



Preventing Extremism and Radicalisation in our Stoke on Trent LA Settings

Primary Academy

Date of Policy	2024
Reviewed and Agreed by	The Directors' Board
Review Date	11 December 2024
Next Review Date	Autumn 2025

1. Introduction	3
2. Definitions	3
3. Guidance and Legislation	4
4. School Ethos and Practice	5
5. Teaching Approaches	6
6. Use of External Agencies and Speakers	8
7. Whistle Blowing	8
8. Child Protection	8
9. Role of the Designated Safeguarding Lead (DSL)	10
10. Training	10
11. Recruitment	11
12. Role of Governing Body	12
13. Safeguarding from extremism	
14. Identifying concerns	
15. Stoke-on-Trent PREVENT Programme	12
16. Channel Panel	15
17. Reporting Online Material	16
18. Department for Education	16
Appendix 1 - Prevent Resources, Support and Guidance for Education Settings	17

Stoke-on-Trent Safeguarding Children Board express their sincere thanks to the HEADTEACHERS' PREVENT BOARD who made an enormous contribution to the development of this document.

1. Introduction

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

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is part of our Academy's safeguarding approach.

2. Definitions

For the purpose of this policy:

Ideology - a set of beliefs.

Extremism – is defined as vocal or active opposition to fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This includes calling for the death of members of the armed forces.

Radicalisation – is defined as the process of a person legitimising support for, or use of, terrorist violence.

Terrorism – is defined as an 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 for the purpose of advancing a political, religious or ideological cause.

Fundamental British values – are a set of expected standards by which people resident in the UK must live, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs.

3. Guidance and Legislation

The Preventing Extremism and Radicalisation Safeguarding Policy draws upon the guidance contained in:-

- Stoke-on-Trent Safeguarding Children Board procedures
- Counter-Terrorism and Security Act 2015
- HM Government (2021) 'Revised Prevent Duty Guidance: for England and Wales'
- DfE (2023) 'Keeping children safe in education' (KCSIE)
- Teaching Approaches that help Build Resilience to Extremism among Young People; DfE 2011
- [Report](#) into Allegations Concerning Birmingham Schools Arising from Trojan Horse Letter; Peter Clarke: July 2014.

- Promoting Fundamental British Values as part of SMSC in Schools; [Nov 2014](#)
- OFSTED School Inspection Handbook
- Childcare Act 2006
- Data Protection Act 2018
- The GDPR
- Education Act 1996
- Childcare Act 2006
- Equality act 2010
- Data Protection Act 2018
- UK GDPR
- [Updated] Home Office (2024) 'Prevent duty guidance: England and Wales'
- [Updated] DfE (2024) 'Keeping children safe in education'
- DfE (2023) 'The Prevent duty: safeguarding learners vulnerable to radicalisation'
- [Updated] DfE (2023) 'Working Together to Safeguard Children'
- Home Office (2021) 'Channel Duty guidance: protecting people vulnerable to being drawn into terrorism'
-

In adhering to this policy and the procedures therein, staff and visitors will comply with our statutory duties to:-

- Safeguard and promote the welfare of all children as set out in s175 and s157 of the Education Act 2002.
- Contribute to the delivery of the outcomes for all children, as set out in s10 (2) of the Children Act 2004.
- Have due regard to the need to prevent people from being drawn into terrorism, as set out in s26 of the Counter-Terrorism and Security Act 2015.

4. Setting Ethos and Practice

Goldenhill Primary Academy recognises the Government's concern that the UK continues to face a threat from terrorism. One security concern is the potential for British citizens and residents to become radicalised and commit acts of violence or terrorism.

Extremism can take many forms including that linked to Far Right / Neo Nazi / White Supremacist, Al Qaeda/Daesh ideologies, Irish Nationalist and Loyalist paramilitary groups, and that linked to Animal or Environmental Rights movements.

Our setting is a safe place where pupils can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens. However there is no place for extremist views of any kind in our setting, whether from internal sources - pupils, staff or governors; or external sources - community, external agencies or individuals.

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

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

Therefore, we will provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand and accept difference and diversity and also to ensure that they thrive, feel valued and not marginalised.

Furthermore, we are aware that young people can be exposed to extremist influences or prejudiced views from an early age, which emanate from a variety of sources, including the internet, and at times pupils may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with the Trust policy.

Where misconduct by a teacher is proven, the matter will be referred to the National College for Teaching and Leadership for their consideration as to whether a Prohibition Order is warranted.

