



PREVENTING RADICALISATION AND EXTREMISM POLICY

**LAST REVIEWED
AUGUST 2024**

CONTENTS

Preventing Radicalisation and Extremism Policy	3
1. What is Prevent?	3
2. Policy Statement	4
3. Background Information	4
4. Documents and Legislation	5
5. Ethos	6
6. Responsibilities and Training	7
7. Referral Process	8
8. Internet Safety	9
9. Signs of Vulnerability	10
10. Recognising Extremism	11
11. Channel	12
12. Definitions	13
13. Prevent Reporting Process	14
14. Monitoring and Review	15
15. Signatures	16

1. What is Prevent?

The Prevent strategy is a key part of the UK government's broader counter-terrorism strategy, known as CONTEST, which aims to reduce the risk of terrorism by stopping individuals from becoming terrorists or supporting terrorism. Prevent specifically focuses on safeguarding individuals who may be vulnerable to radicalisation, ensuring that they are given appropriate advice and support before they become involved in extremist activities.

Prevent addresses all forms of terrorism and non-violent extremism, which can create an environment conducive to terrorism and popularize views that terrorists then exploit. It is delivered in a non-criminal space, meaning that individuals who are identified as being vulnerable to radicalisation are not criminalised but rather supported and protected through early intervention and safeguarding.

The Prevent strategy has three specific objectives:

- **Respond to the ideological challenge of terrorism:** Prevent aims to challenge extremist ideologies that can lead to terrorism, ensuring that those who are at risk are exposed to alternative perspectives that promote integration, democracy, and tolerance.
- **Prevent people from being drawn into terrorism:** Prevent seeks to stop people from becoming terrorists or supporting terrorism by providing early intervention and support to those who are vulnerable to radicalisation.
- **Work with sectors and institutions where there are risks of radicalisation:** Prevent works in various sectors, including education, health, faith, and the criminal justice system, to identify and address risks of radicalisation.

Prevent is implemented through partnerships at local, regional, and national levels. It relies on collaboration between government agencies, local authorities, community organizations, educational institutions, and the general public to identify and support those who are vulnerable to radicalisation.

2. Policy Statement

At Schools Out, we are dedicated to safeguarding the wellbeing of all children who participate in our programs. We recognize that the risk of radicalisation and extremism is a significant concern, and we are committed to implementing the Prevent Duty as part of our broader safeguarding responsibilities.

This policy outlines our commitment to preventing radicalisation and extremism, ensuring that all staff members are equipped with the knowledge and skills necessary to identify and respond to

concerns. We aim to create a safe and supportive environment where children can thrive, free from the influence of extremist ideologies.

Our approach to preventing radicalisation and extremism is grounded in the following principles:

- **Inclusivity:** We celebrate diversity and promote mutual respect and tolerance among all children and staff. We actively challenge any form of discrimination, hatred, or extremism.
 - **Early Intervention:** We prioritize early intervention to prevent children from being drawn into extremist activities. By identifying and addressing vulnerabilities early, we can provide support before issues escalate.
 - **Collaboration:** We work closely with external agencies, including local authorities, law enforcement, and community organizations, to ensure a coordinated response to concerns about radicalisation and extremism.
 - **Education:** We educate children about the dangers of radicalisation and extremism, promoting critical thinking, resilience, and the ability to challenge extremist views.
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3. Background Information

Radicalisation is a complex and multifaceted process that can vary significantly depending on the individual and context. It often involves a gradual shift towards extremist ideologies, influenced by a range of personal, social, and environmental factors. These factors can include:

- **Identity and Belonging:** Individuals who feel marginalized or disconnected from society may be more vulnerable to radicalisation as they seek a sense of identity and belonging within extremist groups.
- **Grievances and Injustice:** Perceived or real experiences of injustice, discrimination, or social inequality can contribute to feelings of anger and frustration, making individuals more susceptible to extremist narratives that offer a sense of purpose and empowerment.
- **Mental Health and Emotional Wellbeing:** Mental health issues, such as depression, anxiety, or trauma, can increase vulnerability to radicalisation, particularly when individuals seek out extremist ideologies as a coping mechanism.
- **Influence of Peers and Family:** Peer pressure, family dynamics, and social networks can play a significant role in the radicalisation process. Individuals may be influenced by friends, family members, or community leaders who hold extremist views.
- **Online and Offline Influences:** The internet and social media have become significant platforms for the spread of extremist ideologies. Online propaganda, forums, and social networks can provide a sense of community and validation for those who are vulnerable to radicalisation.

