



COMMUNITY
SPORTS
FOUNDATION

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NEST

VULNERABLE TO
RADICALISATION —
PREVENT

Date of Next Update June 2024

This policy applies to all Foundation colleagues, including those on temporary contracts or who have been working at the Foundation through a recruitment agency for more than 12 weeks. It also applies to agency workers who have worked at the Foundation for less than 12 weeks, consultants or self-employed contractors

Policy Statement

The Foundation has a responsibility to raise concerns and take action to prevent young people from being radicalised and drawn into extremism through its engagement across communities.

This guidance aims to raise awareness amongst Foundation employees, volunteers, stakeholders and customers and to direct concerns about those who may be vulnerable to radicalization to the appropriate agencies. It should be read together with the Prevent Duty Guidance produced by the Government.

Responsibility and Key Contacts

The Foundation lead on the Vulnerable to Radicalisation (VTR) policy will be NCFC's Head of Safeguarding with oversight provided by the Foundations Senior Safeguarding Manager. The Foundations Designated Safeguarding Officers who will provide key contact for staff, stakeholders and customers.

Policy and Procedure

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

The Counterterrorism and Security Act (2015), places a duty on specified authorities, including schools and colleges, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). The level of education and training delivered by the Foundation is such that the Foundation has a similar responsibility to statutory educational establishments.

The Prevent duty reinforces existing duties placed upon educational establishments for keeping children safe by:

- Ensuring a broad and balanced curriculum is in place schools to promote the spiritual, moral, social and cultural development of pupils.
- Assessing the risk of people being drawn into extremist views.
- Ensuring safeguarding arrangements by working in partnership with local authorities, police and communities.
- Training staff to provide them with the knowledge and ability to identify people at risk.
- Keeping pupils safe online, using effective filtering and usage policies.

Prevent & British Values

To comply with the Prevent Duty, providers are expected to exemplify British Values in their management, practice & general behaviours.

British Values are defined as:

- Rule of Law
- Individual Liberty
- Mutual respect & tolerance of those from other backgrounds, religions, beliefs,

- Democracy
- Compliance with the Equality Act & those protected by it

The protected characteristics in the Equality Act are:

- Age
- Gender reassignment
- Disability
- Marriage & civil partnership
- Pregnancy & maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

The Foundation will ensure that all staff understand that Fundamental British Values are not exclusive to being British and are shared by other democratic countries as a way of creating an orderly society, where individual members can feel safe, valued and can contribute for the good of themselves and others.

These will be embedded across all areas of business and will work in conjunction with existing Foundation values and equality policies.

Warning Signs/Indicators of Concern

There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

People may become susceptible to radicalisation through a range of social, personal and environmental factors. It is vital that school staff can recognise those vulnerabilities. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

Factors which may make people more vulnerable may include:

- **identity Crisis:** the person is distanced from their cultural/religious heritage and experiences discomfort about their place in society.
- **Personal Crisis:** the person may be experiencing family tensions; a sense of isolation; low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging.
- **Personal Circumstances:** migration; local community tensions and events affecting the persons country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.
- **Unmet Aspirations:** the person may have perceptions of injustice; a feeling of failure; rejection of civic life.
- **Experiences of Criminality:** involvement with criminal groups, imprisonment, poor resettlement or reintegration.
- **Special Educational Need:** people may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

People who are vulnerable to radicalisation may also be experiencing:

- Substance and alcohol misuse

- Peer pressure
- Influence from older people or via the Internet
- Bullying
- Domestic violence
- Race/hate crime

Behaviours which may indicate a person is at risk of being radicalised or exposed to extremist views could include:

- Being in contact with extremist recruiters and/or spending increasing time in the company of other suspected extremists.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- People accessing extremist material online, including through social networking sites.
- Possessing or accessing materials or symbols associated with an extremist cause.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- People voicing opinions drawn from extremist ideologies and narratives, this may include justifying the use of violence to solve societal issues.
- Graffiti symbols, writing or artwork promoting extremist messages or images.
- Significant changes to appearance and/or behaviour increasingly centered on an extremist ideology, group or cause.
- Changing their style of dress or personal appearance to accord with the group.
- Attempts to recruit others to the group/cause.
- Using insulting to derogatory names for another group.
- Increase in prejudice-related incidents committed by that person which may include: physical or verbal assault, provocative behaviour, damage to property, derogatory name calling, possession of prejudice-related materials, prejudice related ridicule or name calling, inappropriate forms of dress, refusal to co-operate, attempts to recruit to prejudice-related organisations and/or condoning or supporting violence towards others

Mixed, Unclear, Unstable Ideologies

Recent tragic terror attack have demonstrated that the motivations of the terrorists responsible sometimes remain unclear even after the event, so we need to pay due regard to this complex issue in order to better protect the public and prevent individuals from being drawn into extremism.

In some cases, the ideology is obvious, well embedded and appears to be the primary factor that is drawing an individual towards supporting or engaging in extremist activity. In these circumstances identifying and challenging that ideology is likely to be an essential part of how you would seek to reduce that individual's vulnerability, and the risk posed to themselves and to the public.

Ideological drivers can appear mixed, unclear or unstable. Anecdotal evidence suggests that this group commonly present with multiple and complex vulnerabilities (such as criminality, substance misuse, social isolation and poor mental or emotional health, and so on). In such cases it often appears that people are being drawn towards an extremist ideology, group or cause because it seems to provide them with a 'solution' to the other problems in their lives, or an outlet to express problematic and dangerous behaviours that they may have developed.

