



North Yorkshire
Community Safety Partnership

Working with Individuals Vulnerable to Extremism in Education Settings

Guidance for Schools, Education Settings and Colleges

**North Yorkshire
Safeguarding
Children
Board**

working together to safeguard children

 **Safeguarding Adults
in North Yorkshire**

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1. Aims of the Guidance

There are 4 key aims for this guidance:

- 1) To provide advice on **understanding and recognising the risks and vulnerabilities of radicalisation** and appropriate, proportionate responses and interventions
- 2) To provide clarity on the process that needs to be followed when a concern is identified: **NOTICE, CHECK and SHARE**
- 3) To provide information on the **local arrangements** in place to support the multi-agency workforce.
- 4) To signpost the reader to the most relevant **national guidance and strategies**

Following the reading of this guidance, schools, settings and colleges need to ensure that Prevent and the Channel processes are embedded within their organisations and within the day to day safeguarding practice of staff. Schools and colleges in exercising their functions, must have “due regard to the need to prevent people from being drawn into terrorism”. Schools are required to complete a Safeguarding Audit for the North Yorkshire Safeguarding Children’s Board on a two yearly basis. Prevent is threaded throughout this document, and will help schools identify any gaps. The audit tool and supporting guidance can be accessed at <http://cyops.northyorks.gov.uk/safeguarding>

In addition, **Appendix 1** contains a self-assessment tool, which will further assist schools and colleges with this requirement.

The guidance in this document recognises that effective implementation will require multi-agency and partnership arrangements. North Yorkshire and York Prevent Partnership Board, North Yorkshire Local Safeguarding Children Board and North Yorkshire Safeguarding Adults Board provide scrutiny and oversight of multi-agency arrangements.

2. Prevent Duty: Why We Have To Do Something?

From the 1st July 2015 many public facing organisations providing services to children, young people and adults are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, to have **“due regard to the need to prevent people from being drawn into terrorism”**. This duty is known as the Prevent duty and the Government’s guidance outline specifies authorities responsible for this duty. www.gov.uk/government/publications/prevent-duty-guidance

It is essential that staff within agencies and organisations that provide services to children, young people and adults are able to identify individuals who may be vulnerable to radicalisation and know what to do when they are identified.

Protecting individuals from the risk of radicalisation is an integral part of safeguarding duties, and is similar in nature to protecting children and adults from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

Although it is tempting to consider **North Yorkshire** as being far removed from the threat of extremism and radicalisation, history has demonstrated that more rural counties are equally at risk as high density urban areas. North Yorkshire is not immune to the threats and risks posed by terrorist and extremist groups. The county has key tactical sites such as RAF Leeming, Menwith Hill and Catterick Garrison, as well as major road and rail networks.

Communities within North Yorkshire are both urban and rural, each with their own risks and vulnerabilities, including social isolation and access to services. North Yorkshire has some of the fastest growing minority communities in the UK. There is a lack of cohesion within some communities and this is leading to an increase in Extreme Right Wing views.

The Counter Terrorism Local Profile (CTLP) outlines the relative risk, threat and vulnerability from terrorism related activity for North Yorkshire. Local links to the CTLP exist within each district, within the multiagency Local Prevent Groups.

For 2018, recommendations have included a focus on the education sector.

Education

- Improve awareness and understanding in education settings to help influence the further development of the Counter Terrorism Local Profile, and overall improving quality of information sharing and referral links to Local Prevent Groups.
- Improve the links within the education sector (independent schools and academies) to improve intelligence i.e. information sharing. Online; remains the most prevalent radicalisation influence.

3. Ensuring Appropriate Arrangements are in Place

In ensuring that the specified authorities are fulfilling their requirements as outlined under the Counter Terrorism & Security Act 2015 (Prevent Duty), all schools and colleges should ensure that they have in place adequate arrangements to safeguard individuals from extremism and radicalisation.

Schools and colleges need in place:

- Clear leadership and accountable structures
- Appropriate training for both staff and management (including Governors)
- Processes to ensure that cases are referred and managed effectively
- A school ethos and curriculum that promotes fundamental British values, Spiritual, Moral, Social and Cultural Education (SMSC) and Community Cohesion.

<http://cyps.northyorks.gov.uk/spiritual-moral-social-and-cultural-education-smsc-and-british-values>

Each school and college should have an established single point of contact (SPOC) identified as the strategic lead for Prevent. This is usually the Designated Safeguarding Lead (DSL). Senior leadership also need to be aware of the Prevent agenda and the organisation's strategy to address this.

The Prevent agenda and its associated practices need to be embedded within existing policies and procedures and everyday safeguarding practice. These should be well communicated within the organisation and all staff within the organisation need to be aware of the role they play to safeguard individuals.

Appendix 3 provides a self-assessment toolkit to assist organisations to carry out a self-assessment of their arrangements to safeguard individuals from extremism and radicalisation. As best practice the key points within this tool have been incorporated into the North Yorkshire Local Safeguarding Children Board Safeguarding Audit for Schools. This tool can also provide suitable evidence, for both internal and external audits, and inspections, such as Ofsted.

4. What To Do If You Have A Concern

(Departmental Guidance DfE June 2015)

Safeguarding individuals with care and support needs from radicalisation is no different from safeguarding them from other forms of harm. In a few cases the concerns around the individual may go beyond being vulnerable to extremism.

If a member of staff in a school has a concern about a particular pupil they should follow the school's normal safeguarding procedures, including discussing with the school's designated safeguarding lead, and where deemed necessary, with children's social care.

The following diagram highlights the simple process of **NOTICE, CHECK AND SHARE which is prevalent throughout the Prevent Strategy**. This approach is paramount to ensuring an individual has the appropriate intervention offered in a timely manner:

You can also contact your local police force or dial 101 (the non-emergency number). They can talk to you in confidence about your concerns and help you gain access to support and advice.

The Department for Education has dedicated a telephone helpline (**020 7340 7264**) to enable staff and governors to raise concerns relating to extremism directly.