It is important to note that radicalisation can affect individuals from any background, age, gender, or ethnicity. There is no single profile of a person who is at risk of radicalisation, which is why a comprehensive and individualized approach to prevention is essential.

4. Documents and Legislation

Our Preventing Radicalisation and Extremism Policy is informed by the following key documents and legislation:

Counter-Terrorism and Security Act 2015:

- This Act places a duty on certain bodies, including schools, to have "due regard to the need to prevent people from being drawn into terrorism." This is known as the Prevent Duty.

The Prevent Duty (2015):

- The Prevent Duty outlines the responsibilities of educational institutions and other organizations to safeguard individuals from the risks of radicalisation and extremism. It provides guidance on how to identify and respond to concerns, as well as the importance of promoting British values.

The Children Act 1989 and 2004:

- The Children Act establishes the legal framework for safeguarding children and promoting their welfare. It emphasizes the importance of early intervention and the need to work in partnership with other agencies to protect children from harm.

Keeping Children Safe in Education (KCSIE) 2023:

- KCSIE provides statutory guidance for schools and other educational institutions on safeguarding and child protection. It includes specific guidance on preventing radicalisation and extremism as part of broader safeguarding responsibilities.

Working Together to Safeguard Children (2018):

- This guidance outlines the responsibilities of organizations and professionals in safeguarding and promoting the welfare of children. It emphasizes the importance of multi-agency collaboration in protecting children from harm.

The Equality Act 2010:

- The Equality Act prohibits discrimination, harassment, and victimization on the grounds of protected characteristics, including race, religion, and belief. It supports the promotion of equality and diversity as part of efforts to prevent radicalisation and extremism.
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5. Ethos

At Schools Out, we are committed to creating a positive and inclusive environment where all children feel valued, respected, and supported. Our ethos is grounded in the promotion of British values, which include:

- **Democracy:** Encouraging participation, decision-making, and the expression of opinions in a respectful and constructive manner.
- **The Rule of Law:** Promoting an understanding of laws and rules, the reasons behind them, and the importance of following them for the benefit of the community.
- **Individual Liberty:** Supporting the freedom of individuals to make choices, express their beliefs, and pursue their interests within the bounds of the law.
- **Mutual Respect and Tolerance:** Fostering an appreciation of diversity, encouraging respect for different cultures, religions, and beliefs, and challenging prejudice and discrimination.

Our approach to preventing radicalisation and extremism is integrated into our broader efforts to promote a culture of respect, tolerance, and inclusion. We actively encourage open dialogue, critical thinking, and the exploration of diverse perspectives, helping children to develop the skills and confidence to challenge extremist ideologies.

6. Responsibilities and Training

The DSL (Designated Safeguarding Lead) Will:

- **Oversee Policy Implementation:** The DSL is responsible for ensuring that the Preventing Radicalisation and Extremism Policy is effectively implemented across all aspects of the camp's operations. This includes regular reviews of the policy to ensure it remains relevant and up-to-date with current legislation and best practices.
- **Coordinate Training:** The DSL will ensure that all staff members receive comprehensive training on the Prevent Duty, including how to identify and respond to concerns about radicalisation and extremism. Training will be tailored to the needs of different roles and responsibilities within the camp.
- **Liaise with External Agencies:** The DSL will act as the primary point of contact for external agencies, including local authorities, law enforcement, and the Channel

program. They will coordinate referrals and ensure that appropriate support is provided to individuals at risk.

