FIVE RIVERS

CHILD CARE LTD

Five Rivers Child Care Preventing Extremism and Radicalisation Policy & Procedure

'Five Rivers is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment'

Policy Owner	C.O.O
Authoriser	C.O.O
Date of Original Issue	01/02/2023
Date of Last Review	01/02/2026
Date of Next Review	01/02/2027
Version	V2

Table of Contents

1.   Preventing Extremism and Radicalisation Policy

1.1   Policy Statement

1.1.1   The PREVENT Strategy is a Cross-Government policy that forms one of the four strands of CONTEST: these are PREVENT, PURSUE, PROTECT, PREPARE, the United Kingdom's Strategy for Counter Terrorism. It includes the anti-radicalisation of vulnerable adults and children/young people.

1.1.2   PREVENT is designed to stop people from supporting terrorism or becoming terrorists themselves. The importance of identifying radicalisation as early as possible continues to be highlighted: when successful, radicalised individuals can be prevented from perpetrating criminal acts which significantly affect their own lives, as well as those of their victims and their families and local communities.

1.1.3   The Preventing Extremism and Radicalisation Policy is intended to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views.

1.1.4   The Counter-Terrorism and Security Act 2015,revised in 2019 and 2021 (the CT&S Act) Sections 57 to 76 sets out the duty on local authorities and partners of local panels to provide support for people vulnerable to being drawn into terrorism.

1.1.5   Five Rivers supports the principles of these Acts, and this Policy explains how these will be practically applied in relation to children and young people in Five Rivers' care and in Five Rivers' Schools.

1.1.6   Five Rivers adults must be aware of and understand the PREVENT agenda.

1.1.7   Five Rivers adults must support and where necessary seek advice and guidance to ensure that vulnerable individuals are provided with the correct care package, either from existing services or specialised practitioners trained in PREVENT interventions.

1.1.8   This guidance is to be read in conjunction with other relevant guidance. In England, this includes:

- Working Together to Safeguard Children
- Keeping Children Safe in Education and Information Sharing: Government advice for professionals providing safeguarding services to children, young people, parents and carers

1.2   Terms and Definitions

1.2.1   The below table sets out a number of terms and definitions used within this document:

Term	Definition
Radicalisation	Refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. Both adults and children/young people can be radicalised, and this can have implications for children/young people and adults at risk. Radicalisation may co-exist with other forms of child/young person abuse and neglect.
Extremism	Defined in the Oxford Dictionary as "The holding of extreme political or religious views; fanaticism" and an extremist is "a person who holds extreme religious (or political) views, especially one who advocates illegal, violent, or other extreme actions." According to Government Guidance, 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. It also includes calls for death of members of the armed forces, whether in this country or overseas".
PREVENT	This is the Government strategy for safeguarding people and communities from the threat of terrorism.
CHANNEL	Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.
Terrorism	Action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made with the intention of advancing a political, religious or ideological cause.
Ideology	Refers to a specific set of beliefs.
DSP	Designated Safeguarding Person
DSL/DSO	Dedicated Safeguarding Lead/Dedicated Safegarding Officer
CTSA	Counter-Terrorism and Security Act 2015
SMSC	Spiritual, Moral, Social and Cultural development

1.3   Data Protection

1.3.1   Five Rivers Child Care supports the objectives of the General Data Protection Regulation (GDPR) and the Data Protection Act 2018 and other legislation relating to Data Processing, including the Human Rights Act 1998, Regulation of Investigatory Powers Act 2000 and the Freedom of Information Act 2000. Five Rivers Child Care has a statutory obligation to process personal data in accordance with the provisions of the General Data Protection Regulation (GDPR) and the Data Protection Act 2018.

1.3.2   Every member of Five Rivers Child Care has an obligation to ensure that the information they process (use) is collected, maintained and disclosed in accordance with the General Data Protection Regulation (GDPR) and the Data Protection Act 2018 and the Five Rivers Child Care Data Protection Policy.

1.4   Disclosure of Information

1.4.1   Any use or disclosure of information held within Five Rivers Child Care, without there being a legitimate purpose or legal basis, will be classed as unauthorised and is a criminal offence under Section 55 of the Act Right of Access (Subject Access Requests).

1.5   Further Information

1.5.1   Prevent Duty Guidance: England and Wales (2023)

- https://www.elearning.prevent.homeoffice.gov.uk

- https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation

- Prevent duty training: Learn how to support people vulnerable to radicalisation |Prevent duty training (support-people-vulnerable-to-radicalisation.service.gov.uk)

1.5.2   The Preventing Extremism and Radicalisation Policy links to the following Five Rivers Education/Residential and Fostering policies:

- Child Protection and Safeguarding policy
- Safer Recruitment policy
- Equal Opportunity Policy
- Anti-bullying Policy
- E-Safety Policy.