Concerns can also be raised by email to **counter.extremism@education.gsi.gov.uk**

Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

NOTICE

You or a member of your team have **Noticed** that a young person's behaviour has changed and this has caused you a concern as you feel they may be vulnerable to being drawn into radicalisation, extremism or terrorism. **Remember**, a Prevent concern is where a person is engaging with a group, cause or ideology. (Refer to the Vulnerability Assessment Framework (VAF) for further guidance).

For example They may be accessing the dark web to look at extremist sites, openly sharing challenging racial or political views, reading politically racist and extremist literature, drawing EFR signs and symbols on books or within the environment

CHECK

- **Check** your concern with your Prevent SPOC or Designated Safeguarding Lead
- Check any available and relevant intelligence with other staff members and if required, liaise with other agencies
- Speak with the young person, their peer group and family members to gain a better understanding of the young person's current behaviour (if appropriate)
- For further advice, contact North Yorkshire Police Prevent Officer

SHARE

- Complete NY Safeguarding Referral Form **www.safeguardingchildren.co.uk/worried-about-child** and highlight the Prevent concern in as much detail as possible and provide evidence to support this where applicable (i.e. if accessing the dark web on a school computer, what is the evidence of this?)
- Record decision / outcome.
- **If you feel that the young person is in immediate harm or danger this matter should be reported straight away to North Yorkshire Police on 999**

5. Areas to Cover in Making a Referral

All Prevent concerns must be shared via the safeguarding referral form on the Local Safeguarding Children Board web-site www.safeguardingchildren.co.uk/worried-about-child. Within in your referral highlight the Prevent concerns in as much detail as possible and provide evidence to support. Sections 6 and 7 of this guidance should help.

In addition consider:

- Have you discussed this individual with your safeguarding lead? (What was the result of the discussion?)
- Have you discussed your concerns about this individual with any other agency? (What was the result of the discussion?)
- Have you informed the individual that you are making this referral? (What was their response?)
- Have you taken any direct action with the individual since receiving this information? (What was the action and the result?)
- Does the individual have any disability? (Please describe the disability or other considerations required when dealing with the individual)

Within your referral summarise clearly your concerns, these may include;

- **Vulnerabilities** Have you identified any vulnerabilities with the individual? If so, please provide as much detail as possible.
- **Associations** Does the individual associate with groups or people that cause you concern? If so, please provide as much detail as possible.
- **Ideology** Has the individual displayed or discussed views which cause you concern? If so please provide as much detail as possible.
- **Internet and social media** Do you have any concerns about the individual's social media and internet usage? If so please provide as much detail as possible.
- **Suspicious travel** Has the individual discussed previous or future travel to areas of conflict such as Syria? If so please provide as much detail as possible.
- **Grievance** Has the individual discussed feelings of injustice that is triggered by racism or discrimination or aspects of Government policy? If so please provide as much detail as possible.
- **Any other information** Provide any further information that has not been covered in the areas above. Provide detail of any other known agencies or professionals working with the individual.

6. Understanding and Recognising Risks and Vulnerabilities of Radicalisation

There is no obvious profile of an individual likely to become involved in extremism or a single indicator of when an individual might move to adopt violence in support of extremist ideas. Examples of extremist causes that have used violence to achieve their ends include animal rights, the far right, internal terrorist and international terrorist organisations.

An individual can be drawn to radicalisation at any age. The process of radicalisation is different for every individual and can take place over an extended period or within a very short time frame.

Individuals can be drawn into violence or they can be exposed to the messages of extremist groups by many means. These can include the influence of:

- Family members
- Friends
- Direct contact with extremist groups and organisations, or
- Via the internet, TV and media

The following highlighted vulnerability factors may make some individuals vulnerable to radicalisation (but it cannot be assumed that they will apply to everyone). Key questions for practitioners to consider, when they have concerns, have also been included.

Vulnerability Factors

| Area | Vulnerability | Key Questions for consideration |
|---------------|--|---|
| Personal | <ul style="list-style-type: none"> • A sense of isolation • Adolescence • Low self-esteem • Driven by the desire for 'adventure' and excitement • Unmet aspirations Perceptions of injustice • Feeling of failure • Rejection of civic life • Experience of poverty, disadvantage or social exclusion • Searching for answers to questions about identity, faith and belonging • Special Educational Need – difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others. | <ul style="list-style-type: none"> • Has there been a significant shift in the individuals behaviour or outward appearance that suggests a new social/political or religious influence • Does the individual vocally support terrorist attacks; either verbally or in their written work? • Does the individual have any marks, scars or tattoos which are linked to extremist groups? |
| Family | <ul style="list-style-type: none"> • Family tensions • Conflict with family over religious beliefs, lifestyle choices or extreme political views • Rejection by family • Other family members have radical or extremist views | <ul style="list-style-type: none"> • Has the individual come into conflict with family over religious beliefs / lifestyle / dress choices? |
| Religion | <ul style="list-style-type: none"> • Recent religious conversion • Identity confusion – e.g. Distance from cultural / religious heritage and uncomfortable with their place in the society around them • Rejection by faith groups | <ul style="list-style-type: none"> • Has the individual witnessed or been the perpetrator / victim of racial or religious hate crime or sectarianism • Has the individual come into conflict with family over religious beliefs / lifestyle / dress choices? |
| Environmental | <ul style="list-style-type: none"> • A traumatic or series of traumatic events – both personal or national • Victim or witness to race or religious hate crime • Uncensored access to extremist propaganda or violent online games or videos • Influenced by world events and a sense of grievance resulting in a need to make a difference | <ul style="list-style-type: none"> • Have international events in areas of conflict and civil unrest had a personal impact on the individual 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 • 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? |

| Area | Vulnerability | Key Questions for consideration |
|-------------|---|--|
| Social | <ul style="list-style-type: none"> • Rejection by social group • Drawn to a group or individual who can offer identity, social network and support • Pressure from peers associated with extremism • Disassociating from existing friendship group and becoming involved with a new and different group of friends • Driven by a need to raise self-esteem and promote 'street cred' | <ul style="list-style-type: none"> • Does the individual 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, access to or distribution of extremist material, contact associates covertly via Skype / email etc) • Does the individual support groups with links to extremist activity but not illegal/illicit e.g. propaganda distribution, fundraising and attendance at meetings? • Does the individual have experience of poverty, disadvantage, discrimination or social exclusion? |
| Criminality | <ul style="list-style-type: none"> • Experiences of imprisonment • Poor resettlement / reintegration • Previous involvement with criminal groups | <ul style="list-style-type: none"> • Has the individual joined an extremist organisation? • Is the individual 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? |

It is key to note that the above is not an exhaustive list and further information and clarity may be needed, this is part of the **CHECKING** process. Some individuals with care and support needs may be at a higher risk and could be targeted by some groups. The care and support needs may include a physical disability; mental health needs; increased social isolation or vulnerability to coercion.

