Prevent Duty - Supporting and Safeguarding children and young people - London Borough of Hillingdon

A guide for schools and others working with children and young people

1) Introduction

The current threat from Terrorism and Extremism in the United Kingdom is real and severe and can involve the exploitation of vulnerable people, including children to involve them in extremist activity. This guidance is designed to provide some tools and a local framework for professionals with which to respond to the new **Prevent Duty** and manage any safeguarding concerns for those children and young people who may be vulnerable to the messages of extremism. In addition it provides details of local multi agency working and expectations with regards identifying appropriate interventions and the Channel process.

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 armed forces, whether in this country or overseas*" (HM Government Prevent Strategy 2011)*

2) Equality and Diversity

All developments should be intended to ensure that no-one is treated in any way less favourably on the grounds of race, colour, national or ethnic or social origin, race, disability, gender, sexual orientation, gender reassignment, marriage & civil

partnership, pregnancy & maternity, age, religion/ belief or political/ other personal beliefs.

3) National Guidance and Strategies

CONTEST is the Governments counter terrorism strategy, its aim is to reduce the risk to the UK and its interests overseas from terrorism.

PREVENT is a key part of the CONTEST strategy, its aim is 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; and
 Institutions - work with sectors and institutions where there are risks of radicalisation which we need to address.
        .
CHANNEL is a key element of the "Prevent" strategy and is a multi-agency approach to protect people at risk from radicalisation. Channel uses existing collaboration between local authorities, statutory partners (such as education and health sectors, social services, children's and youth services and offender management services), the police and the local community to:
- Identify individuals at risk of being drawn into terrorism;
- Assess the nature and extent of that risk; and develop the most appropriate support for the individuals concerned.

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

Counter Terrorism and Security Act 2015

Section 26 of the Counter-Terrorism and Security Act 2015 (the Act) places a duty on certain bodies ("specified authorities" listed in Schedule 6 to the Act), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". (Prevent Duty Guidance for England and Wales 2015)

4) Role of the Local Authority and Partnership working

The Local Authority has a role in providing leadership within their area. To establish a local plan based upon agreed risk and co-ordinate Prevent activity that is proportionate and is informed through partnership working with multi agency and community involvement.

"We expect local authorities to use the existing counter-terrorism local profiles (CTLPs), produced for every region by the police, to assess the risk of individuals being drawn into terrorism. This includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit.
 This risk assessment should also be informed by engagement with Prevent co-ordinators, schools, registered childcare providers, universities, colleges, local prisons, probation services, health, immigration enforcement Youth Offending Teams and others, as well as by a local authority's own knowledge of its area. "(Prevent Duty Guidance for England and Wales)
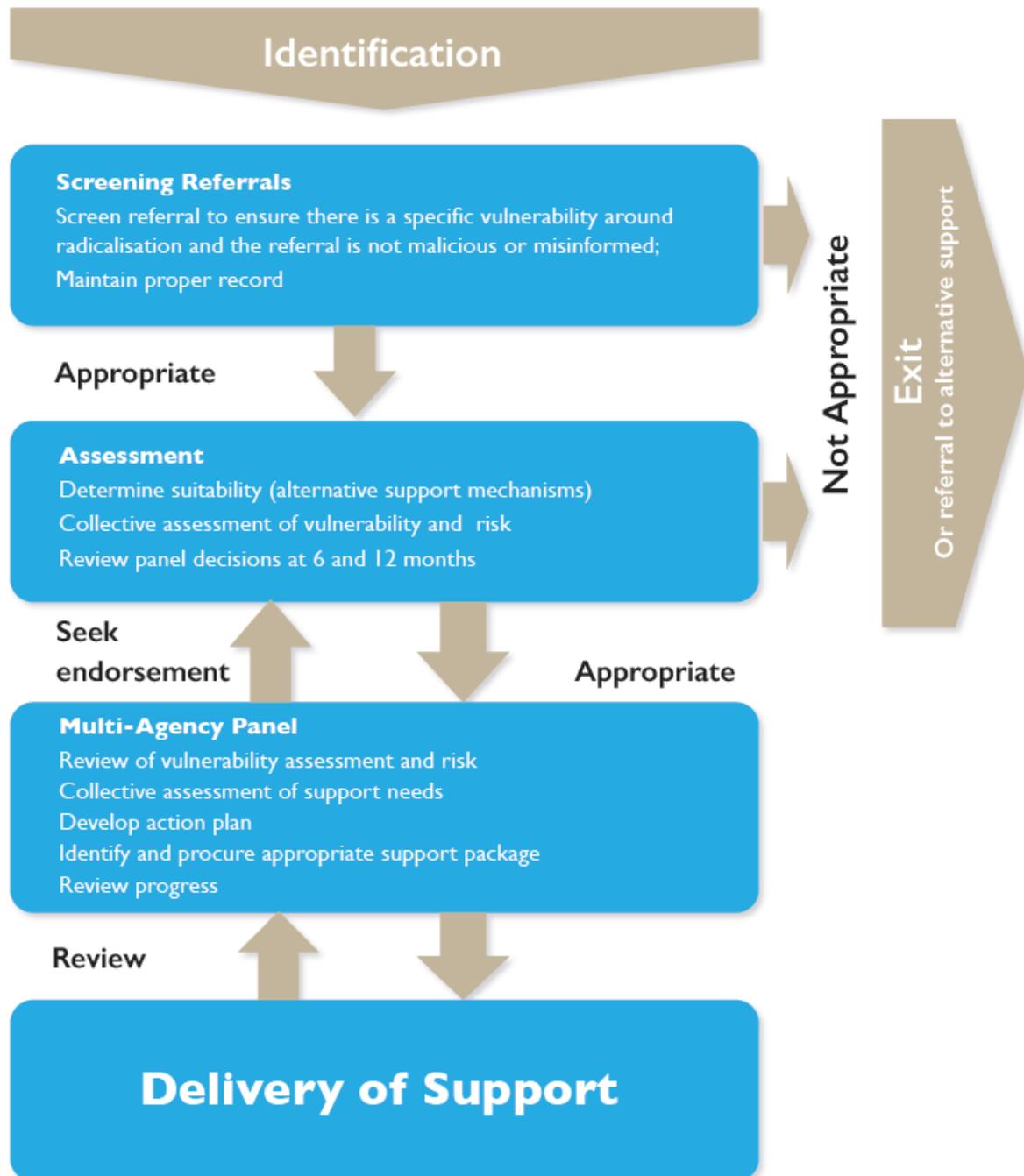
5) Safeguarding responsibilities