- **Provide Support and Guidance:** The DSL will offer support and guidance to staff members who have concerns about a child's vulnerability to radicalisation. This includes advising on appropriate interventions and ensuring that concerns are addressed promptly and effectively.
- **Monitor and Evaluate:** The DSL will regularly monitor and evaluate the effectiveness of the camp's approach to preventing radicalisation and extremism. This includes reviewing incident reports, conducting staff and child feedback surveys, and identifying areas for improvement.

All Team Members Will:

- **Attend Training:** All staff members are required to attend regular training on the Prevent Duty and related safeguarding practices. This training will cover the signs of radicalisation and extremism, the referral process, and how to promote British values within the camp.
 - **Promote a Positive Environment:** Staff members are responsible for fostering an inclusive and respectful environment within the camp. This includes challenging discriminatory behavior, promoting tolerance and understanding, and encouraging open dialogue among children.
 - **Report Concerns:** Staff members must be vigilant in identifying signs of vulnerability to radicalisation and extremism. Any concerns should be reported immediately to the DSL, who will take appropriate action.
 - **Support Children:** Staff members should provide support to children who may be at risk of radicalisation, including offering guidance on how to stay safe online, encouraging critical thinking, and providing opportunities for positive social interactions.
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7. Referral Process

The referral process is a critical component of our approach to preventing radicalisation and extremism. It ensures that concerns are addressed promptly and that individuals at risk receive the support they need.

Step 1: Immediate Reporting

- Any staff member who has concerns about a child's vulnerability to radicalisation or extremism must report their concerns to the DSL as soon as possible. Concerns may be based on observations of behavior, comments made by the child, or information received from other sources.

Step 2: Assessment

- Upon receiving a report, the DSL will conduct an initial assessment of the concern. This may involve gathering additional information from the child, other staff members, or external sources. The DSL will consider factors such as the child's background, recent changes in behavior, and any relevant social or family circumstances.

Step 3: Referral to External Agencies

- If the DSL determines that the child is at significant risk of radicalisation or extremism, they will make a referral to the appropriate local authority Prevent team or the Channel program. The referral will include all relevant information and documentation, ensuring that the external agency has a comprehensive understanding of the situation.
- The DSL will work closely with the external agency to ensure that the child receives appropriate support and that any necessary interventions are implemented.

Step 4: Providing Support

- Throughout the referral process, the DSL will provide ongoing support to the child and their family. This may include arranging for counseling or mentoring, facilitating access to community resources, or providing guidance on online safety.
- The DSL will also ensure that staff members are kept informed of the situation, as appropriate, and that any necessary adjustments are made to the child's participation in camp activities.

Step 5: Documentation and Follow-Up

- All concerns, assessments, and referrals will be documented in the camp's safeguarding records. The DSL will review these records regularly to identify any patterns or trends that may indicate broader concerns within the camp community.
- The DSL will also conduct follow-up assessments to ensure that the child's situation has improved and that the risk of radicalisation has been mitigated.

8. Internet Safety

The internet and social media are significant avenues for the spread of extremist ideologies and the radicalisation of vulnerable individuals. At Schools Out, we take internet safety seriously and implement a range of measures to protect children from online risks.

8.1 Filtered Internet Access

- We provide filtered internet access within the camp environment to prevent exposure to extremist content, hate speech, and other inappropriate material. Our filtering systems

are regularly updated to block access to websites and online platforms that promote violence, extremism, or illegal activities.

- Internet access is closely supervised by staff members, who are trained to monitor online activities and intervene if they observe any concerning behavior.

8.2 Online Safety Education

- We educate children about the importance of staying safe online, with a particular focus on the risks associated with extremist content and radicalisation. This education includes:
 - **Recognizing Extremist Content:** Teaching children how to identify and avoid extremist content, including propaganda, hate speech, and misinformation.
 - **Critical Thinking:** Encouraging children to question and critically evaluate the information they encounter online, helping them to distinguish between credible sources and extremist narratives.
 - **Reporting Concerns:** Providing children with clear guidance on how to report any concerns about online content or behavior to a trusted adult or through online safety platforms.

8.3 Parental Involvement

- We recognize that parents and guardians play a crucial role in safeguarding children from online risks. We engage parents in discussions about internet safety and provide resources to help them monitor and guide their children's online activities at home.
- Parents are encouraged to attend online safety workshops and to communicate openly with their children about the potential dangers of the internet. We also provide advice on how to set up parental controls and filtering systems on home devices.