1.5.3   Foster carers - Refer to the Foster Carer Handbook and guidance.

2.   Procedure

2.1   Reporting Immediate Concerns (referrals)

2.1.1   If you feel that there is an immediate danger to the life of the individual or to others, then call 999.

2.1.2   It is vital for all staff to be constantly vigilant. Staff are reminded to suspend any professional disbelief that instances of radicalisation 'could not happen here' and to refer any concerns through the appropriate channels (via Designated Safeguarding Person).

2.1.3   Staff are encouraged be curious and to act when they observe behaviour of concern and to follow the Notice, Check and Share advice.

- •   Notice changes.
- •   Check up on them.
- •   Share your concerns.

2.2   Safeguarding from Radicalisation and Extremism

2.2.1   Radicalisation and Extremism are safeguarding issues.

2.2.2   Prevention of extremism and radicalisation is another part of our responsibility in safeguarding students/children/young people. As with any concern, the risk of harm is raised when young people are vulnerable and is often noticed when children/young people change their behaviour, clothing or attitudes.

2.2.3   One aspect of safeguarding children and young people from radicalisation is to set out in 'Promoting fundamental British values as part of SMSC in schools'. This guidance sets out British values as:

- • Democracy
- • The rule of law
- • Individual liberty
- • Mutual respect
- • The tolerance of those with different faiths and values.

2.2.4   The Government Prevent Strategy, inclusive is the approach to reducing the risk of terrorism, this is called 'CONTEST' and has four parts:

- • Protect; to strengthen protection against a terrorist attack
- • Prepare; to mitigate the impact of an attack
- • Pursue; to stop terrorist attacks
- • Prevent; to stop people becoming terrorists or supporting terrorism

2.2.5   If you have concerns that a child or young person may be vulnerable to violent extremism or radicalisation you should seek advice from your senior teacher/DSL/DSO or Registered Manager.

2.2.6   With your Registered Manager/DSL and the child's Social Worker decide whether the child meets the threshold for a formal referral to Channel (see 3. More Information) or whether other strategies need to be employed.   (Also note that "Prevent" is a form of safeguarding).

2.2.7   Listed below is the data that MASH needs to help them do their work. It would be helpful if you could give as much information as you have when making a referral:

- Full names and dates of birth of the child, carers and any other family members
- Child's full address and telephone number
- Daytime address and contact telephone numbers for parents/carers
- Ethnic origin, religion and cultural background
- Reason for the referral, including description of any injuries observed, details of allegations made, discussions with the child or others, details of any witnesses. Including any relevant dates/times/ places of alleged incidents
- Any immediate or impending danger to the child - Based on your knowledge of the child and family, you may well have an opinion about how the family are likely to react to the referral and any subsequent child protection enquiries, including any factors which may place the child or others at further risk (e.g. where there is domestic violence)
- Are the parents or child aware of the referral to MASH.

2.3   Vulnerability Factors

2.3.1   The backgrounds and experiences of the children and young people in Five Rivers' schools or care could make them particularly vulnerable to attempts to influence their thinking and behaviours. The lists below are not exhaustive. The early warning signs may or may not indicate a serious problem; they do not necessarily mean that a child is prone to violence towards themselves or others. This provides a basis to check concerns and put in place an appropriate response by getting help for a child/young person before a problem escalates.

2.3.2   Children/young people who lack a strong stake in society or whose experiences leave them feeling disaffected are more vulnerable to radicalisation than their peers. Five Rivers will build children and young people's resilience through:

- Involving the children/young people in mainstream community activities
- Valuing the contributions they make
- Recognising and rewarding pro-social activity
- Developing children/young people's sense of belonging
- Challenging the ideologies behind violent extremism and support mainstream voices
- Not allowing the promotion of violent extremism to children/young people in Five Rivers' care
- Support individuals who are vulnerable to recruitment, or have already been recruited by violent extremists
- Explicitly addressing in placement planning the use of internet and social media at the point of children/young people being placed.

2.3.3   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
- Significant changes to appearance and/or behaviour
- Experiencing a high level of social isolation, resulting in issues of identity crises and/or personal crises.

2.3.4   There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in student/children/young people's behaviour, which could indicate that they may be in need of help or protection.

