

Introduction

Winchmore Tutors recognises that radicalisation is a safeguarding issue and that children and young people may be vulnerable to extremist ideologies in the same way they may be vulnerable to other forms of abuse, exploitation or harm.

The welfare of the child is paramount. All concerns relating to radicalisation, extremism or vulnerability to extremist influences will be managed through the organisation's safeguarding procedures.

Winchmore Tutors adopts a child-centred, trauma-informed approach to safeguarding and recognises that vulnerability to radicalisation can arise from a complex interaction of social, emotional, environmental and personal factors.

This policy applies to all staff, tutors, contractors, volunteers, agency workers, consultants, directors and any individual working on behalf of Winchmore Tutors.

Statutory and Legal Framework Section

This policy is informed by:

- Keeping Children Safe in Education (KCSIE)
- Counter-Terrorism and Security Act 2015 (Prevent Duty)
- Prevent Duty Guidance
- Working Together to Safeguard Children
- Alternative Provision Statutory Guidance
- Equality Act 2010
- Human Rights Act 1998
- SEND Code of Practice (2015)
- Data Protection Act 2018 and UK GDPR

This policy should be read alongside:

- WT Child Protection and Safeguarding Policies
- WT SEND Policy
- WT Online Safety Policy
- WT Whistleblowing Policy
- WT Staff Code of Conduct
- WT Lone Working Policy
- WT Managing Allegations Policy

Radicalisation is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist groups.

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 police and armed forces, whether in this country or overseas (HM Government Prevent Strategy, 2011 & Revised Prevent Duty, April 2019).

Equality, Diversity and Community Cohesion

Winchmore Tutors aims to guide our students to understand others, to promote common values and to value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them, and to develop the skills of participation and responsible action. We take extremely seriously our key role in preparing all our young people for life in modern Britain.

We aim to encourage working towards a society in with a common vision and sense of belonging by all. Communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

National Guidance and Strategies

PREVENT is a key part of the Government's strategy to stop people becoming terrorists or supporting terrorism. Early intervention is at the heart of PREVENT in diverting people away from being drawn into terrorist activity. PREVENT happens before any criminal activity takes place. It is about recognising, supporting and protecting people who might be susceptible to radicalisation. The PREVENT strategy objectives are:

Ideology: Respond to the ideological challenge of terrorism and the threat we face from those who promote it.

Individuals: Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support.

Institutions: Work with sectors and institutions where there are risks of radicalisation which we need to address.

All staff and tutors should have an awareness of the PREVENT agenda and the various forms of radicalisation takes in being able to recognise signs and indicators or concern, and respond appropriately.

SEND, SEMH AND Neurodiversity

Winchmore Tutors recognises that some children and young people may be more vulnerable to radicalisation due to:

- SEND.
- Autism.
- ADHD.
- Speech, Language and Communication Needs.
- SEMH needs.
- Trauma and Adverse Childhood Experiences.
- Mental health needs.
- Social isolation.
- Difficulties forming and maintaining relationships.
- School non-attendance or exclusion.

Staff must understand that children with SEND may face additional barriers in recognising risk, understanding harmful online content, or reporting concerns.

No assumptions should be made that behavioural changes are solely attributable to a child's SEND or diagnosed condition.

Trauma-informed Practice

Many pupils accessing home tuition, online tuition or Alternative Provision have experienced disruption, exclusion, adverse childhood experiences or trauma.

Tutors and staff should:

- Build safe and trusting relationships.
- Promote belonging and inclusion.
- Understand behaviour as a possible communication of unmet need.
- Use restorative and supportive approaches.
- Consider the wider context of a child's presentation.
- Avoid stigmatising or discriminatory assumptions.

Safeguarding responses should always take account of a child's lived experience and individual circumstances.

Vulnerability/Risk Indicators

The following lists are not exhaustive and all or none may be present in individual cases of concern. Nor does it mean that vulnerable young people experiencing these factors are automatically at risk of exploitation for the purposes of extremism. The accepted view is that a complex relationship between the various aspects of an individual's identity determines their vulnerability to extremism.

There is no such thing as a 'typical extremist' and those involved in extremism come from a range of backgrounds and experiences. The following indicators may help to identify factors that suggest a young person or their family may be vulnerable or involved with extremism:

Vulnerability

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

Alternative Provision Considerations

Winchmore Tutors recognises that many pupils educated through Alternative Provision may experience increased vulnerability due to:

- Educational disengagement.
- Previous exclusions.
- Attendance difficulties.
- Complex family circumstances.
- SEMH needs.
- Trauma or adverse life experiences.
- Social isolation.

Risk assessments and safeguarding plans should consider these factors when evaluating potential vulnerabilities to extremist influences.

Access to extremist influences

- Reason to believe that the young person associates with those known to be involved in extremism
- Possession or distribution of extremist literature/other media material likely to incite racial/religious hatred or acts of violence
- Use of closed network groups via electronic media for the purpose of extremist activity

Experiences, behaviours and influences

- Experience of peer, social, family or faith group rejection
- International events in areas of conflict and civil unrest had a personal impact on the young person resulting in a noticeable change in behaviour
- Verbal or written support of terrorist attacks
- First-hand experience of racial or religious hate crime
- Extended periods of travel to international locations known to be associated with extremism
- Evidence of fraudulent identity/use of documents to support this
- Experience of disadvantage, discrimination or social exclusion
- History of criminal activity
- Pending a decision on their immigration/national status

More critical risk factors include:

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

Referral and Intervention Process

Any concern relating to extremism, radicalisation or vulnerability to extremist influence must:

1. Be recorded immediately.
2. Be reported to the Designated Safeguarding Lead (DSL) on the same working day.
3. Be logged within safeguarding records.
4. Be risk assessed by the DSL.

The DSL will determine whether:

- Continued monitoring is appropriate.
- Early Help support is required.
- A Prevent referral is required.
- Children's Social Care involvement is required.
- Police involvement is necessary.

All actions and decisions must be recorded.

Designated Safeguarding Leads (DSLs)

Winchmore Tutors CPOs are:

- Craig Varney, Director and Designated Safeguarding Lead
- Daniel Stagg, Compliance Manager and Deputy Designated Safeguarding Lead

Where a young person is thought to be in need/or at risk of significant harm, and/or where investigations need to be carried out (even though parental consent may be withheld), a referral to Children's Social Care should be made in line with the Winchmore Tutors Child Protection Policy. However, it should be recognised that concerns of this nature, in relation to violent extremism, are most likely to require a police investigation (as part of the Channel process). As part of the referral process, the designated professional will also raise a referral to the Metropolitan police.

Concerns can be reported to the DSLs using the National Prevent Referral form which can be accessed using the following link: [National Prevent Referral Form](#)

Channel referral process

Some concerns which are identified may have a security dimension to them. For this reason, it is important that liaison with the police forms an early part of all investigations. Local Police will carry out an initial assessment and, if appropriate, set up a multiagency meeting to agree actions for supporting the individual. If it is deemed that there are no concerns around radicalisation, appropriate and targeted support will be considered for the young person.