As part of wider safeguarding responsibilities setting staff will be alert to:-

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of the setting, such as in their homes or community groups, especially where pupils have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images.
- Pupils accessing extremist material online, including through social networking sites.
- Parental reports of changes in behaviour, friendship or actions and requests for assistance.
- Partner settings, 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, sexuality, ethnicity or culture.
- Attempts to impose extremist views or practices on others.

Our setting will closely follow any locally agreed procedure as set out by the Local Authority and the Local Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

5. Teaching Approaches

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

We will ensure that all of our teaching approaches help our pupils build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills.

We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

We will be flexible enough to adapt our teaching approaches as appropriate, so as to address specific issues to become even more relevant to the current issues of extremism and radicalisation. In doing so we will apply the 'key ingredients' for success following the three broad categories of:-

- Making a connection with young people through good [teaching] design and a pupil centred approach.
- Facilitating a 'safe space' for dialogue, and

- Equipping our pupils with the appropriate skills, knowledge, understanding and awareness for resilience.

Therefore, this approach will be embedded within the ethos of our setting 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 settings approach to the spiritual, moral, social and cultural development of pupils as defined in OfSTED's School Inspection Handbook and will include the sound use of assemblies to help further promote this rounded development of our pupils.

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 a curriculum that includes:-

- Citizenship programmes
- Open discussion and debate
- Work on anti-violence and a restorative approach addressed throughout curriculum
- Focussed educational programmes

Promoting fundamental British values

Through the national curriculum, the school will:

- Teach our pupils a broad and balanced international history.
- Represent the cultures of all of our pupils.
- Teach a wide range of English and non-English literature.
- Commemorate World War 1 and 2.
- Discuss the UK's relations with the rest of Europe, the Commonwealth and the wider world.

Through our social, moral, spiritual and cultural (SMSC) programme, the school will:

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence.
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England.
- Encourage 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.
- Enable pupils to acquire a broad general knowledge of, and respect for, public institutions and services in England.
- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of, and respect for, their own and other cultures.
- Encourage respect for other people.
- Encourage 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.

The setting will do this by:

- Including material on the strengths, advantages and disadvantages of democracy, and how democracy and the law work in Britain as part of our curriculum.

- Ensuring that all pupils within the school have a voice that is listened to, e.g. by demonstrating how democracy works via a school council whose members are voted for by the pupils.
- Using opportunities such as general or local elections to hold mock elections to offer pupils the chance to engage in politics from an early age.
- Offering a debate club to provide pupils with the opportunity to learn how to argue and defend points of view.
- Using teaching resources from a wide variety of sources to help pupils understand a range of faiths.
- Considering the role of extra-curricular activities, including any activity run directly by pupils, in promoting fundamental British values.

We will also work with local partners, families and communities in our efforts to ensure our setting 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 will promote the values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage pupils to respect one another and to respect difference, especially those of different faith or no faith. It is indeed our most fundamental responsibility to keep our pupils safe and prepare them for life in modern multi-cultural Britain and globally.

We will help support pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a pupil is being directly affected by extremist materials or influences, we will ensure that that pupil is offered support through referral to Stoke-on-Trent Channel Panel – see section 13.

6. Use of External Agencies and Speakers

We encourage the use of external agencies or speakers to enrich the experiences of our pupils. However, we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils.

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 opposition to, the setting'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 curriculum so we need to ensure that this work is of benefit to pupils.

Our setting 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 setting and do not marginalise any communities, groups or individuals.
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies.
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication.

- Activities are matched to the needs of pupils.
- Activities are carefully evaluated by the setting to ensure that they are effective.

We recognise, however, that the ethos of our setting is to encourage pupils to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this.

Therefore, by delivering a broad and balanced curriculum, we will strive to ensure our pupils recognise risk and build resilience to manage any such risk themselves, where appropriate to their age and ability; but also to help pupils develop the critical thinking skills needed to engage in informed debate

7. Whistle Blowing

Where there are concerns of extremism or radicalisation, pupils and staff are able to discuss this with the Designated Safeguarding Lead. If, for any reason they feel unable to do this, then they are able to make use of our internal systems to Whistle Blow or raise any issue in confidence. Please refer to Trust Whistle Blowing Policy.

8. Child Protection

Please refer to our Safeguarding and Child Protection Policy and Procedures for the full procedural framework.

Staff will be 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 child 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 child's family that may equally place a child at risk of harm. (These examples are for illustration and are not definitive or exhaustive.) Therefore, all adults working at the setting (including visiting staff, volunteers' contractors, and students 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.