Working Together to Safeguard Children (https://www.gov.uk/government/ publications/working-together-to-safeguardchildren) identifies exposure to, or involvement with, groups, or individuals who condone violence as a means to a political end as a particular risk for some children. All children and young people's partnerships should have an agreed process in place for safeguarding vulnerable individuals including children's, transition and adult's services. Local Safeguarding Children Boards (LSCBs) and local authorities should ensure they are informed of the particular risks in their area.

Within the London Borough of Hillingdon, there is a Prevent Multi-Agency Partnership group that are responsible for coordinating work on this agenda. The "Channel" process is established in Hilingdon, which consists of a referral process and processes for responding to identified risk and need, and in providing appropriate support. For more detail see Channel duty guidance : https://www.gov.uk/...data/.../**Channel_Duty_Guidance**_April_**2015**.pdf

Channel referrals should therefore be prioritised by the local authority and other statutory partners in all their work to safeguard vulnerable individuals. Channel should be considered alongside other early intervention measures such as work undertaken to support and divert young people from anti-social behaviour, gangs or drugs. Awareness of Prevent and an understanding of the risks it is intended to address are both vital. Professionals can help to identify, and to refer to the relevant agencies, children whose behaviour suggests that they are being drawn into terrorism or extremism.

Schools and other agencies working with children and young people, can help to protect children from extremist and violent views in the same ways that they help to safeguard children from other risks. All organisations should have an awareness of the prevent duty and the various forms radicalisation takes in being able to recognise signs and indicators of concern and respond appropriately. Workshops to Raise the Awareness of Prevent (WRAP) and further awareness training is being delivered across many organisations in Hillingdon

Channel Assessment process

Identification

Screening Referrals
Screen referral to ensure there is a specific vulnerability around radicalisation and the referral is not malicious or misinformed;
Maintain proper record

Appropriate

Assessment
Determine suitability (alternative support mechanisms)
Collective assessment of vulnerability and risk
Review panel decisions at 6 and 12 months

Seek endorsement

Appropriate

Multi-Agency Panel
Review of vulnerability assessment and risk
Collective assessment of support needs
Develop action plan
Identify and procure appropriate support package
Review progress

Review

Delivery of Support

Not Appropriate

Exit
Or referral to alternative support

6) Context for Hillingdon

Hillingdon is the second largest of London's 33 boroughs.

Over half of Hillingdon's 42 square miles is a mosaic of countryside including canals, rivers, parks and woodland. As the home of Heathrow Airport, it is also London's foremost gateway to the world. In addition to Heathrow Airport, Hillingdon is also home to the RAF airport at RAF Northolt. It is this diverse land use, quite unique to Greater London, which accounts for a geographically large landmass that includes areas of sparse population together with areas of high population density.

Hillingdon is also home to Brunel University, with a very diverse student community.

 It shares its borders with Hertfordshire, Buckinghamshire, Hounslow, Ealing, and Harrow.

