/11/2022**

<https://bookwhen.com/eycoursebooking#focus=ev-shas-20221015093000>

### **Other Agencies with Free Prevent Training:**

#### **Educate Against Hate**

<https://www.educateagainsthate.com/>

#### **London Grid for Learning**

<https://www.lgfl.net/default.aspx>

### **Posters**

The Prevent Team posters in **Appendix 5** can be accessed via the following link:

<https://www.coventry.gov.uk/prevent-3/introduction-prevent-team>



## Prevent audit for primary and secondary schools

An audit of this nature is a useful form of evidence for inspecting bodies such as Ofsted; it is also a useful self- assessment tool for leadership teams and staff to map what they are already doing well and what could be done to improve 'good practice' further. In the past, schools have used Community Cohesion audits in a similar way, with favourable comments from both leadership teams and Ofsted.

Appropriate members of the Senior Management Team, the Prevent Lead and a Governor who has responsibility for this area should carry out the audit; its findings should be shared with the whole staff. **The audit must be reviewed at the very least bi – annually and a record of each audit filed and kept in school.**

**DfE Prevent Duty Toolkit and Guidance (Updated 24 October 2022)**

[Prevent duty self-assessment tool for schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/prevent-duty-self-assessment-tool-for-schools)



## Supporting children who are travelling/have travelled abroad to specific locations

Dear Parent

### Travel Abroad

**Name of Pupil** has advised us that he/she will be travelling to **{destination}** on **{Date}** to **{Date}**.

Travel abroad can be a fantastic learning experience and we encourage pupils to broaden their life experiences to give them a deeper understanding of how other people live around the world. Any trip during term time is discouraged so that it does not negatively impact children's education, but we do consider any requests on a case by case basis.

We are aware that in some countries travel for British Nationals can mean increased risk of terrorist attack. Please see the link below of the latest advice and risks associated to a number of destinations.

<https://www.gov.uk/foreign-travel-advice>

There have been numerous incidents of young UK nationals travelling abroad which breached current UK legislation, and also legislation of the country of destination if arriving illegally through unsupervised border crossings.

In a handful of cases parents were unaware of their child's plans to travel so this is one of the reasons that we have contacted you to confirm you are fully aware and are happy with the proposed travel arrangements.

Your child's safety is paramount to the school and travel abroad is covered within safeguarding protocols and current legal duties placed upon educational institutions. Please do not hesitate to contact (insert name) on any issues relating to the content of this letter

Yours sincerely

Insert name

### Associated terminology

**Al-Qaeda** - An international organization of loosely affiliated groups/cells that carry out attacks and bombings in the attempt to disrupt the economies and influence of Western nations and advance Islamic extremism

**British**- People who are the inhabitants of Britain (e.g. citizens of England, Scotland, Wales, Northern Ireland, the Isle of Man or one of the Channel Islands, collectively known as the United Kingdom) or an inhabitant of a British overseas territory

**Channel** – A key element of the Prevent Strategy; 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

**English Defence League (EDL)** - The English Defence League is a far right, street protest movement, which opposes what it considers to be a 'spread of Islamism', and Islamic extremism in the United Kingdom.

**Ethnicity** - This is linked to distinctive shared social, linguistics, physical (e.g. skin colour) cultural and geographical heritage and norms. Religious belonging may be part of these norms. Every person has an ethnicity. To belong to an ethnic group, an individual must see themselves as a member and be seen as others as being a member of the group

**Extremism** is 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. Terrorist groups very often draw on extremist ideas developed by extremist organisations. (DfE)

**Extremist** - One who advocates or resorts to ideologies and measures beyond the norm, in politics and religion often using violence and terror tactics to make their views known, or to gain power

**Ideology**- A set of ideas and beliefs of a group, religious or political party

**Identity** - An umbrella term used to describe an individual's understanding of him or herself; identity is influenced by many factors, gender, ethnicity, religion, nationality, culture, family etc.

**Media** - The means of communication that reaches large numbers of people e.g. the television, newspapers, and the internet

**Propaganda** - Ideas or statements that are often false or exaggerated and that are spread in order to help a cause

**Islamophobia** - A hatred or fear of Muslims, their religion and sometimes-related politics or culture.

**Islamist** - A western term used to describe an extreme Muslim usually politicised

**Jihad**- Personal struggle in everyday life; striving to achieve a goal; also used to mean taking up arms if necessary

**Nationalism** - a feeling that people have of being loyal to and proud of their country often with the belief that it is better and more important than other countries

**Nationality** - The status of belonging to a particular nation by origin, birth, or naturalization

**Racism** - This term refers to the deeply rooted but groundless belief that certain groups are inherently inferior to others. Racism is expressed through attitudes, behaviours and institutional policies and procedures. It disadvantages certain groups in terms of housing, job opportunities and education. Some White people experience racism (for example people from Irish, Jewish or Traveller backgrounds).