There have examples of concerns raise which have highlighted pupils drawing extreme far right symbols on books or their arms, such as the swastika, or drawing graffiti on school premises. Information on extremism symbols and logos are to be found on the following websites:

- Anti-Defamation League **www.adl.org/search?keys=far+right+symbols**
- Rewind U **<http://rewind.org.uk>**
- 'The Signs are there' Extreme Right Wing leaflet **www.nypartnerships.org.uk/prevent**

Professional judgement and proportionality is needed to ensure individual concerns are assessed, escalated and recorded appropriately. This may involve advice and support from your organisation's SPOC / DSL, and other multi-agency colleagues.

7. Internal and External influences

An individual may be drawn to extremism either by single or multiple methods including:

| Method | How |
|------------------|--|
| Online | <p>The internet provides entertainment, connectivity and interaction. Individuals may need to spend a lot of time on the internet while studying as well as use social media and messaging sites such as Facebook, YouTube, Twitter, Instagram, Vine, Snapchat or Whatsapp. Young people also access gaming devices which may also allow them to be vulnerable to extreme messages. Young people may also be interested in the Dark Web where they can access information and people can communicate with them</p> <p>The power and scope of the internet and social media must be recognised and networks use this media to reach out to people and can communicate extremist messages.</p> |
| Peer interaction | <p>Individuals at risk may display extrovert behaviour, children and young people start getting into trouble at school, college or on the streets and mixing with others who are already involved with anti social or criminal behaviour. However, this is not always the case.</p> <p>Sometimes those at risk may be encouraged, by the people they are in contact with, not to draw attention to themselves. Family members, friends, parents and professionals may feel their child's/ relative's behaviour seems to be improving. For example, children may become quieter and more serious about their studies; young people and adults may dress more modestly and mix with a group of people who seem to be better behaved than previous friends.</p> |
| TV and Media | <p>The media provides a view on world affairs. However, this is often a very simple version of events which are in reality very complex. Individual may not understand the situation fully or appreciate the dangers involved in the views of some groups.</p> |

It is important to note that the presence of one or more risk factors will not necessarily lead to radicalisation or engagement in violent activity and every case will need to be considered on an individual basis. Likewise the level of intervention needs to be proportionate to the level of risk to the individual perceived by professionals.

Early intervention is vital and staff must be aware of the established processes for front line professionals to refer concerns about individuals and / or groups.

Professionals must have:

- the confidence to challenge;
- the confidence to intervene; and
- ensure that strong safeguarding practices based on the most up-to-date guidance and best practice are followed.

8. Channel Process

'Channel' is the name for the multi-agency process of identifying and referring a person for early intervention and support for those at risk of radicalisation. It is a key element of the Prevent strategy. The Channel process uses existing collaboration between local authorities, statutory partners (such as education and health organisations, social services and offender management services), the police and the local community to:

- Identify people at risk of being drawn into terrorism;
- Assess the nature and extent of that risk; and
- Develop the most appropriate support plan for the individuals concerned.

The Channel Panel has a standard multi-agency membership and meets on a monthly basis to collectively assess the risk and decide whether the person:

- Is vulnerable to being drawn into terrorism and therefore appropriate for the Channel process,
- Should be referred to a different support mechanism; or
- Should exit the process.

For those adopted as 'Channel' the Panel will need to develop an appropriate support package based on assessment of their vulnerability of being drawn into radicalisation.

Channel assesses vulnerability using a consistently applied framework the Vulnerability Assessment Framework (VAF) based on three dimensions:

- **Engagement** with a group, cause or ideology;
- **Intent** to cause harm; and
- **Capability** to cause harm.

The Channel Panel must compliment other safeguarding processes that may be occurring for that individual such as such as Children and Adult safeguarding meetings, Multi Agency Public Protection Arrangements (MAPPA), Multi Agency Risk Assessment Conference (MARAC).

The type of activities included in a support package will depend on risk, vulnerability and local resources. A diversionary activity may be sufficient for someone who is in the early stages of radicalisation to violence, whereas a more focussed and structured one-on-one mentoring programme may be required for those who are already radicalised. Once an individual has been accepted on to Channel that individual must be made aware the intervention / action cannot take place without their consent. In the case of a child, there may be certain circumstances when a parent/guardian does not give consent for their child to be supported, particularly if some of the vulnerabilities present are in the home environment. If the child is thought to be at risk of significant harm (Children Action 1989) Children's Social Care must be involved in decisions about the child.

If the panel is satisfied that the risk has been successfully reduced or managed they should recommend that the case exits the process. A closing report should be completed by the chair, setting out the evidence for the panel's recommendation. All cases should be reviewed at 6 and 12 months, from the point at which they exit the process, all decision and actions must be fully recorded by all agencies involved. One of the options for support through the Channel process would be a referral to a specialist intervention provider. A list of approved providers is maintained, and funded by the Home Office. For further information on Channel www.gov.uk/government/publication/channel-guidance

9. National Prevent Case Studies

Below are just a couple of examples of individuals who have received support through Channel nationally (April 2016 – March 2017).

Amina was reported to police about her intention to travel to Syria

Amina was in her late teens when a report was made to the police about her intention to travel to Syria. Amina had a deeply troubled life with her parents having been engaged in domestic violence. Her parents broke up and she lived with her father. She was lonely with no friends. She was also subjected to a serious assault. All these issues made her turn to religion for answers. But the religious guidance she sought online was uncontrolled. Her social media indicated that she had voiced support for Daesh and a hatred for non-Muslims. Support through Channel enabled Amina to rebuild her relationship with her mother. A female counsellor addressed issues around religion, politics and self-esteem. Amina is now enjoying her new found life.