9. Role of the Designated Safeguarding Lead (DSL)

The DSL is *****

The Deputy DSL's are *****

The role of the DSL is set out in our Safeguarding and Child Protection Policy.

The DSL is the focus person who setting staff, and others, may come to if they have concerns about an individual child's safety or well-being, and they are the first point of contact for external agencies.

The DSL is also the person who leads on concerns regarding extremism or radicalisation. Where there are concerns regarding extremism and radicalisation, the DSL will liaise with Stoke-on-Trent Channel Coordinator and make referrals where appropriate – see section 13.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the Designated Safeguarding Lead (or Deputy) making a referral to the Channel programme.

10. Training

Whole setting training on Safeguarding and Child Protection will be organised for staff and governors at least every three years. This training should be approved by the Local Safeguarding Children Board and will, in part, include training on extremism and radicalisation and its safeguarding implications.

The DSLs will attend training courses as necessary and the appropriate inter-agency training organised by the Local Safeguarding Children Board at least every two years.

All setting staff will undertake Home Office approved WRAP Training (Workshop to Raise Awareness of Prevent;) also sometimes referred to as 'Prevent training.'

Whole setting WRAP/Prevent training (Home Office approved;) is delivered by Iftikhar Ahmed, Community Cohesion Officer (iftikhar.ahmed@stoke.gov.uk). This training will need to be accessed by the Stoke-on-Trent training portal.

For information regarding multi agency training on Challenging Extremism see SCB website - <https://www.staffsscb.org.uk/>

11. Recruitment

The arrangements for recruiting all staff, (permanent, temporary and volunteers;) to our setting will follow statutory guidance in Keeping Children Safe in Education 2024.

We will apply safer recruitment best practice principles and sound employment practice in general, which include, but are not limited to, ensuring that DBS checks are made at the appropriate level, that references are always received and checked and that we complete and maintain a single central record of such vetting checks.

We will be alert to the possibility that persons may seek to gain positions within our setting so as to unduly influence our setting'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, by operating safer recruitment best practice and by ensuring an ongoing culture of vigilance within our setting, we will minimise the opportunities for extremist views to prevail.

12. Role of Governing Board

The Governing Board of our setting will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities as Governors, including their statutory safeguarding duties.

The Governing Body of our setting will support the ethos and values of our setting and will support the setting in tackling extremism and radicalisation. www.gov.uk/government/publications/birmingham-schools-education-commissioners-report

In line with Recommendation 13 of Peter Clarke's report details of our Governing Body will be published on our setting website to promote transparency.

In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education 2014' the governing body will challenge the setting's senior leadership team on the delivery of this policy and monitor its effectiveness.

The governing board will be responsible for:

- Ensuring the appropriate measures are in place to protect pupils from radicalisation.
- Ensuring the Prevent duty is seen as part of the school's wider safeguarding duties.
- Ensuring the school has a designated lead in a senior management role who is responsible for the delivery of Prevent.
- Having robust safeguarding policies in place to ensure that those at risk of radicalisation are identified and appropriate support is provided.
- Ensuring that policies are in place which are proportionate and based on an understanding, shared with partners, of the threat and risk in the local area, the phase of education, and the size and type of school.

Governors will review this policy annually and may amend and adopt it outside of 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.

13. Safeguarding from extremism

The school will do its utmost to safeguard pupils from being drawn into extremism and terrorism, whilst also ensuring it protects the right to freedom of expression. This policy is not intended or designed to restrict or prevent legitimate and lawful congregation or debate.

The school has a dedicated DSL who will deal with any incidents of extremism and/or terrorism within our school community.

The school has strong relationships with our local safeguarding partners and will involve them at the earliest opportunity if safeguarding issues arise.

The school will encourage any pupil, parent, staff member or member of the wider school community to speak to the DSL if they have concerns about:

- Pupils becoming radicalised.
- Groups, clubs or societies with extremist or radical views.

- Friends and/or families of pupils becoming radicalised or involved in extremism.
- Pupils planning to visit known areas of conflict.
- Members of the school and wider community attempting to draw young and/or vulnerable pupils into extremism.

Visitors and speakers coming into the school will be vetted prior to them having access to pupils. All materials handed out to pupils, whether by teachers or visitors and speakers, will be checked by the headteacher. Due diligence checks will also be carried out on those hiring and using the school premises,

Pupil-led groups, clubs and societies will be subject to **monthly** unannounced inspections by our DSL.

The school will incorporate appropriate filtering and monitoring systems to limit pupils' exposure to online risks, including extremist content.