Individuals may:

- Demonstrate an interest in multiple extremist ideologies in parallel.
- Switch from one ideology to another over time.

- Target a ‘perceived other’ of some kind (perhaps based upon gender or another protected characteristic), but do not otherwise identify with one particular terrorist ideology or cause.
- Are obsessed with massacre, or extreme or mass violence, without specifically targeting a particular group (e.g. ‘high school shootings’); and/or
- May be vulnerable to being drawn into terrorism out of a sense of duty, or a desire for belonging, rather than out of any strongly held beliefs.

Individuals whose ideological motivations are unclear, mixed or unstable, but who demonstrate a connection to, or personal interest in, extremism, terrorism or massacre, should be given the same consideration for support as those whose ideological motivations are more consistent and obvious.

Key points to think about in terms of Prevent:

- Consider those individuals who appear to have an interest in multiple, concurrent, and even contradictory extremist ideologies or causes, or who seem to shift from one extremist ideology / cause to another.
- Do not necessarily rely on vulnerable individuals to be able to identify, understand or describe with coherence their own ideological motivations as a measure of the risk of being vulnerable to being drawn into terrorism; and,
- Consider the possibility of an individual’s obsessive interest in public massacres of any kind as a possible signal of vulnerability.

What can the Foundation do to prevent pupils becoming radicalised?

- Implement appropriate policies and procedures.
- Provide all staff with appropriate training that equips them with the skills to identify and respond appropriately to concerns regarding extremism and radicalisation;
- Assess the risk of people being drawn into extremist views. The risk assessment may include consideration of the Foundation’s curriculum, the use of school premises by external agencies and any other local issues relating to the Foundation’s community.
- Ensure that a broad curriculum is in place to deliver the spiritual, moral, social and cultural development of pupils in educational settings.
- Encouraging young people to access appropriate advice, information and support.
- Implementing systems to keeping people safe from terrorist and extremist material when accessing the internet by using effective filtering and usage policies.

What to do if you suspect a child is at risk of radicalisation:

If you believe that someone is vulnerable to being exploited or radicalised, please report to a member of safeguarding staff who can escalate concern to the appropriate agency to access support for the individual and refer concerns to Channel if appropriate.

Do:

- Take the issue seriously and recognise the potential risk of harm to the person and/or others.
- Act as quickly as possible to prevent a situation escalating.
- Follow your child protection procedures and talk to your Designated Safeguarding Staff or, if unavailable, to the alternate designated person without delay in order to get support from other agencies.
- The Designated Safeguarding staff will consider what action to take and will follow the Norfolk Channel procedures by contacting CADS 0344 800 8021 as appropriate.

- If an allegation is made or information is received about another adult who works in the setting which indicates that they may be unsuitable to work with children because of concerns relating to extremism and radicalisation, inform the Head of Safeguarding or Foundation Solicitor immediately in line with the procedures outlined in our Safeguarding Whistleblowing Policy.

Do not:

- Dismiss the concerns.
- Attempt to mentor or counsel the pupil you are concerned about without passing on the concerns to the appropriate Safeguarding member of staff.

Where the Head of Safeguarding believes that the individual may be vulnerable to radicalisation, he/she will follow safeguarding procedures and contact Children's Advice and Duty Service or Adult Social Services. Following this consultation, the Prevent [referral form](#) is to be completed and sent to prevent@norfolk.pnn.police.uk . An initial assessment of the referral will be carried out prior to any further information gathering on the individual and a referral to the Channel Panel will be made where appropriate.

The Channel Panel

Channel is an early intervention Multi-Agency panel designed to safeguard vulnerable individuals from being drawn into extremist or terrorist behaviour. Channel works in a similar way to existing Multi-Agency partnerships for vulnerable individuals. It is a voluntary process allowing the individual to withdraw from the programme at any time.

Channel is for individuals of any age who are at risk of exploitation by extremist or terrorist ideologues. Early intervention can prevent individuals being drawn into terrorist-related activity in a similar way to criminal activity such as drugs, knife or gang crime.

The Channel Panel is chaired by the local authority and works with Multi-Agency partners to collectively assess the risk to an individual and decide whether an intervention is necessary. If a Channel intervention is required, the Panel works with local partners including schools to develop an appropriate individual support package. Partnership involvement ensures that those at risk have access to a wide range of support. The support package is monitored closely and reviewed regularly by the Channel Panel.

Further Guidance

- Revised Prevent Duty Guidance for England and Wales (2015)
- Prevent Duty guidance: for further education institutions in England and Wales (2019)
- Norfolk Safeguarding Children Partnership – Vulnerable to Radicalisation procedure
- The prevent duty for schools and childcare providers. DfE (2015)
- Promoting fundamental British Values as part of SMSC in schools: Departmental advice for maintained schools. DfE (2014)
- Keeping Children Safe in Education -DfE (2019)
- Working together to Safeguard Children. A guide to inter-agency working to safeguard and promote the welfare of children -DfE (2018)
- Information Sharing: Advice for Practitioners – DfE (2018)

Policy Review

Policy Issue Date **June 2023**

Date of Next Update **June 2024**

This policy is next due for a general review on the above date. It may however be reviewed and updated earlier, in the event of a change in Foundation requirements, or relevant legislation.