Callum's teacher became aware of his involvement in promoting the far-right on Facebook

Callum was a teenager whose teacher became aware of his involvement in promoting a far-right Facebook page which had upset another student. He had been invited to a "secret" group meetings connected to football games. Without family influence around, he was getting attention and social support through his involvement in this group. He said he didn't have a problem with most people – just Muslims: Muslims were not like "us". He said he'd watch them all "doing their Sharia law." Through the Channel process, the school worked with the police, social care and a local youth group to support him through challenging the ideology he had developed, providing him with careers advice, and connecting him to an ethnically diverse local youth group. His confidence grew, as did the bond with his family. He dismissed the ideology that he had connected himself to and realises he had been heading down the wrong path.

It must be noted that the case studies outline a process that had been undertaken to ensure the right level of support and interventions were put in place for both Callum and Amina. This can by no means be an overnight fix and the positive outcomes were achieved over a period of time with the support of professionals.

10. Reducing the Risk of Radicalisation and Extremism: What Can Schools Do?

The statutory guidance on Keeping Children Safe in Education, the Department for Education states, “Governing bodies and proprietors should ensure children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PSHE).”

Through the curriculum, schools can support to pupils develop an understanding and appreciation of their own identity and the identity of others and to develop an awareness and resilience to safeguarding risks in society.

10.1 Promoting British Values

In November 2014 the DfE produced non-statutory guidance on how schools should promote British Values as part of Spiritual, Moral, Social and Cultural development.

“Schools should promote the fundamental British Values of democracy, rule of law, individual liberty and mutual respect and tolerance of those with different faiths or beliefs.”

Ofsted Handbook (April 2018):

Parag 144: The social development of pupils is shown by their:

acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Parag 147: Effectiveness of leadership and management:

how well the school prepares pupils positively for life in modern Britain and promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Ofsted will be looking for evidence of how British values are promoted throughout the school. Below are some suggestions for schools to consider in planning their approach.

The curriculum

There are many opportunities through PSHE, RE, citizenship, geography and history to address aspects of British values, but all subject areas have a responsibility to contribute. Through curriculum mapping, a school or college should be able to identify where British values are being delivered through the taught curriculum.

Beyond the curriculum

A holistic approach can develop a strong school ethos to promote these values, e.g. via:

- Assemblies and collective worship sessions to address how British Values are relevant to all pupils
- Circle time, class discussions and use of strategies like Philosophy for Children to promote critical thinking, opportunities for dialogue to discuss current affairs and topical issues
- International or diversity days to develop cultural awareness and celebrate diversity
- Visits to places of worship or areas with a contrasting culture
- School linking opportunities
- Fundraising and campaigning initiatives to raise awareness and support for global humanitarian issues
- Debating clubs to discuss local, national and global issues.

10.2 Prevent teaching resources

- **www.educateagainsthate.com**
Guidance and teaching resources for schools.
- The DfE website offers parent, teachers and school leaders' practical advice and teaching resources to protect children from the dangers of extremism, drawing on resources and guidance designed by the government and charities, such as the NSPCC and Childnet.
- **www.preventforschools.org**
Teaching resources for schools and colleges
- **www.itai.info** Let's talk about it
An initiative designed to provide practical help and guidance to the public in order to stop people becoming terrorists or supporting terrorism
- **www.safecampuscommunities.ac.uk**
Higher education site dedicated to preventing violent extremism and radicalisation. Promoting community cohesion, inter-faith relations and the sharing of good practice.
- **www.157group.co.uk**
Forward thinking membership organisation which represent 26 leading UK colleges and College groups.
- **Stand for it? – Saltmine Theatre Productions.**
Is a topical and engaging production that sensitively explores radicalisation, extremism and community cohesion. For further information contact **creative@saltmine.org**
- **North Yorkshire 'Hurt by Hate: Prevent Graphic Novel**
Hurt by Hate aims to enhance participant's confidence and knowledge on these subjects and provides a holistic approach to dealing with relevant issues through the use of practical arts mediums and group discussions which aim to show the best way to understand these problems is to talk. (Interactive resource)
Contact: **Lesley.dale@northyorks.gov.uk**

10.3. Online safety

‘Keeping Children Safe in Education’ clearly states that, “The use of technology has become a significant component of many safeguarding issues. Technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school to protect and educate the whole school in their use of technology and establishes mechanisms to identify intervene and escalate any incident where appropriate.”

To ensure that the statutory requirements of ‘Keeping Children Safe in Education’ are complied with, in relation to online safety, this includes:

- Ensuring that as part of the requirement for staff to undergo regularly updated safeguarding training and the requirement to ensure children are taught about safeguarding, including online that online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach
- Ensuring that pupils are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through PSHE
- As schools increasingly work online it is essential that children are safeguarded from potentially harmful and inappropriate online material. A school needs to ensure the appropriateness of any filters, monitoring and security systems which will be informed in part by the risk assessment required by the Prevent Duty to ensure that children are safe from terrorist and extremist material whilst accessing the material in school, including by establishing appropriate levels of filtering but being careful that “over blocking” does not

lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

- Regular monitoring of online safety incident logs and responding appropriately to the identified needs

Further support and information for a whole school approach to effective online safety can be accessed through the NYCC Online Safety Guidance for Schools and Settings available at **<http://cyops.northyorks.gov.uk/online-safety>**

‘Education for a Connected World’ is a tool for anyone who works with children and young people. It enables the development of teaching and learning as well as guidance to support children and young people to live knowledgeably, responsibly and safely in a digital world. It focuses specifically on eight different aspects of online education:

1. Self-image and Identity
2. Online relationships
3. Online reputation
4. Online bullying
5. Managing online information
6. Health, wellbeing and lifestyle
7. Privacy and security
8. Copyright and ownership

The framework aims to support and broaden the provision of online safety education, so that it is empowering, builds resilience and effects positive culture change. The objectives promote the development of safe and appropriate long term behaviours, and support educators in shaping the culture within their setting and beyond. It can be accessed at **www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis**

10.4 Resources

NYCC Online Safety Guidance for schools, settings and colleges. Details of schools duties around online safety, policies, user agreements, strategies and links to teaching resources

<http://cyps.northyorks.gov.uk/online-safety>

NYCC Online safety training:

Staff and parent sessions.