**Radical** - A word that describes a person who favours extreme or fundamental change in existing institutions or in political, social, or economic conditions

**Radicalisation** refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. During that process it is possible to intervene to prevent vulnerable people being drawn into terrorist-related activity  
(DfE Prevent Guidance)

**Resilience** - The ability to recover quickly from change, or misfortune

**Right wing** - A conservative or reactionary element in a political party or other organization, often associated with fascism, nationalism and racism.

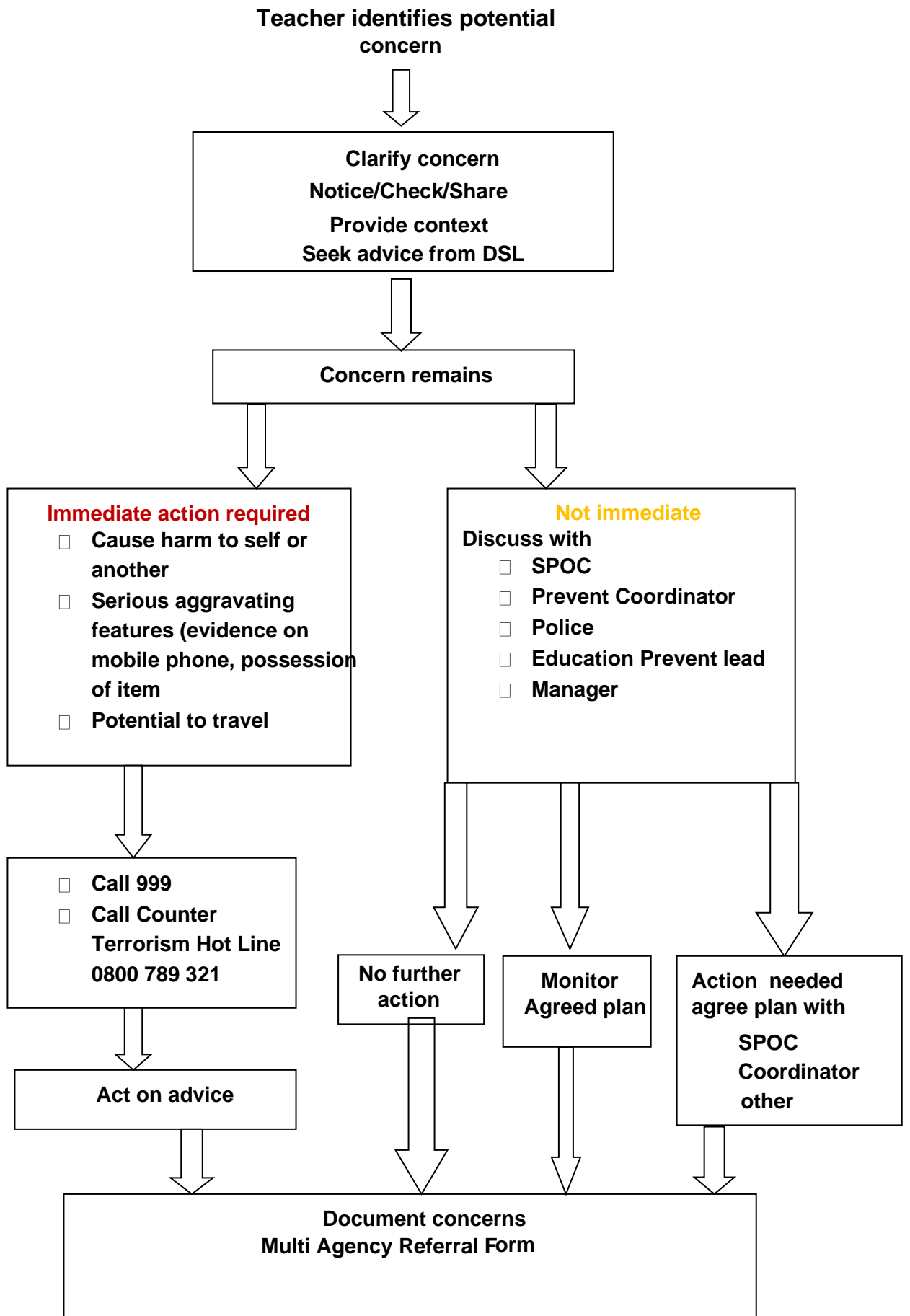
**Social media** - Forms of electronic communication (web sites, social networking and blogging) through which users create online communities to share information, ideas, personal messages, and other content e.g. videos.