The DSL and ICT team will work together to ensure that there is a clear reporting process in place where filtering systems raise safeguarding or prevent-related concerns.

Preventing radicalisation

The school will assess the risk of pupils being drawn into terrorism through identifying the factors that affect children in the local area and knowing how to identify those at risk.

Allegations and concerns of radicalisation and/or terrorism will always be taken seriously and staff will act proportionately, which may include making a Prevent referral.

The school is aware that extremist propaganda is widely available online, and will educate pupils to ensure that British values are promoted regularly to encourage pupils to develop an appreciation of society. The school will work with local religious and cultural organisations to instil a strong sense of identity in our pupils, as well as a clear place and purpose within the school.

All internet activity that takes place on site will be recorded, as well as activity on any school-owned computers, laptops and tablets off site, and appropriate filters will be installed to protect children from terrorist and extremist material online, in accordance with the Online Safety Policy. In accordance with KCSIE and our Child Protection and Safeguarding Policy, pupils will be taught about the importance of staying safe online through PSHE lessons.

The school recognises that pupils' parents and families are best placed to spot signs of radicalisation and, as such, will promote effective engagement with parents and families.

The school will always aim to integrate and engage every child within the school community, and in the wider community. A range of different religious and cultural festivals will be celebrated across the year giving every pupil the opportunity to take part.

The school will monitor and assess incidents which suggest pupils are engaging, or are at risk of engaging, in extremist activity and/or radicalisation. Where a pupil has been identified as at risk of radicalisation, the school will take action proportionate to the incident or risk.

14. Identifying concerns

Although extremist behaviour can be presented in many forms, the school recognises the following as potential indicators of radicalisation or a susceptibility to radicalisation:

- Disclosure about extremist or radicalised behaviour by pupils – this could include exposure to materials outside of school
- Use of specific terms associated with certain ideological views, e.g. 'hate' language
- Intelligence reports from local and national agencies regarding the radicalisation of groups of people in the local area
- Focus on specific narratives that highlight particular extremist views
- Evidence of accessing online materials that include extremist materials
- Refusal to accept views expressed by others which is counter to the school's Equality Information and Objectives Policy
- Documented concerns raised by parents or family members about the changing behaviour of the pupil
- References to an extremist narrative in the pupil's work
- Disassociation from existing friendship groups
- A loss of interest in activities in which they previously engaged
- Behavioural characteristics, such as low self-esteem, isolation, and perceptions of failure and injustice
- Family tensions
- Events affecting their country or region of origin
- Alienation from UK values
- Grievance triggered by personal experience of discrimination
- Property damage
- Refusal to cooperate with the requests of teachers or other adults

When assessing whether a pupil is at risk of radicalisation, staff will ask themselves the following questions:

- Does the pupil have access to extremist influences through the internet?
- Does the pupil possess or actively seek extremist material?
- Does the pupil sympathise with, or support, extremist groups or behaviour in their speech or written work?
- Does the pupil's demeanour suggest a new social, religious or political influence, e.g. through jewellery or clothing?
- Has the pupil previously been a victim of discrimination or a religious crime?
- Has the pupil experienced any major disagreements with their peers, family or faith groups, leading to rejection, isolation or exclusion?
- Does the pupil display an irregular and distorted view of religion or politics?
- Does the pupil display a strong objection towards specific cultures, faiths or race?
- Is the pupil a foreign national awaiting a decision regarding deportation or immigration?
- Is there an irregular pattern of travel within the pupil's family?
- Has the pupil witnessed or suffered from trauma or violence in a war zone or through sectarian conflict?
- Is there evidence of a relative or family friend displaying extremist views?

- Has the pupil travelled for extended periods of time to international locations?
- Does the pupil have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the pupil display a lack of affinity or understanding for others?
- Is the pupil a victim of social isolation?
- Does the pupil have insecure, conflicted or absent family relationships?

Critical indicators include where a pupil is:

- In contact with extremist recruiters.
- Articulating support for extremist causes or leaders.
- Accessing extremist websites.
- In possession of 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.
- Making significant changes to their appearance and/or behaviour.

The school will encourage staff to engage with online government resources, including the website Educate Against Hate, and the Prevent e-learning modules provided by the Home Office.

15. Stoke-on-Trent PREVENT Programme

The Prevent Programme is Stoke-on-Trent's response to the Government's [national counter-terrorism strategy](#), which aims to stop people being drawn into or supporting terrorism. The national strategy focuses on three key areas which are:-

- respond to the ideological challenge of terrorism and the threat 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 that we need to address

The Government has defined Extremism in the Prevent Strategy as the “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.” They also include in their definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”.