Greater London Authority population projections estimate that in 2014 there were 292,000 people living in Hillingdon. 22,000 (7.5%) are aged 0-4 years and 39,000 (13.3%) are aged 5-15 years. 193,000 (66%) Hillingdon residents are of working age (16-64 years). 20,000 are aged 65-74 (6.8%) and 18,000 (6.1%) are aged over 75.

Hillingdon is an ethnically diverse borough with 43% of residents from Black and Minority Ethnic groups.

From 2011 census:

In Hillingdon 68.01% of the population have Europe: United Kingdom: England as their country of birth. This is slightly higher than London (61.13%) and lower than England (83.46%).

186,308 Hillingdon residents gave England as their Country of Birth, followed by 39,339 giving Middle East and Asia, 17,226 giving Africa, 26,269 giving Europe (excluding England).

The predominant religions in the borough are Christian – 134,826, Muslim – 29,090, Hindu – 22,025 and Sikh – 18,232, we also have a large percentage of residents stating 'no religion' – 46,467

Further details and ward profiles can be found at: http://www.hillingdon.gov.uk/article/7629/Facts-and-statistics-about-the-London-Borough-of-Hillingdon

Prevent Challenges

The events in Syria and Iraq and the rise of ISIL(Islamic State) have seen increasing numbers of British and other foreign nationals travelling to the area to join the terrorist group. Where this had been predominantly young men, more recently we have seen young women and even whole families making the journey to join Islamic state.

The operation Trojan horse events in schools in Birmingham highlighted the need to support schools in managing the risks associated with potential radical influences within Governing bodies, delivery of curriculum and in identifying vulnerable students.

The rise in far right organisations and the actions of lone individuals in the UK and across Europe demonstrate the need to counter extremism in all its guises.

Priorities for Hillingdon

- Ensuring Radical or extremist groups and speakers of any kind do not have the opportunity to promote their views and recruit in Hillingdon.

- Ensuring anyone identified as being vulnerable is offered appropriate support.

- Work with the local community and local partners to prevent people, particularly vulnerable young people from travelling to places of concern.

- Raise awareness in relation to charitable giving

- Maintaining good relations between different faith communities in the borough.

- Working in partnership to build stronger communities.

7) Key Considerations for schools and education providers

a)Community Cohesion and building resilience

Creating an ethos within the school environment, where community cohesion, pride in your community and respect for others is valued, is important in the building of resilience to extremism.

Demonstrating this through a holistic approach and one that is inclusive of Staff, Governors, Students, Parents and the wider community should be considered e.g developing a Shared values statement, or reflected in the mission statement and activities of the school.

The DfE has issued guidance to schools with regards **Promoting British Values** with the aim of supporting young people to develop a greater sense of responsibility, respect and citizenship.

https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc

Schools must:

- promote community cohesion; and
- ensure that fundamental British values are promoted in the delivery of the curriculum and extra-curricular activities and reflected in the general conduct of the school.
- **British Values** include democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

Independent schools, academies and free schools' curricula **must** promote fundamental British values as part of a broader requirement to promote the spiritual, moral, social and cultural development of pupils.

Schools have a duty of care to their pupils and staff which includes safeguarding them from the risk of being drawn into terrorism.

Use of Curriculum – formal and informal

a. Students need to develop critical thinking skills which will support them in resisting extremism

b. There should be opportunities for students to discuss challenging topics and events in a supported environment

c. Staff need to develop their own approaches to implementing British values to support students in resisting extremism while developing their political views. (source: Prevent for Further Education and training website)

"Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of the terrorist ideology and learn how to challenge these ideas".
Prevent Duty Guidance for England and Wales

Ofsted will be monitoring schools as to their effectiveness in meeting the duty.

Some Considerations and suggestions for evidence:

- "the extent to which pupils are able to understand, respond to and calculate risk effectively, for example risks associated with child sexual exploitation, domestic violence, female genital mutilation, forced marriage, substance misuse, gang activity, **radicalisation and extremism** and are aware of the support available to them"

  Some Evidence Examples: **Enrichment days/ Curriculum opportunities/ Internet awareness**

- "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; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain**"**

  Some Evidence examples: **Engagement opportunities (i.e assemblies, community projects, volunteering opportunities)**, **use of curriculum**, **Staff challenging attitudes, whole school ethos**

- "actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs"

Some Evidence examples: **Engagement opportunities (e.g. assemblies, external speakers)**

Some useful resources

Guidance Documents

DfE Promoting Fundamental British values

 https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc

DfE Prevent duty guidance

https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty

DfE Social media guidance

https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation

 Home Office: Prevent Duty Guidance

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

Materials for Schools

Dfe website: http://www.educateagainsthate.com/

http://www.preventforschools.org/

www.therespectprogramme.org.uk

The Active Change Foundation

http://www.activechangefoundation.org

Resources and lesson plans - LB Hammersmith and Fulham

www.lbhf.gov.uk/preventandschools

Hillingdon Inter Faith Network - schools programmes

admin@hifn.co.uk

Resources for Parents

Families Against Stress and Trauma (FAST)

