

The Cornwall Independent School

PREVENTING EXTREMISM AND RADICALISATION POLICY (Incorporating Freedom of Expression Policy)

This policy, which applies to the whole school, including the Early Years Foundation Stage (EYFS), is publicly available on the school website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office.

Scope: All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours, including activities away from school. All new employees and volunteers are required to state that they have read, understood and will abide by this policy and its procedural documents and confirm by signing the Policies Register.

Legal Status: Complies with The Education (Independent School Standards) (England) Regulations currently in force.

Monitoring and Review: These arrangements are subject to continuous monitoring, refinement, and audit by the Headteacher, who will undertake a full annual review, inclusive of its implementation and the efficiency with which the related duties have been implemented. This review will be formally documented in writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the updated/reviewed arrangements, and it will be made available to them in writing or electronically.

Signed:

Date Reviewed: September 2025

Date of next Review: September 2026



Miss L. Adams
Headteacher



Mr Stephen Beck
Chair of the Advisory Board



Mrs Carol de Labat
Advisory Board Agent for Safeguarding

Summary of key information

Designated Safeguarding Lead (DSL) and Prevent Officer for the whole school **Clare Hawkins** and also designated teacher for children in care (Looked After Children)

Telephone number for school hours: 01736 752612 Out of school hours: 07835 060 072

Email: admin@tcischool.co.uk

If you have any concerns about someone at The Cornwall Independent School who may show signs of extremist thinking or being radicalised, then you should contact **Miss Louise Adams**, Headteacher

Deputy Designated Safeguarding Lead (DDSL) and Deputy Prevent Officer for the whole school

Jayne Chapman who is the Deputy Headteacher

Telephone number for school hours: 01736 752612 Out of school hours: 07835 060 072

Email: admin@tcischool.co.uk

In the absence of the Headteacher please contact, please contact Mrs. **Clare Hawkins**

The Advisory Board Agent for Safeguarding and Prevent Duties

In our school, the Advisory Board's Agent for Child Protection is Mrs. **Carol De Labat**. who will liaise with the Local Authority and/or partner agencies on issues of child protection and he can be contacted on 01736 752612

Email: admin@tcischool.co.uk

The Local Authority Prevent Lead for support and advice for the prevention of radicalisation is:

steve.rowell@cornwall.gov.uk 01736 336587

The Prevent Schools' contact for advice, guidance, training queries and referrals to Channel Panel for the prevention of radicalisation: 01392 225130 / national police Prevent advice line **0800 011 3764**. The non-emergency police telephone number is 101 and the Department for Education (DfE) dedicated telephone helpline and mailbox for non-emergency advice for staff and Advisory Board: 020 7340 7264 and counter-extremism@education.gsi.gov.uk and the non-emergency police telephone number is: 111.

This policy applies to the whole School.

Introduction: Our School's Prevent strategy aims to stop people becoming terrorists or supporting terrorism and promotes the importance of this to staff and ensures that they implement the Prevent duty effectively. The Prevent duty is not intended to stop pupils debating controversial issues. Our School's Preventing Extremism and Radicalisation Safeguarding Policy also draws upon the guidance contained in the DfE Guidance 'Keeping Children Safe in Education, (September 2023)' and the DfE's 'Teaching Approaches that help Build Resilience to Extremism among Young People' builds resilience to radicalisation by promoting fundamental British values through the curriculum and through social, moral, spiritual and cultural development, equips pupils with knowledge, skills and understanding to prepare them to play a full and active part in society and ensures that the School is a safe place to discuss sensitive issues, while securing balanced presentation of views and avoiding political indoctrination.

It is important that we recognise that during any pandemic lockdown period, were to reoccur, it is possible that pupils could have become more at risk of radicalisation and the assimilation of extremist's views owing to the sheer time spend on the internet. Therefore, the school has factored in the risk that a pandemic and the lockdown may pose on pupils returning to full-time education This is why risk assessments are made on boarders on a weekly basis so that they stay safe.

The threat to terrorism to the UK is real and serious. There are a few people who seek to attack the United Kingdom without warning. The aim of the Government's counter terrorism strategy, CONTEST, is to reduce the risk to the UK so that people can go about their lives freely and with confidence. We all have a role to play in supporting the aim of CONTEST. We can do this by remaining vigilant and reporting any suspicious activity. Suspicious activity can include someone:

- behaving differently for no obvious reason;
- with passports or other documents in different names for no obvious reasons;
- who travels for long periods of time but is vague about where they're going;
- buying or storing large amounts of chemicals for no obvious reasons;
- who visits or sends out links to extremist internet sites;

- who is recording and documenting information in a crowded location and
- who undertakes activity at a property that doesn't fit normal day-to-day life.

If an adult working in our school has concerns or identifies a pupil as being at risk of radicalisation, the adult should immediately make a referral to our Headteacher who will consider the most appropriate referral which could include Channel or Children's Social Care. Although decisions to seek support for a child in need, or about whom there are concerns relating to radicalisation, would normally be taken in consultation with parents and pupils, their consent is not required for a referral when there are reasonable grounds to believe that a child is at risk of significant harm.

Purpose: We ensure that:

- Our school complies with all the relevant current legislation and other National Standards which govern this area of our work.
- Our pupils keep themselves and others in the wider community safe.
- We prevent vulnerable young people in our care from being exposed to radicalisation and extreme views
- We provide opportunities for pupils to widen and develop interpersonal skills by meeting and forming relationships with people from outside the establishment.

Ensuring the suitability of visiting speakers: We operate clear protocols for ensuring that any visiting speakers, whether invited by staff or by pupils themselves are suitable and appropriately supervised. This includes a standalone visiting speaker policy and undertaking a social media footprint which are also cited in the safeguarding child protection policy in accordance with both the independent school standards (ISS) regulations and KCSIE (currently enforced). With reference to the Single Central Record (SCR) any formal checks are recorded by reference to the usual considerations, such as role, frequency, supervisions, payment (as not all visiting speakers are volunteers), whether speakers are employed by another organisation.

The welfare and safety of individuals in our care is a major consideration at all times.

- Arrangements are in place to deal with concerns which may be raised about an individual/s in our care.