**Stereotypes** - This involves making generalised assumptions about a person or group; applying these assumptions; expecting people to conform to them

**Terrorism** - The unlawful use or threatened use of force or violence by a person or an organised group against people or property with the intention of intimidating individuals, coercing societies or governments, often for ideological or political reasons.

**Terrorist** - One that engages in acts or an act of terrorism

**Xenophobia** - An unreasonable fear or hatred of foreigners or strangers, or of that, which is different, foreign or strange.



# WHO WE ARE



**Manjeet Pangli**, Prevent Coordinator,  
manjeet.pangli@coventry.gov.uk  
07944 208499

**Madiah Murshed**, Community Engagement Officer,  
madiah.murshed@coventry.gov.uk  
07908 196963

**Balbir Sohal**, Education Officer,  
balbir.sohal@coventry.gov.uk  
07525 908786

**Viv Brosnahan**, Education Officer,  
viv.brosnahan@coventry.gov.uk  
07701 022994

**Sharon Olley**, Admin Support Officer,  
sharon.olley@coventry.gov.uk  
024 7697 6095

## What is?

- **Radicalisation** is the process of being drawn into supporting terrorism
- **Extremism** is holding very strong views which often do not respect other faiths, or the rights of others
- **Terrorism** is the use of violence and intimidation to pursue a political, religious, or ideological cause, which threatens UK national security

## What do we do?

Safeguarding and early intervention is at the heart of everything we do. We ensure that the Council has the appropriate policies and procedures in place to meet its Prevent Duty. We provide training, support and education to other service areas across the Council, including Children's and Adults' safeguarding services, as well as a range of external partners throughout the city.

## Who do we work with?

Community groups and organisations, charities and NGOs, schools/colleges/universities/other education providers, health and mental health services, police, probation, fire service, housing providers.

## Our key aims are:

- 1 To safeguard people in the non-criminal space from being radicalised, supporting extremist groups, or becoming involved in terrorism
- 2 To help communities and professionals to understand the local risks of radicalisation and to provide them with the knowledge and resources to build resilience
- 3 To ensure our referral and support pathways are clearly understood



✉ [prevent@coventry.gov.uk](mailto:prevent@coventry.gov.uk)  
 🐦 @CoventryPrevent  
 🌐 [www.coventry.gov.uk/prevent](http://www.coventry.gov.uk/prevent)

# THE INDICATORS



## SAFEGUARDING AGAINST RADICALISATION

Share your concerns by making a referral to support an early intervention

We all have a duty to safeguard vulnerable people against radicalisation in the same way we should safeguard people against any other form of exploitation.

By sharing information, you help us intervene early to support individuals or signpost them to the appropriate service.

Make a referral or seek advice from the Prevent Team.

### Possible indicators of radicalisation

#### Online behaviours

- Having more than one online identity
- Accessing or sharing extremist content
- Talking to people they have never met

#### Increasingly agitated or violent behaviour

- Declaring their intent to cause harm to themselves or others
- Justifying the use of violence to address their grievances

- Appearing more conflicted, anxious, argumentative, or short-tempered

#### Changing associations

- Change of friendships
- Using divisive language or scripted narratives
- Changing style of dress or appearance to accord with an extremist group
- Isolation from friends and family
- Being influenced or controlled by a person or group

#### Increasingly anti-social behaviours

- Unwilling to engage with people who are different
- Sharing hateful and intolerant views, which may be homophobic, Islamophobic, anti-Semitic, misogynistic, or racist
- Being withdrawn and secretive
- Adopting the use of symbols associated with terrorist organisations



✉ [prevent@coventry.gov.uk](mailto:prevent@coventry.gov.uk)  
🐦 [@CoventryPrevent](https://twitter.com/CoventryPrevent)  
🌐 [www.coventry.gov.uk/prevent](http://www.coventry.gov.uk/prevent)