8.4 Monitoring and Intervention

- We monitor the online activities of children within the camp environment, including the use of social media, messaging apps, and other digital platforms. Staff members are trained to recognize signs of online radicalisation and to intervene if they observe any concerning behavior.
- If a child is found to be accessing extremist content or engaging in online activities that raise concerns, the DSL will be notified immediately. The DSL will assess the situation and determine whether further intervention or a referral to external agencies is necessary.

9. Signs of Vulnerability

Children may be vulnerable to radicalisation for a variety of reasons, and it is important that staff members are aware of the signs that may indicate a child is at risk. These signs may include:

9.1 Identity and Belonging

- **Social Isolation:** A child may become increasingly isolated from their peers, withdrawing from social activities and spending more time alone.
- **Searching for Identity:** A child may express confusion or uncertainty about their identity, including their cultural, religious, or political beliefs. They may seek out groups or individuals who offer a strong sense of identity and purpose.

9.2 Grievances and Injustice

- **Expressions of Anger:** A child may express anger or frustration about perceived injustices, discrimination, or social inequality. They may be particularly sensitive to issues related to race, religion, or politics.
- **Blaming Others:** A child may begin to blame others for their problems or difficulties, including scapegoating certain groups or individuals. They may adopt a "them versus us" mentality.

9.3 Mental Health and Emotional Wellbeing

- **Changes in Mood:** A child may exhibit sudden changes in mood, including increased anxiety, depression, or aggression. They may struggle to manage their emotions and may be more vulnerable to extremist influences as a result.
- **Risk-Taking Behavior:** A child may engage in risky or reckless behavior, including experimenting with drugs or alcohol, engaging in violence, or seeking out dangerous situations.

9.4 Influence of Peers and Family

- **New Associations:** A child may form new friendships or associations with individuals who hold extremist views. They may distance themselves from their previous peer group and adopt the beliefs and behaviors of their new associates.
- **Family Influence:** A child may be influenced by family members who hold extremist views or who are involved in extremist activities. They may be exposed to extremist material or rhetoric at home.

9.5 Online and Offline Influences

- **Increased Online Activity:** A child may spend more time online, particularly on social media platforms, forums, or websites that promote extremist ideologies. They may become secretive about their online activities and may use code words or symbols associated with extremist groups.
- **Absorption of Extremist Content:** A child may begin to absorb and repeat extremist content, including conspiracy theories, hate speech, or calls for violence. They may express admiration for extremist figures or groups.

It is important to note that these signs do not necessarily mean that a child is being radicalised, but they may indicate that a child is vulnerable and in need of additional support. Staff members should approach any concerns with sensitivity and should report their observations to the DSL for further assessment.

10. Recognising Extremism

Recognising the signs of extremism is a critical component of our efforts to prevent radicalisation. Extremism can manifest in a variety of ways, and staff members should be aware of the following indicators:

10.1 Ideological Extremism

- **Adopting Extreme Beliefs:** A child may adopt extreme political, religious, or social beliefs that are intolerant of other viewpoints. They may express support for violence, terrorism, or hate speech as a means of achieving their goals.
- **Rejecting British Values:** A child may reject fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. They may express opposition to the principles of freedom and equality.

10.2 Behavioral Extremism

- **Sudden Changes in Behavior:** A child may exhibit sudden and unexplained changes in behavior, including becoming more aggressive, secretive, or withdrawn. They may refuse to engage in activities they previously enjoyed or may isolate themselves from friends and family.
- **Obsession with Extremist Symbols:** A child may display an obsession with symbols, clothing, or other markers associated with extremist groups. They may adopt new identities, nicknames, or online personas that reflect their extremist beliefs.

10.3 Social Extremism

- **Seeking Out Extremist Groups:** A child may seek out and associate with extremist groups or individuals, both online and offline. They may attend meetings, rallies, or events that promote extremist ideologies.
- **Engaging in Extremist Activities:** A child may become involved in extremist activities, including distributing propaganda, recruiting others to their cause, or planning acts of violence or disruption.

