



## PREVENT AND SAFEGUARDING GUIDANCE

### SUPPORTING INDIVIDUALS VULNERABLE TO VIOLENT EXTREMISM

#### Main purpose

1. The purpose of this document is to provide guidance and advice on how to manage and respond to concerns of children and young people being vulnerable to violent radicalisation or being affected by the radicalisation of others *through the safeguarding mechanisms* already in place within the Local Safeguarding Children Boards and associated arrangements.

#### Introduction

2. This guidance applies to all those with responsibilities for safeguarding children and young people. It has four aims, which form the following sections of this document:
  - A. Signpost the reader to the most **relevant national guidance and strategies**;
  - B. Provide guidance on establishing appropriate **local referral and intervention processes** which involve all relevant agencies;
  - C. Provide guidance on the **management arrangements** to be put in place to support those who work within Children's Services, the police and other partner organisations;
  - D. Provide advice on **understanding and recognising risks and vulnerabilities of radicalisation** and appropriate, proportionate responses and interventions.
3. The guidance in this document recognises that effective implementation will require a multi-agency and partnership approach, (these key components are common to both Safeguarding and the Prevent agenda,) with the joint responsibility for leading and monitoring being with the local Children's Services department and the police. The Local Safeguarding Children Board and local Area Partnership Board for Prevent provide existing arrangements for this.
4. The guidance also acknowledges that awareness and understanding of how to recognise and respond to the increasing threat of children and young people being radicalised is at a relatively early stage. Three main areas of concern have been identified for initial attention in developing the process:
  - Increasing understanding of radicalisation and the various forms it might potentially take, and hence skills and abilities to recognise signs and indicators amongst all staff working with children and young people;
  - Identifying a range of interventions – universal, targeted and specialist - and the expertise to apply these proportionately and appropriately. This will require multi-agency approaches to provide the necessary specialist expertise, and the incorporation of existing projects and interventions (e.g. Channel);
  - Taking appropriate measures to safeguard the wellbeing of children living with or in direct contact with known extremists.

## A. National Guidance and Strategies

5. Prevent is one of the four main strands of the government's counter terrorist strategy, CONTEST. Prevent has five main objectives, objective 3 of which is *"Supporting vulnerable individuals who are being targeted and recruited to the cause of violent extremism."* The lead responsibility for implementing the Prevent strategy has been with the police, but as the programme has developed responsibility for leading different aspects has been shared increasingly with other public services and agencies. The expectation is that within all local authority areas a Prevent multi-agency partnership board is established to plan and manage responses.
6. In 2008, the Department for Children Schools and Families (DCSF) published "Learning together to be safe: A toolkit to help schools contribute to the prevention of violent extremism", which provides guidance and advice on the importance of schools developing approaches to prevent violent extremism in children and young people within their existing work. Two aspects of the toolkit are "Pupil Support and Challenge" and "Managing risks, responding to events". This guidance provides further, more detailed advice on how concerns about children and young people vulnerable to being radicalised to violent extremism can be addressed within existing safeguarding processes.
7. The National Safeguarding Delivery Unit has recently revised the guidance document *"Working together to Safeguard Children"* (2010.) This document provides detailed guidance on how local authorities and partners should fulfil their statutory responsibilities, managed by the Local Safeguarding Children Board (LSCB). Chapter 11 provides guidance on "safeguarding and promoting the welfare of children who may be particularly vulnerable". The risk of radicalisation to support terrorism and violent extremism is identified as one of a number of vulnerabilities in Chapter 11. Other vulnerabilities include, unaccompanied asylum seekers, children living away from home, migrant children, children who go missing, race and racism, abuse by children and young people, children living away from home, domestic violence, children whose behaviour indicates a lack of behaviour control, child abuse and ICT, children with families whose whereabouts are unknown.
8. *"Channel: Supporting individuals vulnerable to recruitment by violent extremists. A guide for local partnerships"* was published by HM Government in March 2010. The Channel programme is an initiative led by the police, which operates in areas identified as having higher levels of risk, to provide support to people at risk of being drawn into violent extremism. The Channel Guidance identifies as good practice the importance of having:
  - A clear referral process incorporating a multi-agency panel;
  - An identified co-ordinator or location of expertise for advice, guidance and support;
  - Information sharing protocols.