The Prevent duty is seen as part of the Academy's wider safeguarding obligations. Designated Safeguarding Leads and other senior leaders should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76, which are specifically concerned with schools. The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.

Stoke-on-Trent's Prevent Programme is designed to:-

- divert vulnerable individuals away from the radicalisation process and ensure that they are given the appropriate advice and support through local safeguarding structures
- deter extremist groups from creating disharmony, division and spreading hate
- keep the majority safe from the few who seek to harm others
- ensure that sectors and institutions develop an appropriate response to tackle extremism
- ensure that media and wider public recognise that the illegal or extreme actions of a few individuals from a particular background do not reflect the values and views of others with the same background, faith or belief
- ensure that the reputation of the city and its residents is maintained and enhanced.

For further information about Stoke-On-Trent's Prevent Programme please contact Shahzad Tahir, Community Cohesion Manager, Stoke-On-Trent City Council on 01782 238771.

16.Channel Panel

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 for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: Channel guidance, and a Channel awareness e-learning programme is available for staff at: Channel General Awareness.

The Academy's Designated Safeguarding Lead (and any deputies) should be aware of local procedures for making a Channel referral. As a Channel partner, the school or college may be asked to attend a Channel panel to discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

Stoke-on Trent has a multi-agency group – the Channel Panel, to provide support to people at risk of being radicalised, recognising that the radicalisation of vulnerable children and adults is a safeguarding issue. The Channel Panel is chaired by a senior Safeguarding Manager from Stoke-on-Trent City Council.

The objectives of the Channel Panel are to:-

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

It is important to trust your professional judgement – if you are concerned that someone is at risk of getting involved in extremism, you should discuss this with your DSL without delay.

The DSL will liaise with Staffordshire Police Prevent Team to discuss and make a referral if necessary.

When a referral is received, the Prevent team will, in partnership with other safeguarding professionals, investigate further to assess the nature and extent of the risk and develop the most appropriate support package for the individual concerned.

Staffordshire Police Prevent Team can be contacted on:-

Tel: 01785 232054

E-mail: prevent@staffordshire.pnn.police.uk

17. Reporting online material promoting terrorism or extremism

The internet is used by some people to promote terrorism and extremism. Goldenhill Primary Academy is committed to ensuring that students are not be able to access extremist ideas or materials online in the setting. We will challenge and report any terrorist and extremist content found online, which is offensive or illegal.

As private citizens, members of staff can also report such material, anonymously if necessary, by clicking on the button below:-



Examples include material such as:-

- articles, images, speeches or videos that promote terrorism or encourage violence
- content encouraging people to commit acts of terrorism
- websites made by terrorist or extremist organisations
- videos of terrorist attacks

The national Counter Terrorism Internet Referral Unit (CTIRU), which investigates the material, will try to secure the removal of the material as quickly as possible.

18. Department for Education – Preventing extremism in schools and children’s services

The DFE have set up a helpline that schools and other organisations working with children can contact if they have concerns about radicalisation:

Tel: 020 7340 7264 E-mail: counter.extremism@education.gov.uk

If you are concerned about extremism in a school or another organisation that works with children, or if you think a child might be at risk of extremism, contact their helpline.

Open Monday to Friday from 9am to 6pm (excluding bank holidays).

<https://educateagainsthate.com/>

Educate Against Hate, a website launched by the Her Majesty’s Government has been developed to support and equip school and college leaders, teachers, and parents with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people. The platform provides information on and access to training resources for teachers, staff and school and college leaders, some of which are free such as Prevent e-learning, via the Prevent Training catalogue.

Appendix 1 - Prevent Resources, Support and Guidance for Education Settings

National Online Resources			
No.	Product	Details	Link/Contact

1	Educate Against Hate	A website jointly developed by the Home Office and Department for Education which contains details of resources that schools may use	http://educateagainsthate.com/
2	Miriam's Vision	Materials produced by Miriam Hyman Trust as a result of 7/7.	www.miriamsvision.org
4	Hammersmith and Fulham Prevent Resources Pack	Lesson materials produced by H&F LA covering digital awareness, conspiracy theories and extremism.	https://www.lbhf.gov.uk/children-and-young-people/schools-and-colleges/school-staff-zone/prevent-and-schools/prevent-and-schools-resources-and-lesson-plans
5	Prevent Tragedies	A UK Police and partners initiative to help prevent people getting drawn into violent extremism and terrorism	http://www.preventtragedies.co.uk/
	Anne Frank Trust	To use Anne Franks life to empower young people with the knowledge, skills and confidence to challenge all forms of prejudice and discrimination	http://www.annefrank.org.uk/
5	Getting on Together	A suite of curriculum material covering modules on extremism, open debate and critical thinking.	http://www.got.uk.net/