10.4 Online Extremism

- **Sharing Extremist Content:** A child may share extremist content online, including videos, articles, or social media posts that promote violence, hate speech, or terrorism.

They may use encrypted messaging apps or dark web platforms to communicate with others who share their views.

- **Expressing Sympathy for Extremist Causes:** A child may express sympathy or admiration for extremist causes or figures, including justifying acts of violence or terrorism as necessary or heroic.

Staff members should be vigilant in recognizing these signs and should report any concerns to the DSL immediately. Early intervention is crucial in preventing a child from becoming further involved in extremist activities.

11. Channel

Channel is a multi-agency safeguarding program that provides support to individuals who are at risk of being drawn into terrorism. The program operates on a voluntary basis and focuses on early intervention, providing tailored support to address the specific vulnerabilities of each individual.

11.1 The Role of Channel

- **Support and Intervention:** Channel provides support to individuals who are identified as being at risk of radicalisation, offering interventions that address their specific needs. These interventions may include mentoring, counseling, education, and support with mental health or family issues.
- **Multi-Agency Collaboration:** Channel operates through collaboration between various agencies, including local authorities, law enforcement, education providers, health services, and community organizations. The program ensures a coordinated response to safeguarding concerns and draws on the expertise of different professionals to provide the most appropriate support.
- **Voluntary Participation:** Participation in the Channel program is voluntary, and individuals must give their consent to receive support. The program aims to empower individuals to make positive choices and to prevent them from being drawn into extremist activities.

11.2 Referral to Channel

- If the DSL determines that a child is at significant risk of radicalisation and that early intervention is necessary, they may refer the child to the Channel program. The referral process includes:
 - **Consultation with External Agencies:** The DSL will consult with the local Prevent team or Channel coordinator to discuss the concerns and determine whether a referral is appropriate.
 - **Gathering Information:** The DSL will gather relevant information about the child, including their background, behavior, and any previous safeguarding concerns.

This information will be included in the referral to provide a comprehensive understanding of the child's situation.

- **Making the Referral:** The DSL will complete the Channel referral form and submit it to the local Channel coordinator. The referral will be reviewed, and if accepted, the child will be assigned a Channel caseworker who will develop a tailored support plan.

11.3 Channel Case Management

- Once a referral is accepted, the child's case will be managed by a Channel caseworker, who will:
 - **Develop a Support Plan:** The caseworker will work with the child, their family, and relevant professionals to develop a support plan that addresses the child's specific needs and vulnerabilities. The plan may include interventions such as counseling, mentoring, educational support, and engagement with community resources.
 - **Monitor Progress:** The caseworker will monitor the child's progress and the effectiveness of the interventions, making adjustments to the support plan as needed. Regular reviews will be conducted to ensure that the child is making positive progress and that the risk of radicalisation is being mitigated.
 - **Provide Ongoing Support:** The Channel program provides ongoing support to the child and their family, even after the initial interventions are completed. The goal is to ensure long-term resilience and to prevent the child from being drawn into extremist activities in the future.
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12. Definitions

Radicalisation: The process by which an individual comes to adopt extreme political, social, or religious ideologies that reject or undermine the status quo or contemporary ideas and expressions of freedom of choice. Radicalisation can lead individuals to support or engage in terrorism.

Extremism: The holding of extreme political or religious views that are intolerant of other perspectives. In the context of the Prevent strategy, extremism refers to 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.

Terrorism: The unlawful use of violence and intimidation, especially against civilians, in the pursuit of political aims. Terrorism seeks to create fear and instability to achieve ideological or political objectives.

British Values: The fundamental values that underpin life in the United Kingdom, including democracy, the rule of law, individual liberty, mutual respect, and tolerance of different faiths and beliefs. These values promote social cohesion and the protection of individual rights.

Channel: A multi-agency program that provides support to individuals who are at risk of being drawn into terrorism. Channel operates on a voluntary basis and offers tailored interventions to address the specific vulnerabilities of each individual.