## B. Establishing appropriate local referral and intervention processes

9. It is important that all Local Safeguarding Children Boards should establish and communicate agreed processes and criteria for safeguarding individuals vulnerable to radicalisation and children who may be at risk through living with or being in direct contact with known extremists.
10. This should include identifying organisations and people who are able to provide additional advice and guidance. In identifying these, account should be taken of the local context and risks and to ensure that those selected have the appropriate expertise and are widely respected and trusted by all possible users.
11. Each Local Safeguarding Children Board has local policies and guidance for use by all agencies within the area, based on the national guidance and statutory framework and associated guidance documents.

**ACTION 1:** *We recommend that the existing policies and guidance should be adapted to take account of the risk of radicalisation to violent extremism as identified in Chapter 11 of “Working together to Safeguard Children” (2010.)*

12. Appendix 1 provides a model referral process for individuals who are identified as being vulnerable to radicalisation or who may be at risk through living with or being in direct contact with known extremists.. The Appendix provides a referral flowchart together with an explanation of how to use it and key areas for attention to manage the process effectively. The process described requires multi-agency assessment of risks, working from initial informal assessments leading to formal assessments and referral when appropriate. The aim is to ensure an early identification of children and young people’s additional needs and promote co-ordinated responses, wherever possible within universal provision. The process also recognises the need for regular review points, where provision can be modified, increased or withdrawn, depending on the progress made.

**ACTION 2:** *It is recommended that the referral process flowchart model is amended to reflect local guidance and procedures. The local guidance should also be provided for schools and other settings on how to incorporate the revised guidance within their policies and procedures.*

13. Each Local Safeguarding Children Board provides model safeguarding and child protection policies for schools and other settings (e.g. youth centres and activities, Mosques and Madrassahs.)

**ACTION 3:** *It is recommended that these should be amended to incorporate the risk of radicalisation to violent extremism. Appendix 2 provides guidance for sections to be included within these policies. This includes sections on definitions and indicators.*

14. Early identification of concerns should result in responses being made through Universal provision (Tier 1) or through targeted interventions (Tier 2). Section D2 – *Appropriate, proportionate responses and interventions* gives examples of appropriate and proportionate responses at each tier. The headings for the examples follow the four aspects of the *Learning together to be safe* Toolkit and the further guidance and activities in the *Learning Together to be Safe* Workbook.

15. In a few cases, an individual may move beyond being vulnerable to extremism to involvement or potential involvement in supporting or following extremist behaviour. Where this is identified as a potential risk, further investigation by the police will be required, prior to other assessments and interventions.

**ACTION 4:** *Each police authority and division should identify and publicise the nominated local police officers to be contacted with regard to any concerns and referrals for potential violent extremism of any level of risk.*

16. Specialist interventions will require the involvement of agencies and services with this level of expertise and skill.

**ACTION 5:** *Local Safeguarding Children Boards and Area Prevent Partnerships should assess and identify together where this is located within the area and region and consider whether it is adequate to respond to potential risks.*

## C. Management Arrangements

17. The Prevent strategy promotes a multi-agency approach which emphasises the need to recognise the vulnerability of children and young people to radicalisation, work to safeguard those at risk, and work together to provide the skills, understanding and support to children and young people to make critical choices and develop strategies to resist the narratives of extremists and exploitative relationships.
18. Levels of risk vary across different areas so Local Safeguarding Children Boards/safeguarding adults boards and children's services practitioners should ensure they are informed of the particular risks in their area. Most local authority areas have an Area Partnership Board for Prevent that is responsible for coordinating work on this agenda across all agencies. Children's services departments should be involved in this Partnership Board to ensure services that support children and young people are contributing to Prevent.
19. By locating the process for highlighting concerns and identifying vulnerabilities within Safeguarding, the emphasis is upon *supporting vulnerable individuals*, not on informing on or "spotting" those with or exploring radical or extreme views. The multi-agency assessment process requires the involvement of the police and the consideration of the implications of any possible criminal investigation. Whilst the nature of the Prevent agenda raises security questions, the process should not be considered as different from the risk of significant harm or vulnerability due to exposure to other influences.
20. Boards should also have regard to the potential risk posed to children who are in a family context with known extremists. This could include people who are currently subject to criminal proceedings and people who have been previously convicted of terrorism related offences.
21. At this stage of development, there is very limited information to indicate possible numbers of referrals and the proportion of universal and targeted responses (Tier 1 and 2.) In line with experience of responding to other vulnerabilities and risks, it is expected that most referrals will be made within universal provision.
22. **ACTION 6:** *Local Safeguarding Children Boards and Area Partnership Boards for Prevent should establish procedures to jointly monitor referrals and evaluate processes to identify and respond to vulnerabilities to violent extremism.*
23. **ACTION 7:** *The Local Safeguarding Children Board and the Area Partnership Board for Prevent should take responsibility for ensuring the availability of adequate services to respond appropriately to identified local needs.*
24. Knowledge and understanding of the risks of radicalisation to violent extremism and appropriate responses is continuing to develop with increasing experience. It is important that those who work with children and young people have access to and are able to draw on this experience and research in responding to cases as they arise.