The training aims to cover:

- What are the risks around being online for the whole school community?
- What are the duties and responsibilities of schools?
- Implementing an effective online safety policy
- What can the impact be on pupils and how can schools help protect pupils?
- Personal online safety for staff
- Actively engaging with parents
- Signposting to a range of resources and curriculum materials

Book through

www.nyeducationsservices.co.uk

North Yorkshire Personal Social Health Education (PSHE) and Citizenship Guidance for schools including the curriculum entitlement framework which provides suggested learning outcomes for PSHE for key stage 1-4 and signposts schools to range of age appropriate supporting resources

<http://cyps.northyorks.gov.uk/health-wellbeing-pshe>

Key organisations that provide online safety materials:

- Whole school online safety review tool **www.360safe.org.uk**
- Trust Me: Childnet's Trust Me is designed to promote critical thinking online. It has a primary and secondary pack with lesson plans and activities to empower teachers and young people to discuss themes around Content, Contact and Propaganda. Ideal for PSHE, citizenship and digital literacy with applications across the curriculum: www.childnet.com/resources/trust-me. CEOP Thinkuknow: The CEOP Thinkuknow website has lots of resources for all ages, including cyberbullying, relationships, sex and the internet: **www.thinkuknow.co.uk**
- NSPCC Share Aware: **www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware**
- Safer Internet: **www.saferinternet.org.uk**
- Internet Matters **www.internetmatters.org**
- Education for a Connected World is a tool for anyone who works with children and young people. It enables the development of teaching and learning as well as guidance to support children and young people to live knowledgeably, responsibly and safely in a digital world **www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis**
- Safety Internet day is always in February with a range of supporting resources available **www.saferinternetday.org/web/sid/home**

10.5 Training

Organisations should make sure that staff have training that gives them the knowledge and confidence to identify individuals at risk of being drawn into radicalisation, and to challenge extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups. They should know where and how to refer those vulnerable to extremism for further help. Prevent awareness training will be a key part of this.

Prevent E-learning

North Yorkshire County Council Learning Zone: Introduction to prevent & safeguarding against radicalisation. This is an external package, delegates must register using their NYCC email in order to have their completion recorded on their learning record. Delegates will be asked to enter an email address at the end of the course

Home Office e-learning package that offers an introduction to the Prevent duty and explains how it aims to safeguard vulnerable people from being radicalised to supporting terrorism or becoming terrorists themselves.

www.elearning.prevent.homeoffice.gov.uk

Workshop for Raising Awareness on Prevent (WRAP)

WRAP is an hour long DVD-led interactive workshop. It is aimed at front line staff (such as police, social services, probation, education and health staff) as well as the community. It has been built to raise awareness of Prevent in a non-alarmist way, relating support to wider safeguarding initiatives.

Attendees should leave WRAP sessions with the ability to understand what may make individuals susceptible to radicalisation, as well as the confidence and ability to raise their concern when someone may be at risk.

For training support you can also find helpful links on the North Yorkshire Safeguarding Boards and the North Yorkshire Partnership website:

- North Yorkshire Children's Safeguarding Board
www.safeguardingchildren.co.uk
- North Yorkshire Partnership
www.nypartnerships.org.uk
- North Yorkshire Adult Safeguarding Board
www.nypartnership.org.uk
- **NYCC Prevent Up-dates training.**
2 hour session for the whole staff to be run in your own school or college. Book through
www.nyeducationsservice.co.uk

11. Governance arrangements for North Yorkshire

In response to the Prevent Strategy 2011 a multi-agency 'Prevent Strategic Board' was formed, this has now become the Prevent Partnership Board for North Yorkshire and York. Representation on this board is at a Chief Officer level from the specified authorities and is currently chaired by the Chief Executive of a District Council. The delivery arms for this board are the multi-agency Local Prevent Groups which are district based.

A key focus for the local groups is around local community engagement, understanding community needs and identifying local tensions and issues. If you want contact details for local Prevent group e-mail **lesley.dale@northyorks.gov.uk**

Due to the connectivity with safeguarding, there are clear links to and regular reporting to the Local Safeguarding Boards (Children and Adults) and the Community Safety Partnership in North Yorkshire.

Appendix 1.

Frequently Asked Questions (FAQs)

| No | Question | Response |
|---------------------------------------|--|--|
| Early intervention and support | | |
| 1 | What should a school /College do when they see the early signs that they are concerned about the attitude or behaviour of a pupil? | Anyone who notices a change of behaviour in a pupil; for example he/she demonstrates extreme ideological views, should follow the 'Notice Check & Share' process outlined within the Education guidance 'Working with Individuals Vulnerable to Extremism in Education'. It is important to have undertaken the 'checking' element of the process in that you should speak to your SPOC or Designated Safeguarding Lead outlining your concerns. |
| 2 | Is there any support or are resources available to help tackle extremist or racist views of pupils? | Yes resources are listed in the education guidance 'Working with individuals who are vulnerable to extremism in education'; alternatively this information can be found on www.nypartnership.org or https://educateagainsthate.com websites |
| Prevent Referrals | | |
| 3 | How do I decide that a case should definitely be referred to the North Yorkshire Channel Panel? | If you have a prevent concern and feel that a pupil is vulnerable to radicalisation / extremism you should submit a NY Children's Safeguarding referral via www.safeguardingchildren.co.uk/worried-about-child An assessment will be undertaken by the MAST and also with North Yorkshire Police Prevent. If the individual is assessed to be vulnerable to radicalisation the referral will be shared with the Channel Panel. |
| 4 | Where can I go for advice and support in deciding whether a case is suitable for Channel? | Please contact your SPOC or Designated Safeguarding Lead initially. For guidance on spotting the signs www.itai.info/spotting-the-signs For further support contact North Yorkshire Police Prevent prevent@northyorkshire.pnn.police.uk or North Yorkshire County Council Prevent Officer 01609 533487 who can provide appropriate support and advice. |
| 5 | What information will I need for the referral form? | As part of your checking process please fully explain within your referral your concerns, details of who you have checked this information with and any evidence; such as screen shots of face book, history of online access and searches, script of conversation or intervention that have already taken place. |
| 6 | Where can I see an example of a good referral? | A good referral would include: Details of any identified vulnerabilities e.g. learning disabilities , family breakdown or being a victim of bullying / hate crime Details of what you have identified that suggests the individual is becoming involved in extremism or terrorism which may include, any evidence of exposure to or fixation upon extremist views, feelings of grievance or injustice, a desire for excitement, a desire for social political or moral change. It would also include what actions you have undertaken to address identified concerns: such as speaking with child and parent: referring into other services for support. For guidance on spotting the signs www.itai.info/spotting-the-signs Please provide as much detail as possible within your referral |