The Government's Prevent Strategy defines extremism as: "Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces". Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others. Education is a powerful weapon against this; equipping pupils with the knowledge, skills and critical thinking, to challenge and debate in an informed way. Therefore, at David Game school our Personal, Social, Health, Economic Education (PSHEE) programme along with meeting the requirements set out in section 78 of the Education Act 2002 and promote the spiritual, moral, social and cultural (SMSC) development of our pupils.

Through ensuring pupils' SMSC development, schools can also demonstrate they are actively promoting fundamental British values. Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with schools' duty to provide SMSC. The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values. It is our aim that the pupils gain an enriched understanding and tolerance of difference and diversity to ensure that they thrive, feel valued and not marginalized. Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in

line with our Disciplinary Policy for pupils and the Code of Behaviour for staff. As part of wider safeguarding responsibilities, staff are alert to:

- disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where pupils have not actively sought these out;
- graffiti symbols, writing or artwork promoting extremist messages or images;
- pupils accessing extremist material online, including through social networking sites and excessive usage of online content; parental reports of changes in behaviour, friendship or actions and requests for assistance;
- partner schools, local authority services, and police reports of issues affecting pupils in other schools or settings;
- pupils voicing opinions drawn from extremist ideologies and narratives;
- use of extremist or hate terms to exclude others or incite violence;

intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture;

- attempts to impose extremist views or practices on others and Anti-Western or Anti-British views.

Prevent Duty: The National Prevent Duty Guidance website is:

<https://www.gov.uk/government/publications/prevent-duty-guidance>.

CONTEST is the government's strategy that acts as a framework to oppose and counter all forms of terrorism and has 4 specific objectives:

1. **PREVENT** stop people becoming terrorists or supporting terrorism
2. **PURSUE** stop terrorist attacks
3. **PROTECT** strengthen against attacks
4. **PREPARE** mitigate against attacks

Contest and Prevent – come under the umbrella of safeguarding

PREVENT has 3 specific strategic objectives

1. Respond to ideological challenge of terrorism and the threat from those who promote it;
2. Prevent people being drawn into terrorism;
3. Work with sectors and institutions where there are risks of **radicalisation**.

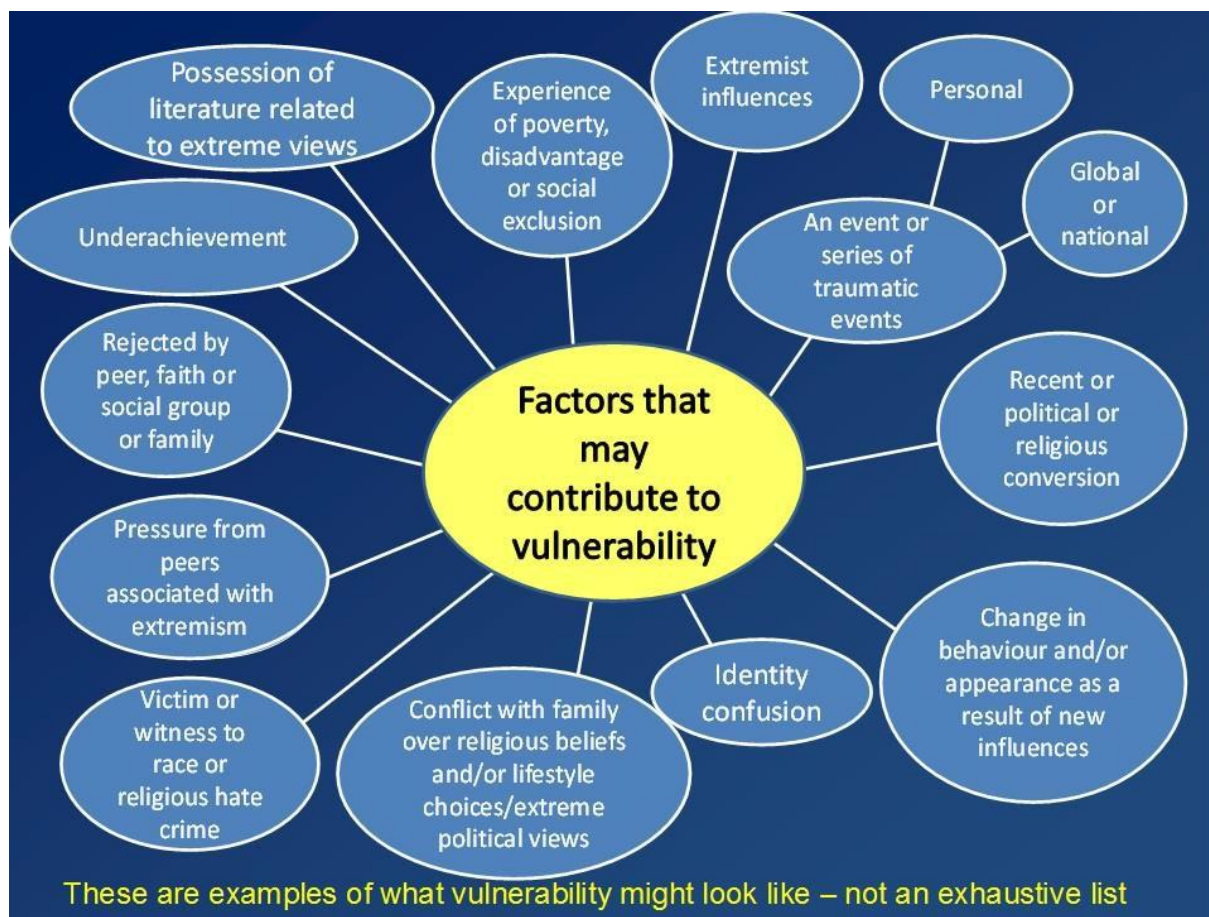
Terminology

- **Extremism:** "vocal or active opposition to fundamental British Values, including democracy, the rule of law, individual liberty and tolerance of different faiths and beliefs" **
- **Radicalisation:** "the process by which a person comes to support terrorism and extreme ideologies associated with terrorist groups" -including calls for the death of members of the armed forces
- **Channel:** forms a key part of Prevent strategy and is a programme that focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.
- **Multi-agency** approach that:
 - Identifies those at risk;
 - Assesses the nature and extent of the risk;
 - Develops the most appropriate support plan for individuals concerned.