**ACTION 8:** *The Local Safeguarding Children Board and the Area Partnership Board for Prevent should plan how to develop the understanding and skills of staff to respond to radicalisation within safeguarding processes. It is recommended that this should be approached by extending the expertise and understanding of Safeguarding*

*Co-ordinators and other key staff, identifying where additional specialist knowledge is required (e.g. Al Qaeda inspired narratives.) Further guidance is provided below on appropriate and proportionate responses and interventions grounded in universal provision.*

## **Areas with 'Channel'**

25. In some areas, the police have established a bespoke process known as 'Channel', which has established an alternative mechanism for referring vulnerable individuals and for making responses and providing support. This guidance recommends that the Channel processes are incorporated within the Safeguarding procedures for children and young people.

26. Where Channel processes are well-established, a transition process to embed referrals and responses within Safeguarding may be appropriate.

**ACTION 9:** *The transition process to embed referrals and processes within Safeguarding should be planned and agreed jointly between the Local Safeguarding Children Board and Area Partnership Board for Prevent. The arrangements should cover how referrals are to be jointly monitored.*

27. Planning for the transition process should take account of the following activities:

- Identifying all those who currently play a role in dealing with and monitoring referrals for vulnerability to violent extremism
- Ensuring that expertise is available and located so that it is accessible and trusted by all key stakeholders, and that the existing expertise which has developed remains accessible through the modified processes identified in this guidance
- Ensuring processes are put in place to transfer management of current cases from Channel to Safeguarding in an appropriate way
- Communicating the new arrangements to all stakeholders, and ensuring compliance with the new procedures.

28. Channel officers, where they are in existence, will have an important role to play in informing and supporting the transition. Their experience of prior referrals will be an important source of local case studies to increase understanding and identify appropriate responses.

## D1. Understanding and recognising risks and vulnerabilities of radicalisation

29. Children and young people are vulnerable to exposure to or involvement with groups or individuals who advocate violence as a means to a political or ideological end. Examples of extremist causes that have used violence to achieve their ends include animal rights, the far right and international terrorist organisations such as Al Qaeda.
30. **Radicalisation** is defined as the process by which people come to support terrorism and violent extremism and, in some cases, to then participate in terrorist groups. There is no obvious profile of a person likely to become involved in extremism or a single indicator of when a person might move to adopt violence in support of extremist ideas.
31. The process of radicalisation is different for every individual and can take place over an extended period or within a very short time frame. Given this, it is important that awareness, sensitivity and expertise are developed within all contexts to recognise signs and indications of radicalisation.

**ACTION 10:** *An analysis of the local context should be undertaken to inform an assessment of risks and the local factors and variables. These should take account of a range of variables including violent extremist narratives within the local area and the receptiveness of particular groups and individuals towards these.*

32. Children and young people can be drawn into violence or they can be exposed to the messages of extremist groups by many means. These can include family members or friends, direct contact with members groups and organisations or, increasingly, through the internet. This can put a young person at risk of being drawn into criminal activity and has the potential to cause significant harm. Potential diagnostic indicators identified in the Channel Guidance include:
- use of inappropriate language,
  - possession of violent extremist literature,
  - behavioural changes,
  - the expression of extremist views,
  - advocating violent actions and means,
  - association with known extremists,
  - seeking to recruit others to an extremist ideology.
33. No research has identified a definitive list of indicators which would show that someone is vulnerable to radicalisation to violent extremism. Rather, the risk of radicalisation is the product of a number of factors and identifying this risk requires that staff exercise their professional judgement, seeking further advice as necessary. This underlines the necessity for appropriate training to enable staff to develop these skills, as described in Action 8.
34. Some children may be at risk due to living with or being in direct contact with known extremists. Such children may be identified by the police or through MAPPA processes.