| | | |
|---|--|---|
| 7 | Do I need parental consent to complete the form? | As participation in Channel remains voluntary, section 36(4)(b) of the CT&S Act requires consent to be given by the individual (or their parent/guardian in the case of a child) in advance of support measures being put in place. All individuals who receive support through Channel must be made aware that they are receiving this as part of a programme to protect people from being drawn into terrorism; what the aims of the process are; and what to expect. Where someone does not wish to continue with the process, it may be appropriate to provide alternative support through other mainstream services, such as Children or Adult Social Care services. |
| 8 | What happens to the referral once I submit it to MAST? See Q 3 | Once submitted to MAST the form is assessed and the referral is shared with North Yorkshire Police Prevent. If the referral is assessed as suitable for multi-agency safeguarding then the case will be shared with the Channel Chair. |
| 9 | When would a situation be considered more serious and should be referred directly to the police? | If you feel that the individual is in immediate harm or danger this matter should be reported straight away to North Yorkshire Police on 101 |

Channel panel

| | | |
|----|--|--|
| 10 | Who sits on the Channel Panel? | The Channel Panel is a multi-agency panel and the membership consist of representation from NYCC Children and Family Services, Adult Safeguarding Services, North Yorkshire Police, National Probation Service, Community Rehabilitation Company, Designated Health Safeguarding Leads from Health, Education including Autism Consultant, |
| 11 | Is every Prevent Concern or referral taken up by the Channel Panel? | No. Each referral is assessed by the North Yorkshire Police Prevent only if deemed suitable is it referred into Channel |
| 12 | My Prevent referral hasn't been taken up by Channel. What should I do? | If a referral is not deemed suitable for Channel the referrer may be asked for further information to assist with the assessment or will be provided with an update as to why the referral is not suitable |
| 13 | What happens if I'm asked to attend a Channel Panel? | If a referral is to be discussed at Channel Panel you will be invited to attend the Panel to help inform the panel on your identified concerns and potential safeguarding solutions that can be offered to mitigate those concerns. |
| 14 | Will the pupil have a criminal record if they are referred to Channel? | No. The Prevent Process is aimed at people outside criminal space and aims to give support to keep them outside criminal space. |
| 15 | Will the pupil be excluded from school? | This is a decision for the school. |

Interventions

| | | |
|----|--|--|
| 16 | What sort of support or intervention is provided to pupils who are referred? | Examples of support provided could include mentoring, diversionary activities such as sport, signposting to mainstream services such as education, employment or housing. Support is always tailored to specific needs of the individual following assessment by the multi-agency panel. |
| 17 | What happens if a pupil refuses to accept support? | Channel is voluntary and consent needs to be gained once it has been agreed by the Channel Panel to be adopted. Lack of consent may mean that partners have to consider other legislative powers by which to safeguard the individual from any identified risk. |

| | | |
|----|---|---|
| 18 | I have a concern about a school governor or teacher and some of the views that they hold. | <p>Please speak to your safeguarding lead who may also contact the LADO with your concerns.</p> <p>The DfE also has a counter extremism office for advice with regards to extremism in a school or organisation that work with children where a child might be at risk of extremism Counter.extremism@education.gov.uk 0207 340 7264 Mon – Friday 9am-6pm (excl BH)</p> |
| 19 | I have intelligence to share i.e. I might not the individual's name or details. What do I do? | <p>You can report concerns to the Police via anti-terror hotline https://act.campaign.gov.uk</p> <p>Crime stoppers https://crimestoppers-uk.org</p> <p>Partnership Information Form. Form designed to provide North Yorkshire Police with intelligence where professionals have concerns www.safeguardingchildren.co.uk/professionals/forms-for-professionals#partnership</p> |

Appendix 2

National Guidance and Strategies

CONTEST Strategy (June 2018)

The United Kingdom's Strategy for Countering Terrorism

www.gov.uk/government/publications/counter-terrorism-strategy-contest2018

National threats The UK faces several different terrorist threats. The threat from Islamist terrorism remains the foremost and most significant. Extreme right wing terrorism is a growing threat, and in 2016 the Government proscribed an extreme right-wing terrorist group, National Action, for the first time. Northern Ireland terrorism remains a serious threat, particularly in Northern Ireland itself.

The aim of CONTEST is to reduce the risk to the UK and its citizens and its interests overseas from terrorism, so that people can go about their lives freely and with confidence.

This updated and strengthened version of the CONTEST strategy reflects the findings of a fundamental review of all aspects of counter-terrorism. It continues with the tried and tested strategic framework of four work strands: Prevent, Pursue, Protect and Prepare.

- **PURSUE:** To stop terrorist attacks;
- **PREVENT:** To stop people becoming terrorists or supporting terrorism;
- **PROTECT:** To strengthen our protection against a terrorist attack; and
- **PREPARE:** To mitigate the impact of a terrorist attack

The **Prevent** aspect of this strategy aims to stop people from becoming terrorists or supporting terrorism. It contains three key objectives:

- Tackle the causes of radicalisation and respond to the ideological challenge of terrorism.
- Safeguard and support those most at risk of radicalisation through early intervention, identifying them and offering support.
- Enable those who have already engaged in terrorism to disengage and rehabilitate.