Channel also assesses **vulnerability** using an assessment framework built around three criteria

1. **Engagement** with a group, cause or ideology, 2. **Intent** to cause harm; and 3. **Capability** to causing harm

Rationale: The purpose of this document is to provide staff with an update and an overview of the Prevent Policy and the School's general strategy, as well as a summary of key information, and how and whom to report any concerns to. It also outlines the School's intent to try help pupils navigate misinformation, disinformation, and fake news online. Evidence suggests that the possibility of becoming radicalised may have increased, owing to lockdown and pupils having more time to surf the web and become exposed to different political or religious narratives.



The Cornwall Independent School ensures information is shared between organisations to ensure that people at risk of radicalisation receive appropriate support. We demonstrate both a general understanding of the risks affecting children and young people in the area and have a specific understanding of how to identify pupils who may be at risk and what to do to support them. Our school also communicates and promotes the importance of the Prevent duty to staff and ensure that it is implemented effectively. We have a responsibility to educate pupils regarding extremism and radicalisation and equip them to recognize any attempt to draw them into such activities, how to withstand those attempts and the need to report immediately any approaches made to them. Pupils debate controversial issues. Our School's Preventing Extremism and Radicalisation Safeguarding Policy also draws upon the guidance and understands those factors that may contribute to vulnerability

Summary of The Cornwall Independent School's strategy to educate, engage and monitor: The School's approach to the above includes:

- embed British values into the curriculum - core curriculum and support (PSHEE-Citizenship and Wider World strands etc.);
- teachers to challenge and call out any extremist views or signs of intolerance to others;
- posters around School on the importance of freedom of speech and need for tolerance and pluralism within the rule of law;
- assemblies that focus on BV and to discuss historic issues (e.g. Holocaust) and more recent examples of extremism and why it is important to not to become indoctrinated or influenced by simplistic, binary thinking in political, religious or social terms;
- train staff on issues around Contest and Prevent and ensure that they are aware of what to do should they have suspicions, or evidence, of a child who holds extremist views;
- ensure that the School has events, such as elections for the Pupil Council, and that pupils have a voice in the School;
- encourage outside speakers to explain their experience of intolerance and extremist views or behaviour;
- ensure that School internet system has in place suitable "filters" to prevent pupils from accessing extremist material from School computer terminals, under continuous review;
- vet and check the backgrounds of all outside speakers who come to the School to ensure that they have not harboured or demonstrated extremist views in the past;
- to enforce the understanding that pupils (or staff) cannot give out leaflets on any political, social, or cultural issue/events, unless

first approved by the senior management team;

- have different posters around the School about the main religious beliefs and constantly reinforce to pupils the importance of pluralism of ideas and beliefs;
- reinforce to pupils the importance of not being judgmental or discriminatory in their thoughts and that everyone must abide by and respect the spirit of the Equality Act 2010; a summary of the tenets of the Act is placed in the Pupil Guide and referred to in many policies; pupils must sign and abide by the School's behaviour policy;
- encourage members of the Emergency services and Her Majesty's Armed Forces to come to the School and through talks, engage with pupils and explain their role in keep the UK safe;
- cultural capital, as part of the core and extended curriculum, is encouraged so that pupils get exposed to a wide range of British and international cultural experiences;
- the School produces an annual **Risk Assessment** in relation to Prevent and highlights what it should continue to monitor and what actions can be taken to mitigate any perceived risk issues;
- inviting in those who may have lived through a historically recognised period of extremism and intolerance (including genocide) and asking them to recount their experiences and the lessons we all can learn.

Police see the current threats as:

- ISIS, Al Qaeda and various radical Islamic terrorist groups;
- Domestic Extremism in particular the far-right;
- Animal Rights and eco-terrorism;
- Lone actors or lone-wolf attackers.

Update: The PREVENT duty guidance was last updated 1st April 2021. In terms of CONTEST and Prevent the approach of the UK government still remains to challenge any ideology that supports terrorism and those that support it. In addition, the government wants educational establishments to protect vulnerable individuals from being drawn into the process of radicalisation. There are children aged 15 and under who have been identified as being at risk of radicalisation.

Possible drivers of increase in referrals:

- Children spending more time at home and surfing the net for open source materials;
- The rise of Black Lives Matter protests may have triggered more aggressive action from far right groups;
- The impact of the pandemic on mental health, jobs, resource access, etc.;
- The growth of many toxic ideologies as a form of complex contagion, both in Europe and the US;
- Rise of more extreme views in the US being witnessed in UK media;
- Pandemic accelerating more isolationist thinking and stoking nationalism;
- Brexit.

New radical groups in the UK include:

- Patriotic Alternative; Sonnenkreig Division; System Resistance Network.

New Developments: To help combat extremism, it is important that the School take steps to educate and guide pupils about how to research matters on the Internet and try to avoid fake news articles and heavily biased information. The School senior leadership team will endeavour to embed in the PCSHE programme of study, age-appropriate lessons to deliver the objectives of the Prevent Strategy. This will help them navigate this complex issue and enable them to be better able to discriminate between quality, evidenced-based information, and misinformation and disinformation. As part of the curriculum, the School will reinforce the importance of how to conduct effective online research and how to look for and present more balanced viewpoints on complex matters.

Impact of Lockdown: Lockdowns in countries such as the UK has made it harder for people to associate in person, or to plan attacks in a more traditional style, but it also amounted to a perfect storm of other risk factors for radicalisation because so many people were isolated at home. Last year the UK's Counter- Terrorism Internet Referral Unit (CTIRU) said over 7% more pieces of suspected terrorism content had been reported to them during 2020 compared with the year before, reflecting global trends.

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How do you notice whether a pupil is becoming radicalised? This is a difficult area as generalisations are often unhelpful and the notion that there is a simple way to identify someone who is becoming, or has already been, radicalized just does not exist. That said, the following is a summary of behaviours that typically point towards the possibility that someone is being, or has become radicalised:

- using insulting or derogatory remarks to others on a constant basis: dehumanising the "enemy";

- speaking about the imminence of harm from the other group and action that is required now;
- condoning or supporting violence or harm towards others;
- blaming a group for all social and political ills;
- significant change in dress, behaviour or religious observance;
- possession of extremist materials;
- argumentative behaviour against authority or aspects of the curriculum;
- arguments/strong emotional responses to other pupils' comments about certain political or social topics;
- isolating themselves from family and friends;
- talking as if from a script.