## D2. Appropriate, proportionate responses and interventions

35. It is that each area develops the understanding and expertise to deploy a range of responses and interventions to be used when concerns of radicalisation are identified. The table below gives some examples.

<b>SPECIALIST INTERVENTIONS WITH YOUNG PEOPLE ALREADY ENGAGED IN OR LINKED TO EXTREME VIOLENCE</b>	<b>Managing Risks</b> Intensive Family Support Programmes Family Therapy / Child and Adolescent Mental Health Service (CAMHS) programmes Youth Offending Team (YOT) / Youth Inclusion Support Panel (YISP) programmes Rapid Response support Police Prevent team support Specialist intervention programmes Intervention Panels
<b>TARGETED WORK WITH THOSE AT RISK</b>	<b>Pupil Support and Challenge</b> Individual Common Assessment Framework (CAF) action plan Youth Inclusion Support Panel (YISP) crime prevention programmes Support from school attached police officer Formal behaviour support / anger management programmes Positive Activities for Young People (PAYP) programme Specialist programmes Intervention panels
<b>UNIVERSAL PROVISION</b>	<b>The Curriculum</b> Work on anti-violence addressed throughout curriculum Focussed educational programmes Citizenship programmes Open discussion and debate <b>The Extended Curriculum</b> Positive out of school hours programmes Youth clubs and holiday programmes Increased adult support, supervision and encouragement Parenting programmes <b>Teaching and Learning Styles and Pedagogy</b> Pastoral support Attendance support Behaviour support / anger management work in school Positive buddying programmes 1 to 1 or group counselling Community cohesion programmes <b>Learning, social and emotional skills</b> Social and Emotional Aspects of Learning Anti-bullying work <b>Support from Partner Organisations</b> Connexions Personal Advisor support Schools police officer work on safety, risk and crime prevention Links with relevant voluntary or religious organisations



## Related Reading

CWDC (2007) “Common Assessment Framework: Managers' and Practitioners' guides” <http://www.dcsf.gov.uk/everychildmatters/resources-and-practice/IG00063/>

DCSF (2008) “Learning together to be safe: A toolkit to help schools contribute to the prevention of violent extremism”  
<http://publications.dcsf.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00804-2008&>

DCSF (2010) “Working Together to Safeguard Children”  
<http://www.dcsf.gov.uk/everychildmatters/resources-and-practice/IG00060/>