Stoke-on-Trent Safeguarding Children Board Online Information

6	Stoke-on-Trent Children Safeguarding Board	The schools/education section of the Safeguarding Children Board (SCB) website	http://www.ssscb.org.uk/
7	Stoke-on-Trent Children Safeguarding Board	The professionals section of the Safeguarding Children Board website page for Extremism, Radicalisation and Prevent	http://www.ssscb.org.uk/
8	Stoke-on-Trent Children Safeguarding Board	Safeguarding People who are vulnerable to being drawn into Violent Extremism and/or Terrorism in Staffordshire and Stoke on Trent	http://webapps.stoke.gov.uk/uploadedfiles/D19_Joint_Prevent_Channel_Guidance_v10_Final.pdf
8	S-o-T Children Safeguarding Board	Stoke on Trent Chanel Panel Operating Principles	http://webapps.stoke.gov.uk/uploadedfiles/SOTCC_Channel_operating_principles.pdf

Local Resources

9	Community Cohesion Team	<ul style="list-style-type: none"> a. Sessions on cohesion, extremism and hate crime delivered to pupils b. Assist schools in building links with local communities and faith institutions c. Deliver Faith workshops to pupils d. One to one & group support to assist schools in addressing tension in the school environment e. Provide support to schools on cultural awareness f. Prevent & Cohesion awareness sessions for staff and governors. 	<p>Shahzad Tahir, Community Cohesion Manager (Prevent Co-ordinator) 01782 238771 shahzad.tahir@stoke.gov.uk</p> <p>Iftikhar Ahmed iftikhar.ahmed@stoke.gov.uk</p>
10	Prevent	<ul style="list-style-type: none"> a. Raise awareness of the Prevent Duty in Education and conduct training e.g. WRAP (Workshop to Raise Awareness of Prevent) Home Office approved b. Provide targeted support to education settings around Prevent related concerns c. Provide Prevent policy advice/guidance to members of the Senior Leadership Team d. Understand local vulnerabilities e. Engage with unregulated settings f. Conduct quality assurance on external projects g. Assist curriculum leads with resources which foster resilience to extremism h. Facilitate student Prevent-related workshops i. Act as the link between Channel referrals and schools. 	<p>Sheriyar Alamgir Alamgir.SHERIYAR@education.gov.uk</p>
11	Channel Panel	Information, advice and support about the Channel Panel	<p>Shahzad Tahir shahzad.tahir@stoke.gov.uk</p>
12	Prevent	Information about local Prevent activities and to access the support of the Prevent Education Officer	<p>Sheriyar Alamgir Alamgir.SHERIYAR@education.gov.uk</p>

13	Staffordshire Police Prevent	Information about Prevent and to make a referral if you are concerned that an individual is being radicalised	prevent@staffordshire.pnn.police.uk
National Guidance			
14	Channel Duty Guidance - Home Office		https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/118187/vul-assessment.pdf
15	Prevent Duty Guidance for England and Wales		https://www.gov.uk/government/publications/prevent-duty-guidance
16	Protecting children from radicalisation: the prevent duty		https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty
17	The use of social media for online radicalisation		https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/440450/How_social_media_is_used_to_encourage_travel_to_Syria_and_Iraq.pdf
18	Promoting Fundamental British Values as part of SMSC – Nov 2014		https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf
19	Schools Inspection Handbook-Ofsted		https://www.gov.uk/government/publications/education-inspection-framework
20	Keeping Children Safe in Education, DfE – September 2024		https://assets.publishing.service.gov.uk/media/66d7301b9084b18b95709f75/Keeping_children_safe_in_education_2024.pdf
21	Governance Handbook, DfE		https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/925104/Governance_Handbook_FINAL.pdf
22	Headteacher's Standards		https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020
23	Counter-extremism policy in English schools – House of Commons briefing paper		http://researchbriefings.files.parliament.uk/documents/CBP-7345/CBP-7345.pdf
24	Proscribed terrorist groups and organisations		https://www.gov.uk/government/publications/proscribe-d-terror-groups-or-organisations--2/proscribed-terrorist-groups-or-organisations-accessible-version