In the event of concerns about a person becoming radicalised advice will be sought from the local authority which has a panel which meets to address issues of individuals who have been identified as being at risk of radicalisation but have not committed any terrorism offence. This Panel meets when a referral has been made and referrals can be made by anyone. During any subsequent external investigation, for the individual to remain in our care, the senior management team will hold a focus meeting to identify risks and control measures that can be put in place to reduce that risk. They will decide if it is safe to keep the individual or whether they need to undertake a period of temporary exclusion.

As previously mentioned, the above signs do not necessarily mean a child is being radicalised – it may be normal teenage behaviour or a sign that something else is wrong. Children who are at risk of radicalisation may also have low self-esteem, or be victims of bullying or discrimination. Extremists might target them and tell them they can be part of something special, later brainwashing them into cutting themselves off from their friends and family. The most likely sources of radicalisation are:

- internet –cyber radicalisation;
- direct and indirect grooming through adults who the child may meet – indoctrinators;
- extremist written material or DVDs.

Prevent Duty: The National Prevent Duty Guidance (revised and updated, April 2021) website is:
<https://www.gov.uk/government/publications/prevent-duty-guidance>.

Our curriculum promotes the spiritual, moral, social, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life. It also promotes community cohesion. Educational establishments have a clear responsibility to exercise their duty of care and to protect the welfare of pupils. It is understood that every School is unique. This means that any engagement or activity conducted under Prevent must be considered in light of local circumstances. Prevent support can be adapted to ensure activity is both appropriate and proportionate. As the strategy identifies, Prevent can work within both violent and non-violent extremism arenas and can include topics such as hate crime, racism, bullying, online safety and extreme political views. This means that the strategy can be delivered in a variety of ways depending on the institution, its requirements and the potential risk. Our School promotes young people in making positive choices about their lives and endorses the Channel early intervention scheme for pupils who could be at risk of radicalisation.

Channel is a national programme to safeguard children and adults from being drawn into terrorism. It became statutory in February 2015. It is an early intervention to protect and divert people away from the risk they face before illegal activity occurs.

Radicalisation: is defined in the government's *Prevent* strategy as *"the process by which a person comes to support terrorism and forms of extremism leading to terrorism"*. Radicalisation is a process which somebody goes through in order to become involved in extremist activities or terrorism, from a starting point of having no particular strong opinions or being a moderate person, through to holding some extremist views, and it can be a process that happens online or in meeting people, and their conversations and their opinions are gradually changed over time." There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology as it occurs as a result of varying consequences and settings. The Cornwall Independent School responds to pupils who may be targeted or influenced to participate in radicalism or extremism. We also ensure that we can "demonstrate activity", as required by the statutory guidance, in the following key areas: risk assessment, working in partnership, staff training and IT policies.

Online safety and the use of social media: Social media is an increasingly influential part of life particularly for young people. It has been identified as an important tool in the sharing of extreme material and extremist groups are actively using social media to inform,

share propaganda, radicalise and recruit for their cause. Social media safeguarding is an important element of protecting young people from extremist narratives and Prevent can play an active part in this process.

Extremists are encouraged to: 'Invade' social network sites such as Facebook (Meta) by setting up groups with radical views and to seek to gather users with the 'right' attitude; 'Invade' file-sharing sites like YouTube by placing various clips with extreme content and infiltrate popular Islamist websites in order to attempt to convert them into militant sites in line with the closed websites by spreading extremist contents on the discussion of forums of these sites.

Through their provision of SMSC Development The Cornwall Independent School enables pupils to develop their self-knowledge, self-esteem and self-confidence. Our School promotes respect for other people and enables pupils to acquire an appreciation of and respect for their own and other cultures and cultural traditions. Personal development is promoted, so that pupils are well prepared and contribute to wider society. This includes:

- enabling pupils to distinguish right from wrong and to respect the civil and criminal law of England; Encouraging pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the School and to society more widely;
- enabling pupils to acquire a broad general knowledge of, and respect for, public institutions and services in England and encouraging respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

Child Protection: Staff at The Cornwall Independent School are alert to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue there may be some instances where a child or children may be at direct risk of harm or neglect. For example, this could be due to a learner displaying risky behaviours in terms of the activities they are involved in, or the groups they are associated with, or staff may be aware of information about a learner's family that may equally place a child at risk of harm. Therefore, all adults working in The Cornwall Independent School (including visiting staff, volunteers, contractors, and pupils on placement) are required to report instances where they believe a child may be at risk of harm or neglect to the Designated Safeguarding Lead. In The Cornwall Independent School our Safeguarding reporting arrangements are set out fully in our Safeguarding Policy.

Role of the Prevent Officer & the Designated Safeguarding Lead: The Designated Safeguarding Lead (DSL)/Prevent Officer along with the Deputy DSLs/Prevent Officers work in line with the responsibilities as set out in the DfE Guidance 'Keeping Children Safe in Education'. They are our internal lead staff regarding the *Prevent* strand of the Government's counterterrorism, anti-radicalisation and strategy.

Training: Whole School in-service training on Prevent as part of safeguarding is organised for staff and the senior management annually by the Prevent Officer. Online training, or refresher training is reviewed every year. The key areas to be included in the training can be found in the Preventing Extremism FAQ and include:

- what *Prevent* is, what extremism and radicalisation are;
- confidence to identify children at risk of being drawn into terrorism and understand how people may be drawn into terrorism;
- confidence to challenge extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups;
- how messages are spread; the role of the internet and social media – online safety;
- what Schools and childcare providers must do to comply with the *Prevent* duty;
- Support for individuals at risk and how and where to refer children and young people for further help.

Reporting Concerns: Our Prevent Officer and DSL can provide advice and support to other members of staff on protecting children from the risk of radicalisation. Our School ensures staff understand what radicalisation and extremism mean and why people may be vulnerable to being drawn into terrorism. We ensure staff have the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism. **Staff safeguard and promote the welfare of children and know where and how to refer children and young people identified as being at risk of radicalisation for further help to our Prevent Officer who will consider the most appropriate referral which could include Channel or Children's Social Care.** Details of our Local Authority *Prevent* Lead who can give support and advice for the prevention of radicalisation are available at the top of this policy.

Working in partnership with other agencies and information-sharing: In line with the safeguarding arrangements sent out by the

local authority children's social care, The Cornwall Independent School co-operates productively with our local *Prevent* coordinators, the police and existing multi-agency forums, for example Community Safety Partnerships on all matters regarding safeguarding and preventing extremism. We ensure information is shared appropriately.