The following key documents have been produced by the Government:

- **Protecting Children from Radicalisation: the Prevent Duty (June 2015)**
Guidance for all schools and childcare providers on preventing children and young people from being drawn into terrorism.
www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-strategy
- **The Use of Social Media for Online Radicalisation (July 2015)**
Guide for schools on how terrorist groups such as ISIL use social media to encourage travel to Syria and Iraq.
www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation
- **A Comprehensive Strategy to Defeat Extremism (October 2015)**
Counter-extremism strategy aims to tackle the full spectrum of harms caused by extremism: violent and non-violent, Islamist and neo-Nazi, hate and fear in all their forms.
www.gov.uk/government/news/a-comprehensive-strategy-to-defeat-extremism

Revised Prevent Duty Guidance (September 2015)

For England and Wales on the duty in the Counter-terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism.

www.gov.uk/government/publications/prevent-duty-guidance

Further information regarding the Prevent Duty and Channel Guidance can be accessed via the Home Office website

Channel Duty Guidance

www.gov.uk/government/publications/channel-guidance

Appendix 3

Prevent Self Assessment

| | |
|----------------------|--|
| PREVENT OBJECTIVE 1: | Clear leadership and accountable structures are in place and visible throughout the organisation |
| PREVENT OBJECTIVE 2: | Workforce and Management have been appropriately trained according to their role. All staff consider the risks of radicalisation and extremism in the course of their work. |
| PREVENT OBJECTIVE 3: | An appropriate reporting and referral process is in place and referrals are being managed effectively |
| PREVENT OBJECTIVE 4: | A broad and balanced curriculum / service approach that helps protect individuals against extremism and promotes community cohesion |

SERVICE SETTING / SCHOOL NAME:

Name of assessor(s):

Date of assessment:

To be reviewed on:

1. Clear leadership and accountable structures are in place and visible throughout the organisation

| Evidence | Tick as appropriate | Self-Assessed Rating |
|---|---------------------|--|
| There is an identified strategic Prevent lead within the organisation | | <p>Red (R) Not able to evidence any</p> <p>Amber (A) Evidence of some but not all</p> <p>Green (G) Evidence of all and more</p> |
| The strategic lead understands the expectations and key priorities to deliver Prevent | | |
| The Senior Leadership Team are aware of the Prevent Strategy and its objectives | | |
| There is a clear awareness of roles and responsibilities throughout the organisation regarding Prevent | | |
| Prevent safeguarding responsibilities are explicit in the organisation's Safeguarding policies and procedures | | |
| The Prevent agenda and its objectives has been embedded within the appropriate Safeguarding processes | | |
| Notes / Comments /Actions Arising | By whom | Date |

**2. Workforce and the Management have been appropriately trained according to their role.
All staff consider the risks of radicalisation and extremism in the course of their work.**

| Evidence | Tick as appropriate | Self-Assessed Rating |
|---|---------------------|--|
| Staff have received appropriate training and are aware of the risks of radicalisation to adults with care and support needs | | <p>Red (R) Not able to evidence any</p> <p>Amber (A) Evidence of some but not all</p> <p>Green (G) Evidence of all and more</p> |
| A training plan is in place to include Workshop to Raise Awareness of Prevent (WRAP) training and Home Office Prevent elearning www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html so that key staff and Management understand the risk of radicalisation and extremism and know how to recognise and refer children, young people and adults who may be vulnerable | | |
| Details of WRAP courses and Prevent updates training are cascaded to all relevant staff | | |
| Further training on the Prevent agenda is made available to the Strategic Prevent lead and Safeguarding leads where appropriate | | |
| There is appropriate staff guidance and literature available to staff on the Prevent agenda | | |
| All staff are alert to the risk of radicalisation as they carry out their duties and are familiar with the risks and vulnerabilities of radicalisation and how this may impact upon the individuals they are working with | | |
| Notes / Comments /Actions Arising | By whom | Date |

3. An appropriate reporting and referral process is in place and referrals are being managed effectively

| Evidence | Tick as appropriate | Self-Assessed Rating |
|---|---------------------|--|
| A single point of contact [SPOC] for any Prevent concerns raised by the workforce within the setting has been identified | | <p>Red (R) Not able to evidence any</p> <p>Amber (A) Evidence of some but not all</p> <p>Green (G) Evidence of all and more</p> |
| An appropriate reporting and referral process has been developed and is embedded alongside safeguarding practice and procedures | | |
| Partner agency communication channels have been developed | | |
| An audit trail for notification reports/referrals exists | | |
| Prevent referrals/notifications are being managed or overseen by relevant staff | | |
| A process is in place to identify and develop 'lessons learnt' | | |
| Notes / Comments / Actions Arising | By whom | Date |

4. A broad and balanced curriculum / service approach that helps protect individuals against extremism and promotes community cohesion

| Evidence | Tick as appropriate | Self-Assessed Rating |
|--|---------------------|--|
| The organisation has an assessment approach, range of initiatives and activities that promote the spiritual, moral, social and emotional needs of individuals using the service and is aimed at protecting them from radicalisation and extremist influences | | <p>Red (R) Not able to evidence any</p> <p>Amber (A) Evidence of some but not all</p> <p>Green (G) Evidence of all and more</p> |
| Where appropriate IT filtering has been established to stop internet access to extremist material | | |
| The service delivers training to staff in the service/setting that helps develop critical thinking skills around the power of influence, particularly on-line and through social media. | | |
| Individuals using the service are aware of the benefits of community cohesion and the damaging effects of extremism on community relations | | |
| Where appropriate organisations ensure that Guest speakers and outside visits are appropriate and are appropriately supervised | | |
| Staff are able to provide appropriate challenge to colleagues, students, those using the service clients, parents or management if opinions are expressed that are contrary to fundamental British values and promotion of community cohesion | | |
| Notes / Comments / Actions Arising | By whom | Date |

Appendix 4

Prevent Flowchart

You or a member of your team have **Noticed** that a young person's behaviour has changed and this has caused you a concern as you feel they may be vulnerable to being drawn into radicalisation, extremism or terrorism. **Remember**, a Prevent concern is where a person is engaging with a group, cause or ideology. (Refer to the Vulnerability Assessment Framework (VAF) for further guidance).