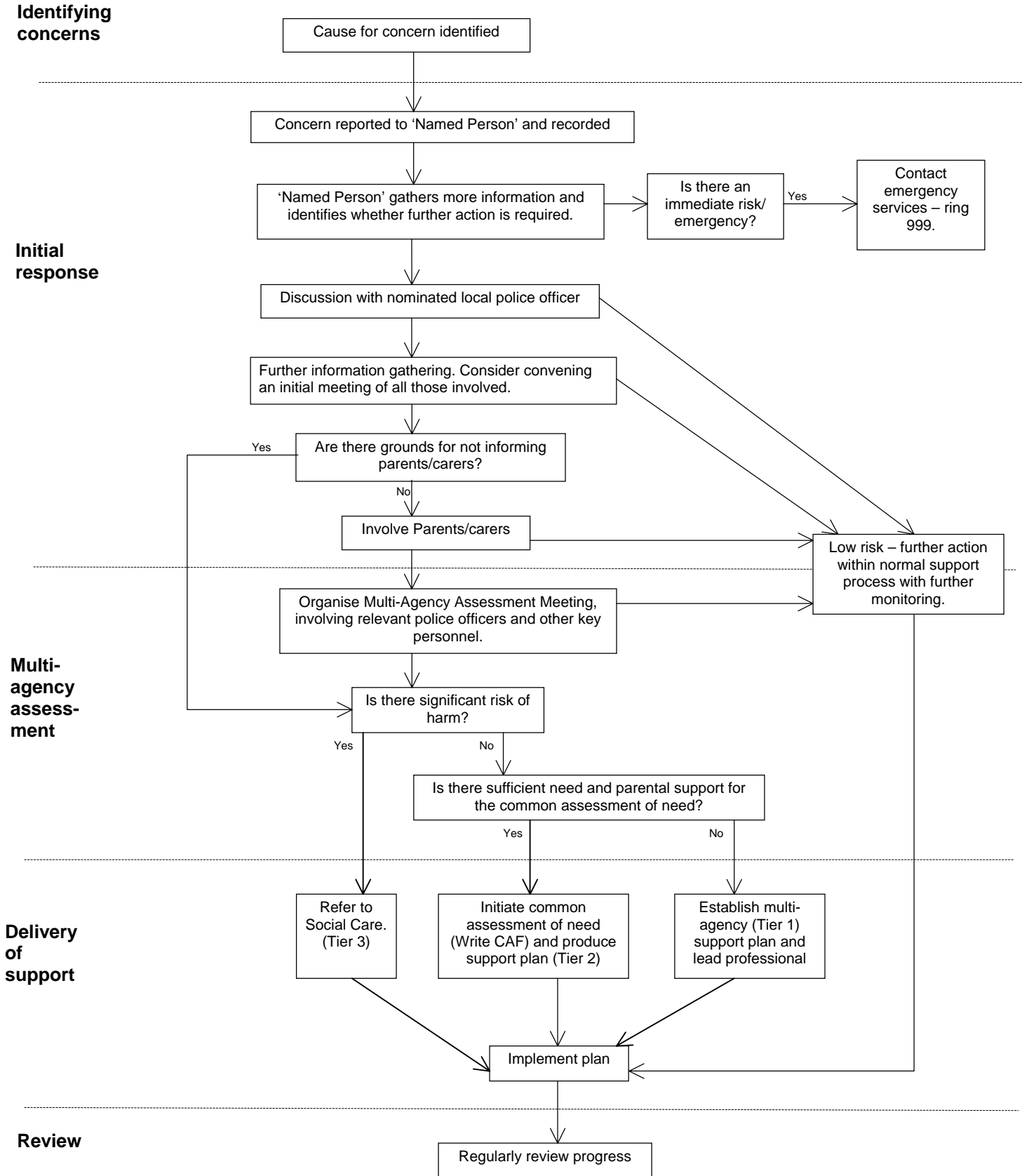
HM Government (March 2010) “Channel: Supporting individuals vulnerable to recruitment by violent extremists. A guide for local partnerships”  
<http://security.homeoffice.gov.uk/news-publications/publication-search/prevent/channel-guidance.html>

HM Government (2008) “The Prevent Strategy: A Guide for Local Partners in England. Stopping people becoming or supporting terrorists and violent extremists”  
<http://publications.dcsf.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=288324&>

RecoRa (2008) “Recognising and Responding to Radicalisation: Considerations for policy and practice through the eyes of street level workers”  
<http://www.recora.eu/>

## APPENDIX 1

### MODEL FLOW CHART FOR REFERRAL OF CHILDREN AND YOUNG PEOPLE FOR CONCERNS OF RADICALISATION IN CHILDREN SERVICES (E.G. SCHOOLS, COLLEGES, YOUTH SETTINGS)



## EXPLANATION OF THE MODEL FLOW

### 1. Identifying Concerns

- 1.1. All staff members<sup>1</sup> working with children are accustomed to identifying and responding to concerns about the well-being of children they come into contact with. Responding to the risk that children may be vulnerable to being drawn into violent extremist activity requires the same skills of balance and professional judgement that staff would exercise in any situation which gives cause for concern. Many staff will also have experience of working with children who may be vulnerable due to the behaviour of another family member. Skills developed in this context will be very valuable in supporting children who may be at risk through living with or being in direct contact with known extremists.
- 1.2. It is not possible to give a comprehensive list of the situations which would lead to a staff member identifying concerns about a young person. All judgements should be guided by the principle of the child's best interests. As with other safeguarding situations, concerns may arise from a single event, but are more often based on an accumulation of small pieces of information over time. Staff members who think they may have cause for concern should always seek further advice and guidance. The guiding principle should always be to report concerns through normal procedures so that an informed judgement can be made within the context of all available awareness.
- 1.3. Radicalisation should be considered as an 'additional vulnerability' under Chapter 11 of the *Working Together to Safeguard Children* Guidance. It may be combined with other vulnerabilities or may be the only risk identified. In either case a safeguarding response is appropriate in respect of children under 18.
- 1.4. Some children who are at risk of being drawn into violent extremist activity may pose a risk to others. If there is a conflict between the welfare needs of the perpetrator and the victim, the victim's needs must come first. Many abusers are in need of care and protection themselves; however, they must also be held accountable for their own actions.