2.3.5   Students/children at risk of radicalisation may display different signs or seek to hide their views.

2.3.6   Home and school staff should use their professional judgement in identifying students/children/young people who might be at risk of radicalisation and act proportionately.

2.3.7   Even very young children/students may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour.

2.3.8   All concerns should be reported to the DSP who will follow the guidance.

2.3.9   The internet, in particular social media, is being used as a channel not only to promote and engage people in extremism, but also as a command structure. Often this promotion glorifies violence, attracting and influencing many people including children and young people and in extreme cases radicalising them. Research concludes that children and young people can be trusting and not necessarily appreciate bias that can lead to them being drawn into these groups and adopt extremist views, and in viewing this shocking and extreme content may become desensitised to it. We have developed policies and guidance to support children's internet use.

2.3.10   To support de-radicalisation, we promote:

- An all-inclusive ethos
- Creating doubt or disillusionment
- Questioning ideas
- Having Safe discussions
- A range of views.

2.4   What To, Do If You Have Concerns

2.4.1   Adults are encouraged to take action when they observe behaviour of concern and to follow the Notice, Check and Share advice:

• Notice changes

• Check up on them

• Share your concerns.

2.4.2   Radicalisation and Extremism are safeguarding issues. If you have concerns that a child or young person may be vulnerable to violent extremism or radicalisation you must seek advice from your senior teacher or registered manager. With your Registered Manager and the child's or young person's social worker decide whether the child or young person meets the threshold for a formal referral to Channel or whether other strategies need to be employed.

2.5   Within the Curriculum at Five Rivers Schools

2.5.1   Our curriculum promotes respect, tolerance and diversity. Students are encouraged to share their views and recognise that they are entitled to have their own different beliefs, which should not be used to influence others.

2.5.2   Our PSHE (Personal, Social and Health Education), and SMSC (Spiritual, Moral, Social and Cultural) provision is embedded across the curriculum and underpins the ethos of the school.

2.5.3   It is recognised that students with low aspirations are more vulnerable.

2.5.4   Children and students are regularly taught about how to stay safe when using the Internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the Internet.

2.6   Staff Training

2.6.1   All of our education/residential/fostering staff will receive training in Preventing Radicalisation Awareness.

2.6.2   Five Rivers benefits from a diverse workforce, and this is a source of learning for the whole organisation. The holding and promotion of extreme views is not compatible with working for Five Rivers. All members of staff have a responsibility to promote the diverse needs of the children in Five Rivers' Care and Schools. Questions about diversity and response to children's individual needs will form a part of interviews (see Recruitment and Selection Procedure) and will be revisited regularly in supervision.

2.6.3   Five Rivers will take disciplinary action against the expression by carers or staff members of views that do not promote tolerance and diversity.

3.   More Information

3.1   What is Radicalisation?

3.1.1   Radicalisation is described in the Prevent script as a process where someone has their vulnerabilities or susceptibilities exploited towards crime or terrorism – most often by a third party who has their own agenda. Radicalisation refers to the process whereby a person comes to support terrorism and forms of extremism leading to terrorism.

3.1.2   There is no obvious profile of anyone likely to become involved in extremism or a single indicator of when a person might move to adopt violence in support of extremist ideas.

3.1.3   The process of radicalisation is different for every individual and can take place over an extended period or within a very short time frame.

3.2   What is Extremism?

3.2.1   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. Calls for the death of members of the British armed forces is also included in this definition. Extremism takes many forms and all ideologies are included in this area of safeguarding:

- Islamic extremism
- Left wing extremism
- Right wing extremism
- Animal rights extremism

3.2.2   There are different forms of extremist organisations in the UK and the world, i.e. – ISIL (Islamic State), AlQaeda, Boko Harram, British Defence League, Animal Rights extremist groups such as SPEAK, Irish Republican Army (IRA), Anti-Abortion groups, to name a few.

3.2.3   Terrorism is defined as the unlawful use of violence and intimidation, especially against civilians, in the pursuit of political aims

3.3   What is PREVENT

3.3.1   From 1 July 2015, specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism" **This duty is known as the Prevent duty.**

3.3.2   The PREVENT Strategy is a Cross-Government policy that forms one of the four strands of CONTEST: these are **PREVENT, PURSUE, PROTECT, PREPARE,** the United Kingdom's Strategy for Counter Terrorism. It includes the anti-radicalisation of vulnerable adults and children/young people.

3.3.3   PREVENT is designed to stop people from supporting terrorism or becoming terrorists themselves. The importance of identifying radicalisaiton as early as possible continues to be highlighted: when successful, radicalised individuals can be prevented from perpetrating

criminal acts which significantly affect their own lives as well as those of their victims and their families and local communities.