For example They **may be** accessing the dark web to look at extremist sites, openly sharing challenging racial or political views, reading politically racist and extremist literature, drawing EFR signs and symbols on books or within the environment

- **Check** your concern with your Prevent SPOC or Designated Safeguarding Lead
- Check any available and relevant intelligence with other staff members and if required, liaise with other agencies
- Speak with the young person, their peer group and family members to gain a better understanding of the young person's current behaviour
- For further advice, contact North Yorkshire Police Prevent Officer

NO

- they are reading are for a history project what's this?
- However there may be a need for early intervention or support due to the vulnerabilities they are displaying

- Following discussions with the key agencies it is clear that the young person is engaging with a group, cause or ideology

- Complete NY Safeguarding Referral Form www.safeguardingchildren.co.uk/worried-about-child and highlight the Prevent concern in as much detail as possible and provide evidence to support this where applicable (i.e. if accessing dark web on school Following the checking process with key people/agencies it is apparent that there is no evidence that the young person is being drawn into extremism or terrorism.
- i.e. They are not engaging with an extremist group online, the books computer evidence of this)
- Record decision / outcome.
- If you feel that the young person is in immediate harm or danger this matter should be reported straight away to North Yorkshire Police on 999

Referral to NYCC Multi Agency Screening Team (MAST)

Children's Screening team to assess information and share with appropriate others, including the Channel Chair & Police Prevent Officer

- Continue to provide ongoing support for the individual(s)
- Monitor internet use, where appropriate
- Provide a safe space for the individual to discuss their views and to be challenged, as appropriate
- Involve parents/carers

Interventions and support available:

- In school support
- Prevention Services
- Social & Emotional Health referral
- Bespoke intervention
- Appropriate referrals can be submitted to the relevant service

Hate Incidents should be reported to NYCC <http://cyps.northyorks.gov.uk/hate-incidents>

Appendix 5

1 minute guide: Prevent in Schools

What is Prevent?

PREVENT is one of the four elements of CONTEST, the government's counter-terrorism strategy. It aims to stop people becoming terrorists or supporting terrorism. The Home Office works with local authorities and a wide range of government departments and community organisations to deliver the Prevent Strategy.

What is Channel?

Channel is part of the Prevent strategy. The process is a multi-agency approach to identify and provide support to individuals who are at risk of being drawn into terrorism. Note: Channel is a voluntary programme where consent is required from individual.

What to do if you have concern

(Departmental Guidance DfE June 2015)

If a member of staff in a school has a concern about a particular pupil they should follow the school's normal safeguarding procedures, including discussing with the school's designated safeguarding lead, and where deemed necessary, with children's social care. In Prevent priority areas, the local authority will have a Prevent lead who can also provide support. (North Yorkshire is a non-priority area).

You can also contact your local police force or dial 101 (the non-emergency number). They can talk to you in confidence about your concerns and help you gain access to support and advice.

The Department for Education has dedicated a telephone helpline (**020 7340 7264**) to enable

staff and governors to raise concerns relating to extremism directly. Concerns can also be raised by email to **counter.extremism@education.gsi.gov.uk**. Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

Glossary

Counter-radicalisation usually refers to activity aimed at a group of people intended to dissuade them from engaging in terrorism-related activity.

De-radicalisation usually refers to activity aimed at a person who supports terrorism and in some cases has engaged in terrorist related activity, which is intended to effect cognitive and/or behavioural change leading to a new outlook on terrorism and/or disengagement from it.

Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

An **ideology** is a set of beliefs.

Interventions are projects intended to divert people who are being drawn into terrorist activity. Interventions can include mentoring, counselling, theological support, encouraging civic engagement, developing support networks (family and peer structures) or providing mainstream services (education, employment, health, finance or housing).

Islamism is a philosophy which, in the broadest sense, promotes the application of Islamic values to modern government. There are no commonly agreed definitions of 'Islamism' and 'Islamist', and groups or individuals described as Islamist often have very different aims and views about how those aims might be realised. Some militant Islamists would endorse violence or terrorism to achieve their aims. Many Islamists do not.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

A **radicaliser** is an individual who encourages others to develop or adopt beliefs and views supportive of terrorism and forms of extremism leading to terrorism.

Radicalising materials include literature or videos that are used by radicalisers to encourage or reinforce individuals to adopt a violent ideology. Some of this material may explicitly encourage violence. Other materials may take no avowed position on violence but make claims to which violence is subsequently presented as the only solution.

Safeguarding is the process of protecting vulnerable people, whether from crime, other forms of abuse or (in the context of Prevent) from being drawn into terrorism (Channel).

UK definition of **Terrorism** (Terrorism Act 2000) – 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.

Vulnerability describes the condition of being capable of being injured; difficult to defend; open to moral or ideological attack. Within *Prevent*, the word describes factors and characteristics associated with being susceptible to radicalisation.

Useful Resources / Training / contacts

www.gov.uk

Home office site that contains departmental advice and national guidance

www.safecampuscommunities.ac.uk

Higher education site dedicated to preventing violent extremism and radicalisation. Promoting community cohesion, inter-faith relations and the sharing of good practice

www.educateagainsthate.com

Guidance resources for schools

www.Itai.info

Let's talk about it – An initiative designed to provide practical help and guidance to the public in order to stop people becoming terrorists or supporting terrorism

www.nactso.gov.uk

NaCTSO offers security advice for business with regards to protective security for buildings, crowded places and cyber security

www.getsafeonline.org

Home office supported national website on online safety including the reporting of online extremist content

www.truetube.co.uk

online resources supporting RE PSHE and Citizenship

Contact us

North Yorkshire County Council, County Hall, Northallerton, North Yorkshire, DL7 8AD

Our Customer Service Centre is open Monday to Friday 8.00am - 5.30pm

(closed weekends and bank holidays). Tel: **01609 780 780**

email: **customer.services@northyorks.gov.uk** web: **www.northyorks.gov.uk**

If you would like this information in another language or format please ask us.

Tel: **01609 780 780** email: **customer.services@northyorks.gov.uk**