### 2. Initial Response

- 2.1. Any member of staff who identifies concerns should discuss them with their organisation's Named Person<sup>2</sup> so that an appropriate and proportionate response can be planned. The Named Person should carry out an initial assessment of the concern and decide whether further work is required.
- 2.2. The Named Person should consider whether a situation may be so serious that an emergency response is required. Staff should exercise professional judgement and common sense to identify whether an emergency situation applies; examples in relation to violent extremism are expected to be very rare but would apply when there is information that a violent act is imminent or where weapons or other materials may be in the possession of a young person, another member of their family or within the community. In this situation, a 999 call should be made.
- 2.3. Further work will involve collecting information from all key members of staff. This should also include the nominated local police officer in relation to concerns of violent extremism. In some circumstances, an initial response meeting may be called so all those involved can agree a way forward; however this step may be bypassed in situations where the appropriate response is clear and obvious.
- 2.4. The Named Person may decide the situation does not warrant a safeguarding or child protection response at this stage. In this case the situation should be handled internally, as part of normal arrangements and provision, including offering appropriate support and guidance to the child or young person. Staff should also continue to monitor the issues in case of future escalation.
- 2.5. Some concerns which are identified may have a security dimension to them. For this reason, it is important that liaison with the police forms an early part of all investigations.

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<sup>1</sup> The term 'staff members' should be taken to encompass paid staff and volunteers in any setting.

<sup>2</sup> Each organisation working with children should have an identified person with responsibility for safeguarding. The term 'Named Person' is used here to indicate this person.

- 2.6. If there are grounds for further work, informing parents/carers of the concerns is the usual next step. Occasionally, it may be thought that informing parents/carers immediately is not appropriate, e.g. if parents/carers are thought to be putting the child at risk and informing them of concerns may increase the risk to the child. In radicalisation situations, there may be occasions where parents/carers are thought to pose a risk to others and where alerting them to concerns may increase that risk. Such cases are likely to be identified through discussion with the nominated Police Officer for Prevent and an alternative way forward agreed.
- 2.7. In most circumstances, the parents/carers would be informed immediately and would be actively involved in developing an appropriate response to the situation.
- 2.8. Staff should follow their own organisations record keeping procedures in ensuring they keep a record of all discussions, advice given and received, decisions made and the reasons for these.

### 3. Multi-Agency Assessment

- 3.1. A multi agency assessment meeting will usually be called by the Named Person. The meeting will normally include parents/carers and representatives from all organisations who are currently involved with the young person. It may also be appropriate to include representatives from organisation who are not currently involved, but who may be able to offer relevant support to the young person at this time. It may also be valuable to include the young person in the meeting if their age and understanding is of an appropriate level.
- 3.2. The multi agency meeting will determine the most appropriate response and plan how this can be delivered. The meeting must be documented appropriately and records retained by organisations working with the child or young person. Review dates should be agreed, along with the person responsible for convening the review meeting and the people who should be involved in this.
- 3.3. The discussion and outcomes of the meeting should be recorded, and records retained by all those attending in line with their own organisation's record retention guidance.

### 4. Delivery of support

- 4.1. The Named Person, in discussion with other professionals as appropriate, will need to determine the most appropriate level and type of support to offer the child and their family.
- 4.2. *Tier 1 - Universal Responses and Support*  
Wherever possible the response should be appropriately and proportionately provided from within the normal range of universal provision of the organisation working with other local agencies and partners. Responses could include curriculum provision, additional tutoring or mentoring, additional activities within and out of school, family support.
- 4.3. *Tier 2 – Targeted Responses and Support*  
Where a higher level of targeted and multi agency response is indicated a formal multi-agency assessment should be conducted. The Common Assessment Framework (CAF) may be used with parents/carers' agreement. Support may come from several agencies and be co-ordinated via Team Around the Child (TAC) meetings. A formal plan should be completed and a lead person nominated.
- 4.4. *Tier 3 – Specialist Support*  
Where a child is thought to be at risk of significant harm, and/or where investigations need to be carried out even though parental consent is withheld a referral to Social Care should be made. However, it should be recognised that concerns of this nature in relation to violent extremism are most likely to require a police investigation (as part of Pursue) in the first instance. The multi-agency assessment will involve the Police in the making of decisions about the appropriate response. All cases at this level will be reported to Social Care who would monitor all referrals and make regular reports to the Local Safeguarding Children Board and the local Area Partnership Board for Prevent.
- 4.5. For all types of response, a clear plan will be developed and documented to set out how the needs of the child will be met, and who would have responsibility for doing this. The plan will include agreed arrangements for review of progress.