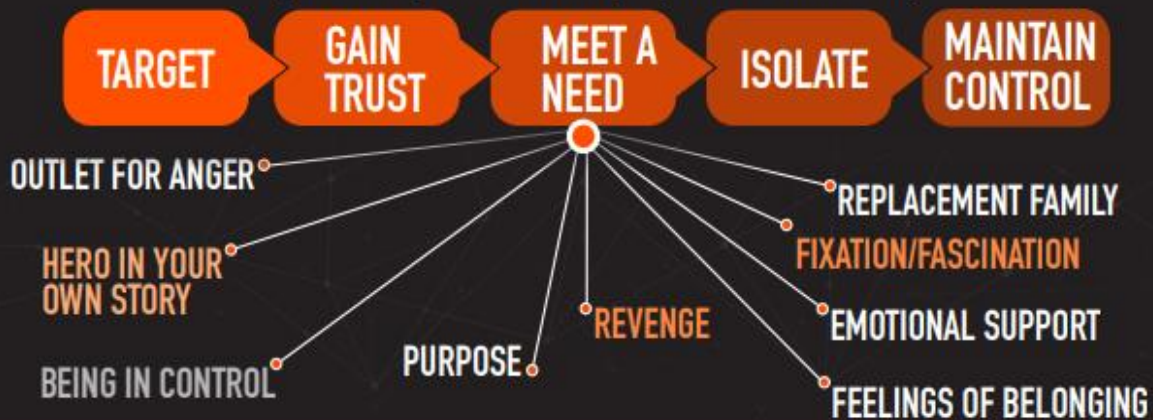
## EXPLOITING VULNERABILITIES



There are many factors and circumstances which could make someone more vulnerable to being exploited

SOCIAL EXCLUSION GRIEF EXPOSURE TO VIOLENCE  
 TRAUMATIC EXPERIENCES **VICTIMISATION**  
**CRITICAL EVENT** BEREAVEMENT  
 UNEMPLOYMENT DESIRE FOR REVENGE POLITICAL GRIEVANCES FAMILY BREAKDOWN  
 NO SENSE OF BELONGING ISOLATION/LONELINESS  
 DIAGNOSED AND UNDIAGNOSED MENTAL HEALTH ISSUES

The radicalisation process mirrors the grooming process. Radicalisers often target and exploit vulnerable people in the same way.



✉ [prevent@coventry.gov.uk](mailto:prevent@coventry.gov.uk)  
 🐦 @CoventryPrevent  
 🌐 [www.coventry.gov.uk/prevent](http://www.coventry.gov.uk/prevent)

# PREVENT REFERRALS



It is always best to share your concerns, no matter how small, to ensure appropriate safeguarding support can be provided. If you hold on to information, you are holding on to the risk.

## NOTICE

Have you noticed behaviour that concerns you, or signs that someone may need support?

## CHECK

You can check your concerns by contacting your Prevent team.

## SHARE

Complete the Prevent referral form at [www.coventry.gov.uk/preventreferralform](http://www.coventry.gov.uk/preventreferralform) or scan the QR code below.

## SUPPORT

- ▶ The multi-agency Channel will discuss how the referred person can best be supported
- ▶ We will seek consent from the referred person to offer our support
- ▶ Bespoke Channel Support and Intervention Plan is implemented
- ▶ 6-month and 12-month post-support reviews are held

## ASSESS

- ▶ The information provided in your referral form will be assessed
- ▶ This may progress to our Channel panel, or where appropriate, signposted to other support services
- ▶ You will only be contacted for further information if required

If you require any advice or support with completing the form, we are here to help. Contact us at [prevent@coventry.gov.uk](mailto:prevent@coventry.gov.uk)



 [prevent@coventry.gov.uk](mailto:prevent@coventry.gov.uk)  
 @CoventryPrevent  
 [www.coventry.gov.uk/prevent](http://www.coventry.gov.uk/prevent)



# CHANNEL PANEL



Channel is the multi-agency safeguarding panel that supports children, young people, and adults who may be at risk of being exploited by radicalisers

Channel is a **confidential** process. We always explain our concerns and seek consent from the person involved.

1

2 As a panel, we assess the risk and then develop a **bespoke** support plan for each case.

Plans can include **support** with housing, education, employment, mental health, or any other challenges identified.

3

4 Ideological support is also common, which may include discussions with **credible and approved** experts.

Prevent is an **early intervention safeguarding service** therefore any individual who receives support from us will not be criminalised.

5



✉ [prevent@coventry.gov.uk](mailto:prevent@coventry.gov.uk)  
🐦 @CoventryPrevent  
🌐 [www.coventry.gov.uk/prevent](http://www.coventry.gov.uk/prevent)