Teaching Approaches: We will all strive to eradicate the myths and assumptions that can lead to some pupils becoming alienated and disempowered, especially where the narrow approaches pupils may experience elsewhere may make it harder for them to challenge or question these radical influences, this guidance and support is delivered in tutorials and in PCSHE lessons. We ensure that all of our support and approaches will help our pupils build resilience to extremism and give them a positive sense of identity through the development of critical thinking skills. We are flexible enough to adapt our teaching approaches, as appropriate and address specific issues so as to become even more relevant to the current issues of extremism and radicalisation. In doing so we follow the three broad categories of:

- making a connection with children through positive engagement and a learner centred approach;
- facilitating a "safe space" in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments; and
- equipping our children with the appropriate skills, knowledge, understanding and awareness for resilience.

Therefore, this approach will be embedded within the ethos of our School so that pupils know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our School's approach to the spiritual, moral, social and cultural development of children. Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution. We will achieve this by using an approach that includes: PSHEE programmes; open discussion and debate; work on anti-violence and a restorative approach to conflict resolution; and targeted programmes. SMSC development is embedded into the life of our School.

We also work with local partners, families and communities in our efforts to ensure our School understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our pupil's experiences and horizons. We help support children who may be vulnerable to such influences as part of our wider safeguarding responsibilities, and where we believe a learner is being directly affected by extremist materials or influences, we will ensure that that learner is offered mentoring. Additionally, in such instances our School will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

At The Cornwall Independent School we promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage children to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our children safe and prepare them for life in modern multi-cultural Britain and globally.

Specific Duties of Staff: All members of staff have a specific duty and responsibility with regard to combating extremism. The Teachers' Standards (July 2011) clearly shows this professional responsibility in Part 2:

- showing tolerance of and respect for the rights of others;
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, tolerance of those of different faiths and beliefs;
- ensuring that personal beliefs are not expressed in ways that exploit pupils' vulnerability or might lead them to break the law;
- provide a safe environment and space where pupils can discuss ideas and controversial issues openly and freely;
- providing skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments;
- as part of the PSHEE curriculum and SMSC development, staff educate child about the dangers of stereotyping, generalizing about group of people, and what hate and discrimination/marginalization can lead to. Talks are given to pupils on specific periods of history that led to massacres and genocide. Examples of dehumanizing people such as the Holocaust and more recent examples of ethnic cleansing and hate crimes as well as terrorist actions, including the growth of Islamic and non-Islamic terrorist group are explored;
- pupils are also taught the importance of rationality in their thinking and the dangers of misinformation, disinformation, propaganda and deliberate attempts to spread rumours. and conspiracy theories;

An important resource for staff is the web site **educate against hate** www.educateagainsthate.com.

What is expected from teachers? As with all other policies, the Prevent Duty should not be burdensome, and pupils should not overly notice elements of its implementation outside the promotion of British Values and tolerance of others. The main purpose of the Prevent Strategy is to build children's resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making. To this end, the Prevent Strategy and the Prevent Duty are fundamentally integrated into safeguarding, SMSC and by association, the curriculum and acceptable and safe use of IT and the Web. The Prevent duty does not require teachers to carry unnecessary intrusion into family life but as with any other safeguarding risk they must take action when they observe behaviour that causes concern. The School has a strict leaflet policy, which states that leaflets can only be distributed if they have been first approved by the Headteacher. Any teacher who notices pupils attempting to distribute material that undermines British Values must report this to one of the Leadership Team. It is also important to remember that Prevent is not just aimed at pupils - staff can also be reported if they are trying to influence pupils or other staff in a manner that is contrary to Prevent values.

All teachers are required to meet the Teachers' Standards, and specifically in relation to the Prevent Duty, to meet Part Two of the standards, which deals with personal and professional conduct. Teachers are expected to "uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside of School". Where appropriate, teachers will be expected to promote British values of:

- **democracy;**
- **the rule of law;**
- **individual liberty;**
- **mutual respect;**
- **tolerance of different faiths and beliefs.**

Challenging any opinions or behaviour that would undermine British values and reporting any concerns about comments, and behaviour that would suggest a pupil is being radicalised to a designated child safeguarding officer or the person specifically responsible for Prevent implementation (Clare Hawkins). Teachers are expected to assimilate British values into the curriculum. If the curriculum is defined as everything a pupil learns about in School, it is clear that Prevent is not just limited to the formal curriculum and includes SMSC and extra-curricular activities, for example: assemblies, clubs, societies, events and the School Council.

There is no single way to identify an individual who is likely to be susceptible to terrorist ideology. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which may indicate they need help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. It is up to staff to use their professional judgment and act **proportionately**. The latter is critical in implementing the Prevent Duty as it is very easy to over-react and restrict a pupil's ability to engage in banter, make jokes, or discuss topics that have a ubiquitous presence in the media.

Examples of possible concerning behaviour include:

- the vocalisation of extreme opinions - especially of a religious or political bent;
- pupils who seek to *strongly* persuade others of their views (especially if these views undermine British values) in or outside of the classroom;
- pupils attempting to distribute leaflets whose content is against British Values or that which seeks to promote directly, or indirectly, extremist views;
- pupils whose behaviour significantly changes for no obvious reason;
- pupils who demonstrate a strong opposition to British values in their communications;
- sudden conversion to a new religion;
- embracing major conspiracy theories;
- becoming abusive to other pupils who are different.

Teachers must not promote partisan political views in the teaching of any subject and should provide a balanced presentation of ideas. If a teacher believes that one of their pupils is vulnerable to or is being subject to external or internal influences that may lead to radicalisation, then they must inform the Prevent representative, Clare Hawkins or other designated Safeguarding officers.

Training: It is responsibility of the School and the designated Prevent contact, Clare Hawkins, to ensure that staff are trained so that everyone has the capability to deal with the risk of radicalisation, and more specifically to help staff:

- develop an understanding of what radicalisation means and why pupils might be vulnerable to it;
- understand what is meant by extremism;
- understand the relationship between extremism and terrorism;
- understand the measures that are able to prevent people from becoming drawn into terrorism;
- understand what is 'Prevent' and what is Channel – how are they effective and what is their purpose;
- understand how to challenge extremist ideology;
- understand how to obtain support and report or make a referral;
- understand the signals and contextual understanding;
- keep staff updated of new and emerging threats;
- training for all staff to at least Safeguarding level 2.