## **5. Review**

- 5.1. Reviews must be carried out at the agreed intervals, or sooner if a change in circumstances indicates this is appropriate. All reviews should be documented appropriately and records retained by organisations working with the child or young person.
- 5.2. Unless it is deemed appropriate to end the agreed response, each review meeting should agree dates of further reviews, along with the person responsible for convening the review meeting and the people who should be involved in this.
- 5.3. All those involved with the child should continue to monitor the situation, and consider modifying the response if circumstances change. If the risk is perceived to diminish, it may be appropriate to end the response. However, if the risk is perceived to increase, an escalation of the response may be required. In this situation, the assessment process could be restarted at any point.

## APPENDIX 2

### EXTRACTS TO BE INCLUDED WITHIN SAFEGUARDING POLICY FOR SCHOOLS, COLLEGES AND OTHER CHILDREN SERVICES SETTINGS

#### 1. POLICY STATEMENT & PURPOSE

- 1.1 The School/College is committed to providing a safe and secure environment for all children and young people where they are encouraged to talk and are listened to. The School/College recognizes its legal duty to work with other agencies in protecting vulnerable young people from “significant harm” and responding to possible safeguarding issues. The framework for such procedures is defined and informed by the relevant guidance from the Department for Children, Schools and Families (DCSF), in particular the guidance document “*Working together to Safeguard Children*” (2010) and the Model Safeguarding Policy provided by the local Safeguarding Board.
- 1.2 The purpose of this policy is to ensure that procedures are in place so that every young person who is a registered pupil/student at the School/College is safe and protected. The policy will give clear direction to staff, volunteers and regular visitors about how concerns are managed and acted on. This will include protecting young people who may be subject to abuse (**Child Protection**), young people who may be vulnerable to being drawn into violent extremist activity (**Preventing Violent Extremism and particularly Objective 3 of the Prevent strategy**).
- 1.3 The School/College seeks to adopt an open and accepting attitude towards young people as part of its general responsibility for pastoral care. The College hopes that parents and students will feel free to talk about any concerns or worries which may affect educational progress and that they will see the school/College as a safe place if there are any difficulties at home or wider community.

#### 2. INTRODUCTION

- 2.1 The School/College fully recognises the contribution it can make in protecting young people from harm and supporting and promoting the welfare of all. The key elements of this policy are prevention, protection and support.
- 2.2 The Children Acts 1989 and 2004 state that a child is anyone who has not yet reached their 18<sup>th</sup> Birthday, although in certain circumstances, the age limit can be extended, e.g. in the case of a person with learning difficulties or in cases where there has been an ‘abuse of trust’.

#### 3. MAIN PRINCIPLES

- 3.1 The School/College promotes an ethos where young people feel secure, are encouraged to talk and are listened to. We will not make promises that we cannot keep and we will not keep secrets. Every young person will normally be told by the member of staff they have chosen to talk to, what will happen next.
- 3.2 The School/College recognise the positive contribution it can make towards Objective 3 of the PREVENT strategy: “*Supporting vulnerable individuals who are being targeted and recruited to the cause of violent extremism.*” The School/College will continue to empower young people to create communities that are more resilient to extremism and protecting the well-being of particular students or groups who may be vulnerable to being drawn into violent extremist and criminal activity. It will continue to

promote and reinforce shared values: to create space for free and open debate as well as providing support for students who may be at risk.

- 3.3 The risk of radicalisation to support terrorism and violent extremism is identified as a vulnerability in Chapter 11 of “*Working together to Safeguard Children*” (2010.)