3.3.4   Schools are expected to assess the risk of students being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting students and young people in the area and a specific understanding of how to identify individual students who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting students at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools to have distinct policies on implementing the Prevent duty.

3.3.5   The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of Local Safeguarding Students Boards (LSCBs).

3.3.6   The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children and students at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to students at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting students from the risk of radicalisation.

3.3.7   Schools/residential homes and foster carers must ensure that young people are safe from terrorist and extremist material when accessing the internet. Schools/residential homes should ensure that suitable filtering is in place. It is also important that schools teach students about online safety more generally.

3.3.8   PREVENT now addresses radicalisation to all forms of counter terrorism and domestic extremism, including the extreme right-wing, for example, and the non-violent, which can popularise views that terrorists exploit. Action to address forms of extremism such as these must be prioritised locally according to the risks faced.

3.3.9   To assist in this, though the current PREVENT strategy has widened its scope, its focus has been reduced to these key objectives:

- **IDEOLOGIES:** To respond to the ideological challenge of terrorism and the threat we face from those who promote it
- **INDIVIDUALS:** To prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support, and,
- **INSTITUTIONS:** To work with a wide range of sectors (including education, criminal justice, faith, charities, the internet and health) where there are risks of radicalisation.

3.4   What is Channel?

3.4.1   Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. For children and young people in Five Rivers' care and education, consideration of referral to support

through Channel would be in conjunction with the child's social worker. The programme uses a multi-agency approach to protect vulnerable people by:

- identifying individuals at risk
- assessing the nature and extent of that risk, and
- developing the most appropriate support plan for the individuals concerned.

3.4.2   The police co-ordinate activity by requesting relevant information from local panel partners about a referred individual. They will use this information to make an initial assessment of the nature and extent of the vulnerability which the person has. The information will then be presented to a panel.

3.4.3   Carers, teachers and foster carers should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme, which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism to make referrals if concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

3.4.4   Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral, the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges which are required to have regard to Keeping Students Safe in Education are listed in the CTSA 2015 as partners required to cooperate with local Channel panels

3.4.5   Other supports are delivered by agencies working together from across the children/young people and adult's workforce, such as local authority, health, education, police, and voluntary and community organisations. Where the support needs can't be met through existing mainstream provision locally, the panel can access specialist support, including Channel intervention providers, approved by the Home Office.

3.4.6   Channel may be appropriate for anyone who is vulnerable to being drawn into any form of terrorism. Channel is about ensuring that vulnerable children/young people and adults of any faith, ethnicity or background receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist related activity. Participation in Channel is voluntary and can lead to a wide package of support, such as:

- Mentoring support contact – work with a suitable adult as a role model or providing personal guidance, including guidance addressing extremist ideologies
- Life skills – work on life skills or social skills generally, such as dealing with peer pressure
- Anger management session – formal or informal work dealing with anger
- Cognitive/behavioural contact – cognitive behavioural therapies and general work on attitudes and behaviours
- Constructive pursuits – supervised or managed constructive leisure activities

- Education skills contact – activities focused on education or training
- Careers contact – activities focused on employment
- Family support contact – activities aimed at supporting family and personal relationships, including formal parenting programmes
- Health awareness contact – work aimed at assessing or addressing any physical or mental health issues
- Housing support contact – activities addressing living arrangements, accommodation provision or neighbourhood, and
- Drugs and alcohol awareness – substance misuse interventions.

3.4.7   Other supports are delivered by agencies working together from across the children and adult's workforce, such as local authority, health, education, police, and voluntary and community organisations. Where the support needs can't be met through existing mainstream provision locally, the panel can access specialist support, including Channel intervention providers, approved by the Home Office.

3.4.8   Where the individual has a need for theological/ideological support, Home Office approved intervention providers must be commissioned to mentor them. The mentoring aims to increase theological understanding and challenge extremist ideas where they are used to legitimise terrorism.

3.5   Who Can Receive Support Through Channel?

3.5.1   Support through Channel may be appropriate for anyone who is vulnerable to being drawn into terrorism. This includes children/young people or adults of any faith or ethnicity or background. The aim is to reach people before their vulnerabilities are exploited by those who want to them embrace terrorism and they are drawn into committing terrorist-related activity. Referral of a child/young person in Five Rivers care or education for support through Channel would be made in discussion with those with parental responsibility and the responsible Social Worker.

3.5.2   Channel is not suitable for anyone who you believe has, or is about to, commit a criminal offence. In this instance you must contact the police for an emergency response.