Prevent Duty: The legal duty placed on certain bodies, including educational institutions, to have "due regard to the need to prevent people from being drawn into terrorism." The Prevent Duty is part of the broader Prevent strategy, which aims to safeguard individuals from radicalisation and extremism.

13. Prevent Reporting Process

The Prevent reporting process is designed to ensure that concerns about radicalisation and extremism are addressed promptly and effectively. Staff members should follow the steps outlined below when reporting concerns:

13.1 Identify

- Staff members should be vigilant in identifying signs of vulnerability to radicalisation and extremism. This may include changes in behavior, expressions of extremist views, or associations with extremist groups. Any concerns should be taken seriously and reported immediately.

13.2 Report

- Concerns should be reported to the DSL as soon as possible. Staff members should provide as much detail as possible about the nature of the concern, including any observations or information that may be relevant. The DSL will assess the situation and determine the appropriate course of action.

13.3 Assess

- The DSL will conduct an initial assessment of the concern, gathering additional information if necessary. This may include speaking with the child, their family, or other staff members to gain a better understanding of the situation. The DSL will consider factors such as the child's background, recent changes in behavior, and any relevant social or family circumstances.

13.4 Refer

- If the DSL determines that the child is at significant risk of radicalisation or extremism, they will make a referral to the appropriate local authority Prevent team or the Channel program. The referral will include all relevant information and documentation, ensuring that the external agency has a comprehensive understanding of the situation.
- The DSL will work closely with the external agency to ensure that the child receives appropriate support and that any necessary interventions are implemented.

13.5 Support

- Throughout the referral process, the DSL will provide ongoing support to the child and their family. This may include arranging for counseling or mentoring, facilitating access to community resources, or providing guidance on online safety.
- The DSL will also ensure that staff members are kept informed of the situation, as appropriate, and that any necessary adjustments are made to the child's participation in camp activities.

13.6 Document

- All concerns, assessments, and referrals will be documented in the camp's safeguarding records. The DSL will review these records regularly to identify any patterns or trends that may indicate broader concerns within the camp community.

13.7 Monitor

- The DSL will conduct follow-up assessments to ensure that the child's situation has improved and that the risk of radicalisation has been mitigated. The DSL will also evaluate the effectiveness of the interventions and make any necessary adjustments to the camp's approach to preventing radicalisation and extremism.

14. Monitoring and Review

The Preventing Radicalisation and Extremism Policy will be reviewed annually to ensure that it remains relevant, effective, and aligned with current legislation and best practices. The policy will also be reviewed in response to any significant incidents or changes in government guidance.

14.1 Annual Review

- The annual review will be conducted by the DSL in collaboration with the camp's management team and the E-Safety Committee. The review will include an evaluation of the policy's effectiveness, the identification of any areas for improvement, and the

incorporation of any new developments in the field of counter-terrorism and safeguarding.

14.2 Incident-Driven Review

- If a significant incident related to radicalisation or extremism occurs, the policy will be reviewed immediately to determine whether any changes are needed. The review will focus on identifying lessons learned from the incident and implementing any necessary adjustments to prevent similar occurrences in the future.

14.3 Staff Feedback

- Staff members will be invited to provide feedback on the policy and its implementation. This feedback will be used to inform the review process and to ensure that the policy is practical and effective in the camp environment.

14.4 Child and Parent Feedback

- Children and parents will also be invited to provide feedback on the camp's approach to preventing radicalisation and extremism. This feedback will be used to identify any concerns or areas for improvement and to ensure that the policy is responsive to the needs of the camp community.

14.5 Reporting to the Governing Body

- The outcomes of the policy review will be reported to the camp's governing body or management board. This report will include an overview of any changes made to the policy, the reasons for those changes, and an assessment of the camp's overall effectiveness in preventing radicalisation and extremism.

15. Signatures

The following signatures confirm the approval and implementation of this policy:

Designated Safeguarding Lead (DSL)

Name: Jacob Browne

Signature: J.Browne

Date: 25th August 2024

Head of Camps/Management

Name: Jacob Browne

Signature: J.Browne

Date: 25th August 2024