A more detailed definition is:

**Radicalisation:** is the process by which people come to support terrorism and violent extremism and, in some cases, then to participate in terrorist groups. There is no obvious profile of a person likely to become involved in extremism, or a single indicator of when a person might move to adopt violence in support of extremist ideas.

36. Potential diagnostic indicators identified in the Channel Guidance<sup>3</sup> include:

- use of inappropriate language,
- possession of violent extremist literature,
- behavioural changes,
- the expression of extremist views,
- advocating violent actions and means,
- association with known extremists,
- Seeking to recruit others to an extremist ideology.

Staff who observe any behaviour or who hear or are told anything significant by a child/young person or others, **must** report their concerns to the designated Named Person/Child Protection Co-ordinator for the School/College.

If the School/College has any significant concerns about a young person beginning to support terrorism and/or violent extremism, it is **required** to discuss them with the nominated local police officer so they can be part of further work to address the issues.

- 3.4 Parents will normally be consulted and their consent obtained before any referral is made about their child to any other agency under the local Safeguarding Children Board (LSCB) Risk Management Framework. However, even if asked to do so, staff cannot guarantee to consult parents first, or to keep the young person’s concerns confidential, if referral must be made to the appropriate agencies (Police or Social Services) in order to safeguard the young person’s welfare and protect them from significant harm or to protect public safety.
- 3.5 The Social Services and Police have the primary responsibility in the field of child protection and preventing violent extremism respectively. Local authorities have a duty to take steps to protect children and young people in appropriate circumstances and give certain powers to the police so that they can take action to protect them.

<sup>3</sup> HM Government (March 2010) “Channel: Supporting individuals vulnerable to recruitment by violent extremists. A guide for local partnerships”

## **APPENDIX 3**

### **SUMMARY OF ACTIONS**

#### **Local Safeguarding Children Board**

1	<i>We recommend that the existing policies and guidance should be adapted to take account of the risk of radicalisation to violent extremism as identified in Chapter 11 of “Working together to Safeguard Children” (2010.)</i>
2	<i>It is recommended that the referral process flowchart model in Appendix 1 is amended to reflect local guidance and procedures. The local guidance should also be provided for schools and other settings on how to incorporate the revised guidance within their policies and procedures.</i>
3	<i>It is recommended that model safeguarding and child protection policies for schools and other settings should be amended to incorporate the risk of radicalisation to violent extremism. Appendix 2 provides guidance for sections to be included within these policies. This includes sections on definitions and indicators.</i>

#### **Police Service**

4	<i>Each police authority and division should identify and publicise the nominated local police officers to be contacted with regard to any concerns and referrals for potential violent extremism of any level of risk.</i>
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#### **Local Safeguarding Children Board and Area Prevent Partnerships**

5	<i>Local Safeguarding Children Boards and Area Prevent Partnerships should assess and identify together where specialist expertise and skills are located within the area and region and consider whether it is adequate to respond to potential risks.</i>
6	<i>Local Safeguarding Children Boards and Area Partnership Boards for Prevent should establish procedures to jointly monitor referrals and evaluate processes to identify and respond to vulnerabilities to violent extremism.</i>
7	<i>The Local Safeguarding Children Board and the Area Partnership Board for Prevent should take responsibility for ensuring the availability of adequate services to respond appropriately to identified local needs.</i>



**PREVENT AND SAFEGUARDING GUIDANCE**  
**SUPPORTING INDIVIDUALS VULNERABLE TO VIOLENT EXTREMISM**

8	<i>The Local Safeguarding Children Board and the Area Partnership Board for Prevent should plan how to develop the understanding and skills of staff to respond to radicalisation within safeguarding processes. It is recommended that this should be approached by extending the expertise and understanding of Safeguarding Co-ordinators and other key staff, identifying where additional specialist knowledge is required (e.g. Al Qaeda inspired narratives.) Further guidance is provided below on appropriate and proportionate responses and interventions grounded in universal provision.</i>
9	<i>In areas with an established Channel Process, the transition process to embed referrals and processes within Safeguarding should be planned and agreed jointly between the Local Safeguarding Children Board and Area Partnership Board for Prevent. The arrangements should cover how referrals are to be jointly monitored.</i>
10	<i>An analysis of the local context should be undertaken to inform an assessment of risks and the local factors and variables. These should take account of a range of variables including violent extremist narratives within the local area and the receptiveness of particular groups and individuals towards these.</i>