Use of External Agencies and Speakers: Our School encourages the use of external agencies or speakers to enrich the experiences of our pupils, however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils. We comply with KCSIE and prevent people who pose a risk of harm from working with children. We adhere to statutory responsibilities and check staff who work with pupils, taking proportionate decisions on whether to ask for any checks beyond what is required. We ensure that volunteers are appropriately supervised. Such vetting is to ensure that we do not unwittingly use agencies that contradict each other with their messages, or that are inconsistent with, or are in complete opposition to our School's values and ethos. We must be aware that in some instances the work of external agencies may not directly be connected with the rest of the School curriculum so we need to ensure that this work is of benefit to pupils. Our School will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- any messages communicated to pupils are consistent with the ethos of the School and do not marginalise any communities, groups or individuals;
- any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies;
- activities are matched to the needs of pupils and
- activities are carefully evaluated by Schools to ensure that they are effective.

The Cornwall Independent School records formal checks in the SCR by reference to the statutory regulations currently in force. By delivering a broad and balanced tutorial programme, augmented by the use of external sources where appropriate, we strive to ensure our pupils recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help pupils develop the critical thinking skills needed to engage in informed debate.

Whistle Blowing: Where there are concerns of extremism or radicalisation, pupils and staff will be encouraged to make use of our internal systems to Whistle Blow or raise any issue in confidence. They must inform the Headteacher straight away (or if it relates to the Headteacher, inform Local Authority Designated Officer whose contact details are stated early in the child protection policy).

Recruitment: The arrangements for recruiting all staff, permanent and volunteers, to our School will follow guidance for safer recruitment best practice in education settings, including, but not limited to, ensuring that DBS checks are always made at the appropriate level, that references are always received and checked and that we complete and maintain a single central record of such vetting checks. We apply safer recruitment best practice principles and sound employment practice in general and in doing so will deny opportunities for inappropriate recruitment or advancement. We are alert to the possibility that persons may seek to gain positions within our School so as to unduly influence our School's character and ethos. We are aware that such persons seek to limit the opportunities for our pupils, thereby rendering them vulnerable to extremist views and radicalisation as a consequence. Therefore, we adhere to safer recruitment practice.

Role of the Proprietor: The Proprietor undertakes appropriate training to ensure that they are clear about the role and the parameters of their responsibilities as Proprietor, including the statutory safeguarding duties. The Proprietor also supports the ethos and values of our School and supports tackling extremism and radicalisation. In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education, 2021' the Proprietor, through the delegated advisory board member, challenges the School's senior management team on the delivery of this policy and monitors its effectiveness. The policy is reviewed annually and may be amended and adopted outside this timeframe in accordance with any new legislation or guidance, or in response to any quality assurance recommendations pertaining to the delivery of this policy and the overall safeguarding arrangements made.

We apply the following rule for publishing content online

- staff or Pupil personal contact information will not be published on the school website. The only contact details given on our website will be the school address and telephone number;
- pupil's full names will not be used anywhere on the school website or other online space;
- we may use photographs of pupils or their work when communicating with parents and the wider community, in newsletters and in the school prospectus;
- photographs will be checked to ensure that they are suitable (photos of pupils in swimwear would be unsuitable).

APPENDIX 1 - The *Prevent* Strategy and the Channel Programme Frequently asked questions (FAQs)

What is the *Prevent* strategy? *Prevent* is the Government's strategy to stop people becoming terrorists or supporting terrorism, in all its forms. *Prevent* works at all the pre-criminal stages by using early intervention to encourage individuals and communities to challenge extremist and terrorist ideology and behaviour.

What is Channel? Channel is a key element of the *Prevent* strategy. It is a multi-agency approach to protect people at risk from radicalisation. Channel uses existing collaboration between local authorities, statutory partners (such as the education and health sectors, social services, children's and youth services and offender management services), the police and the local community to:

- identify individuals at risk of being drawn into terrorism and assess the nature and extent of that risk
- develop the most appropriate support plan for the individuals concerned.

Channel is about safeguarding children and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from the risk they face before illegality occurs.

Channel is one tactical option employed by *Prevent* and has recently been placed on a statutory footing. To understand more about the Channel Programme further information can be found here – www.gov.uk/government/publications/channel-guidance

Who can make a referral? Anyone can make a referral. Referrals have come from a wide range of partners: Social services, children and adult services, health, police, education and youth offending teams.

What happens with the referral? Each referral is screened for suitability via a preliminary assessment undertaken by the Police Channel coordinator and the local authority. If suitable, the case is discussed with all relevant partners to decide if an intervention is necessary.

Will the individual be informed about the Channel referral?

If an individual is deemed to require a Channel intervention, they must be told prior to receiving an investigation. The process will be carefully managed with the referring agency.

Who sits on the Channel Panel? The Channel Panel is chaired by the local authority and includes Police, statutory partners and non-statutory partners, where appropriate. Lead Safeguarding professionals will be invited on a case by case basis.

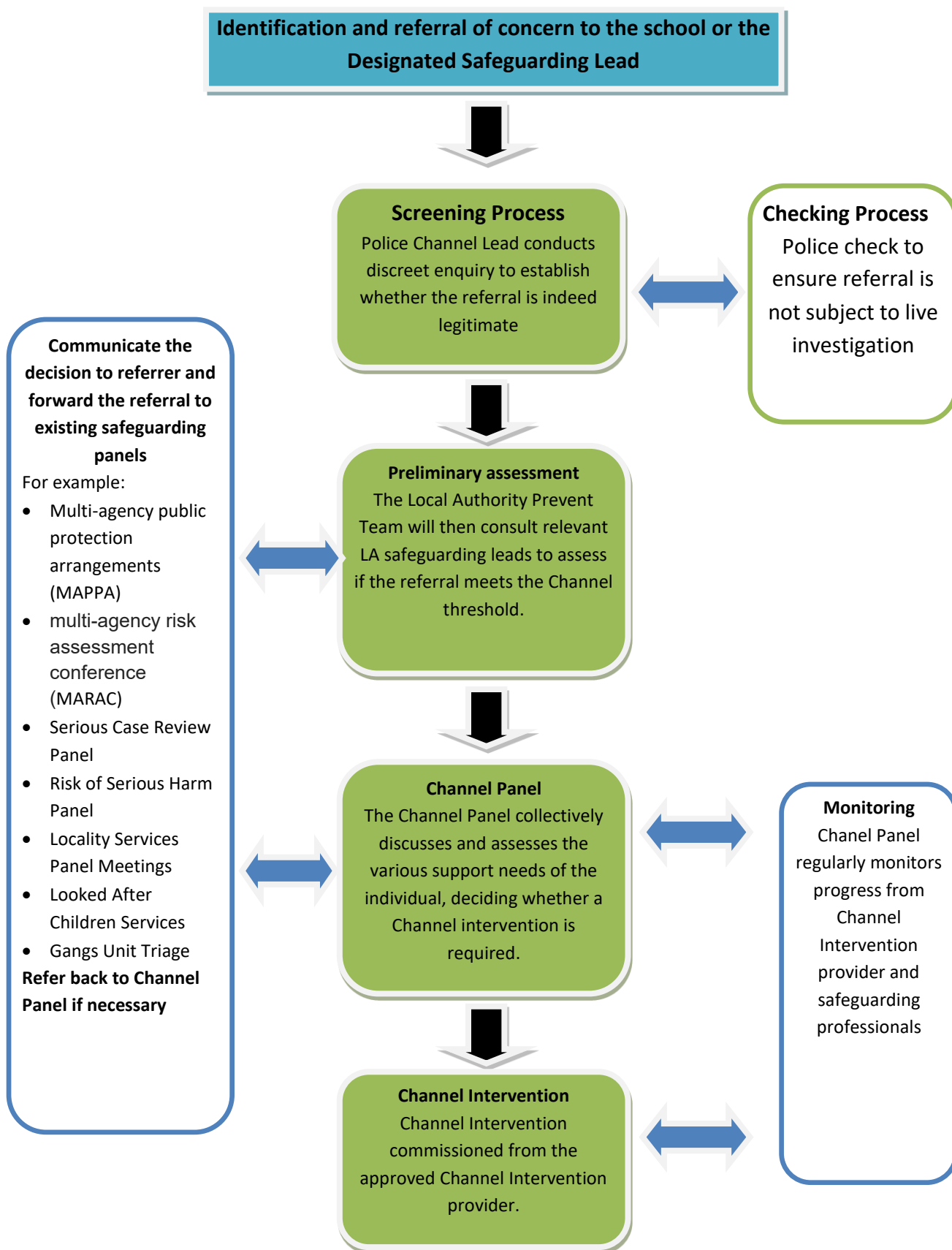
Who delivers Channel? Channel interventions are delivered through local partners and specialist agencies. Support could include mainstream health, education, employment or housing services through to specialist mentoring or faith guidance and wider diversionary activities such as sporting activities.

What do you do if you have escalating concerns? If you believe that someone is vulnerable to being exploited or radicalised, please follow the establishing safeguarding procedures in your organisation to escalate concerns to the appropriate people who can refer concerns to Channel as appropriate.

APPENDIX 2 - 'Key Ingredients' for successful teaching in the context of 'push' and 'pull' factors.

PUSH FACTORS -factors that push and individual/make an individual vulnerable to extremist messages	KEY INGREDIENTS	PULL FACTORS -factors that draw children into extremist messages
Lack of excitement; frustration	Teacher confidence in many cases it will be the use of existing teaching skills and methods which may well be the most effective approach	Charismatic/confident individuals (recruiters)
Lack of sense of achievement-seen as significant. 'Lack of purpose'/confidence in the future, life goals.	Teacher attitudes and behaviours Willingness to admit you don't know; acknowledging controversial issues exist; awareness that I have a role to play; willingness to turn to others for help when you don't know about something.	Networks/sense of belonging
Lack of an outlet for views	Specific knowledge Understanding other cultures and religions as well as alternative values and beliefs (whilst being careful to avoid 'othering') Knowledge of an alternative values framework	Broader community views which enable or do not oppose extremism
Gaps in knowledge or understanding for both children and their parents	Teaching practice/pedagogy: Boosting critical thinking (seeing through propaganda, singular messages etc) Helping to see multiple perspectives Using multiple resources/methods Embedding or sustaining dialogue following specialist interventions Enabling pupils to tackle difficult issues Linking schoolwork to the wider community Drawing evidence from across the curriculum Developing in children a sense of multiple identities, help children become aware of and comfortable with, multiple personal identity	Persuasive, clear messages. Exploiting knowledge gaps
Sense of injustice		
Actual or perceived humiliating experiences (including bullying, racial discrimination as well as perceived humiliating experiences. Perhaps linked closely to sense of injustice).		
Exclusion - lack of belonging to peer or community networks, associations, etc.		
		Sense of dignity and importance and loyalty
Disruptive home life	Support from Senior Leaders	Exciting (non-teaching) activities
Disaffection with wider societal issues	Pupil support processes	Sense of purpose in life

APPENDIX 3 Referral Flowchart



APPENDIX 4 - Prevent & Safeguarding Self-Assessment

Everyone who comes into contact with children and their families has a role to play in safeguarding children. Schools have a duty of care to their pupils and staff which includes safeguarding them from the risk of being drawn into terrorism - this includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of the terrorist ideology and learn how to challenge these ideas.

School staff are particularly important as they are able to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and Schools and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance *Working Together to Safeguard Children (March 2013)* and *Keeping Children Safe in Education (October 2014)*. Schools and Schools should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. Radicalisation is listed as a specific safeguarding issue within this statutory guidance and is addressed within the Government Prevent Strategy. The Counterterrorism and Security Act 2015 places a duty on Schools to 'have "due regard to the need to prevent people from being drawn into terrorism"'.

The Prevent Strategy has three main objectives:

- Respond to the **ideological challenge** of terrorism & the threat we face from those who promote it;
- **Prevent people from being drawn into terrorism** and ensure that they are given appropriate advice and support;
- Work with **sectors and institutions** where there are risks of radicalisation which we need to address.

This self-assessment tool has been developed to aid compliance with the Prevent Duty as a health check for the Senior Leadership Team within a school to assess if Prevent has been adopted into their institution's mainstream processes. This will identify if their institution requires any advice and support from their local Prevent Team or partner agencies to reduce their vulnerability

APPENDIX 5 - Indicators of Radicalisation

Vulnerability

- identity Crisis - Distance from cultural/ religious heritage and uncomfortable with their place in the society around them
- personal Crisis – Family tensions; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging
- Personal Circumstances – Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
- Unmet Aspirations – Perceptions of injustice; feeling of failure; rejection of civic life
- Criminality – Experiences of imprisonment; poor resettlement/ reintegration, previous involvement with criminal groups

Access to extremism / extremist influences

- Is there reason to believe that the child/young person associates with those known to be involved in extremism - either because they associate directly with known individuals or because they frequent key locations where these individuals are known to operate? (e.g. the child/young person is the partner, spouse, friend or family member of someone believed to be linked with extremist activity)
- Does the child/young person frequent, or is there evidence to suggest that they are accessing the internet for the purpose of extremist activity? (e.g. Use of closed network groups,

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access to or distribution of extremist material, contact associates covertly via Skype/email etc)

- Is there reason to believe that the child/young person has been or is likely to be involved with extremist/ military training camps/ locations?
- Is the child/young person known to have possessed or is actively seeking to possess and/ or distribute extremist literature/ other media material likely to incite racial/ religious hatred or acts of violence?
- Does the child/young person sympathise with, or support illegal/illicit groups e.g. propaganda distribution, fundraising and attendance at meetings?
- Does the child/young person support groups with links to extremist activity but not illegal/illicit e.g. propaganda distribution, fundraising and attendance at meetings?

Experiences, Behaviours and Influences

- Has the child/ young person encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the child/ young person from within or outside UK?
- Have international events in areas of conflict and civil unrest had a personal impact on the child/ young person resulting in a noticeable change in behaviour? It is important to recognise that many people may be emotionally affected by the plight of what is happening in areas of conflict (i.e. images of children dying) it is important to differentiate them from those that sympathise with or support extremist activity
- Has there been a significant shift in the child/ young person's behaviour or outward appearance that suggests a new social/political or religious influence?
- Has the child/ young person come into conflict with family over religious beliefs/lifestyle/ dress choices?
- Does the child/ young person vocally support terrorist attacks, either verbally or in their written work?
- Has the child/ young person witnessed or been the perpetrator/ victim of racial or religious hate crime or sectarianism?

Travel

- Is there a pattern of regular or extended travel within the UK, with other evidence to suggest this is for purposes of extremist training or activity?
- Has the child/ young person travelled for extended periods of time to international locations known to be associated with extremism?
- Has the child/ young person employed any methods to disguise their true identity? Has the child/ young person used documents or cover to support this?

Social Factors

- Does the child/ young person have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the child/ young person experience a lack of meaningful employment appropriate to their skills?
- Does the child/ young person display a lack of affinity or understanding for others, or social isolation from peer groups?
- Does the child/ young person demonstrate identity conflict and confusion normally associated with youth development?
- Does the child/ young person have any learning difficulties/ mental health support needs?
- Does the child/ young person demonstrate a simplistic or flawed understanding of religion or politics?
- Does the child/ young person have a history of crime, including episodes in prison?
- Is the child/young person a foreign national, refugee or awaiting a decision on their immigration/ national status?
- Does the child/ young person have insecure, conflicted or absent family relationships?

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- Has the child/ young person experienced trauma in their lives, particularly any trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other in the child/young person's life has extremist view or sympathies?

More critical risk factors could include:

- Being in contact with extremist recruiters
- Articulating support for extremist causes or leaders
- Accessing extremist websites, especially those with a social networking element
- Possessing extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining extremist organisations
- Significant changes to appearance and/or behaviour

Vulnerability Factors

Engagement factors

- 1. Grievance/Injustice:** Engagement with an extremist group, cause or ideology meets needs to express or act on feelings of anger, grievance or injustice.
- 2. Threat:** The individual feels that their family, identity, culture or values are under threat and an extremist group or cause offers a vehicle to articulate these threats and defend against them.
- 3. Identity, meaning and belonging:** The individual uses the group, cause or ideology to provide a clear sense of identity, meaning and belonging.
- 4. Status:** Some individuals use extremist groups, causes or ideologies to provide a sense of status and superiority.
- 5. Excitement, comradeship or adventure:** Some individuals use extremist groups, causes or ideologies to fulfil a desire for excitement, comradeship or adventure.
- 6. Dominance and control:** Some individuals use extremist groups, causes or ideologies to dominate and control others.
- 7. Susceptibility to indoctrination:** Some individuals accept the ideology, beliefs and doctrine of an extremist group or cause uncritically and without question.
- 8. Political/moral motivation:** Engagement with an extremist group, cause or ideology is motivated by a desire to bring about political or moral change.
- 9. Opportunistic involvement:** Engagement with an extremist group, cause or ideology can be motivated by self-interest rather than a political or moral cause.
- 10. Family and/or friends support extremist offending:** Some individuals' engagement with an extremist group, cause or ideology can be supported or condoned by family or friends.
- 11. Transitional periods:** Some individuals engage with an extremist group, cause or ideology at a transitional time in their lives.
- 12. Group influence and control:** Some individuals are members of extremist groups that impose a significant level of influence and control over their behaviour and conduct.
- 13. Mental health:** Mental health problems can contribute to individuals' engagement with groups, causes or ideologies.

Intent factors

- 14. Over-identification with a group, cause or ideology:** Some individuals over-identify with a group, cause or ideology to the extent that they lose their own identity and sense of agency.
- 15. Them and Us thinking:** Some individuals divide the world into an out-group of persecutors and an in-group of persecuted individuals with whom they identify and whose cause they have adopted.

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16. Dehumanization of the enemy: Individuals can dehumanize members of the out-group and believes they should be purged or punished.

17. Attitudes that justify offending: This factor applies where individuals hold attitudes or beliefs that support and justify offending on behalf of their group, cause or ideology.

18. Harmful means to an end: Individuals may be prepared to commit serious or significant harm to realize extremist goals.

19. Harmful objectives: Some individuals hold objectives that are inherently harmful.

Capability factors

20. Individual knowledge, skills and competencies: Some individuals have specific knowledge, skills and competencies to contribute to or commit offences that could cause serious and significant harm.

21. Access to networks, funding or equipment for terrorism: Some individuals have access to networks, funding or equipment that can help them support or commit a terrorist offence that could cause serious or significant harm.

22. Criminal capability: Where individuals have a criminal history, which can provide a level of capability for extremist offending.

If you have any concerns discuss them with your Safeguarding Lead and local Prevent Office