Guidance and information for families : http://www.familiesmatter.org.uk/

PREVENT SELF ASSESSMENT Template - Schools

PREVENT OBJECTIVE 1: **Clear leadership and accountable structures are in place and visible throughout the organisation**

PREVENT OBJECTIVE 2: **Staff and the Governing Body have been appropriately trained according to their role**

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 that helps protect students against extremism and promotes community cohesion**

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 : RAG
There is an identified strategic Prevent lead within the school		**Red (R): no evidence**
The strategic lead understands the expectations and key priorities to deliver Prevent and that this is embedded within Safeguarding Procedures		**Amber (A): evidence of some but not all**
The Senior Leadership Team are aware of the Prevent Strategy and its objectives		**Green (G): evidence of all and more**
There is a clear awareness of roles and responsibilities throughout organisation regarding Prevent		
Prevent safeguarding responsibilities are explicit within the Schools Safeguarding Team		
The Prevent agenda and its objectives has been embedded within the appropriate Safeguarding processes		

2. Staff and the Governing Body have been appropriately trained according to their role		
Evidence	**Tick as appropriate**	**Self Assessed Rating**
A plan is in place to include Workshop to Raise Awareness of Prevent (WRAP) training so that key staff and Governors understand the risk of radicalisation and extremism and know how to recognise and refer children who may be vulnerable		
Details of WRAP courses or appropriate e-learning materials including frequency and availability 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		

3. An appropriate reporting and referral process is in place and referrals are being managed effectively		
Evidence	**Tick as appropriate**	**Self Assessed Rating**
Ensure that preventing young people from being exposed to radicalisation or extremism is part of the school's safeguarding policies and procedures.		
A single point of contact [SPoC] for any Prevent concerns raised by staff within the school has been identified		**Red (R): not able to evidence any**
An appropriate internal Prevent referral process has been developed		**Amber (A): evidence of some but not all**
Partner agency communication channels have been developed – Prevent Lead at Hillingdon Council and Hillingdon Police are first port of call when outside agencies need to be consulted or for making a Channel referral.		**Green (G): evidence of all and more**
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'		

4. A broad and balanced curriculum that helps protect students against extremism and promotes community cohesion

Evidence	Tick as appropriate	Self Assessed Rating
School has a range of initiatives and activities that promote the spiritual, moral, social and emotional needs of children aimed at protecting them from radicalisation and extremist influences		
The school delivers training that helps develop critical thinking skills around the power of influence, particularly on-line and through social media.		**Red (R): not able to evidence any** **Amber (A): evidence of some but not all** **Green (G): evidence of all and more**
Students are aware of the benefits of community cohesion and the damaging effects of extremism on community relations		
Staff are able to provide appropriate challenge to students, parents or governors if opinions are expressed that are contrary to fundamental British values and promotion of community cohesion		

For further guidance please contact: Fiona Gibbs Stronger Communities Manager and Prevent lead for LB Hillingdon

Tel: 01895 277035 or 07946714637

E-mail: fgibbs@hillingdon.gov.uk

*template created by LB Hackne

b) Risk Assessment and Safeguarding:

Schools and other education providers will need to demonstrate that they have assessed the risk of pupils being drawn into terrorism, including support for the extremist ideas that are part of terrorist ideology. This should be based on an understanding shared with partners of the potential risk in the local area.

They will also need to demonstrate how they are protecting children and young people from being drawn into terrorism by having robust safeguarding policies and procedures in place to identify those at risk and making appropriate referrals.

Consideration should also be made with regards managing external speakers visiting the school or education provision and ensuring suitability and supervision.

Promoting fundamental British values should be promoted within the delivery of curriculum and extra-curricular activities and in the general conduct of the school or establishment.

Considerations need to be made with regards

- "approach to keeping pupils safe from the dangers of radicalisation and extremism, and what is done when it is suspected that pupils are vulnerable to these" Implemented through: e.g. **Safeguarding polices & staff training, vetting of guest speakers and lettings management. IT policies.**

- "types, rates and patterns of bullying and the effectiveness of the school's actions to prevent and tackle all forms of bullying and harassment; this includes cyber-bullying and prejudice-based bullying related to special educational need, sex, race, religion and belief, disability, sexual orientation or gender reassignment" Ensure **Effective record keeping.**

- "the school's response to any extremist or discriminatory behaviour shown by pupils/ the effectiveness of the school's actions to prevent and tackle discriminatory and derogatory language – this includes language that is derogatory about disabled people, and homophobic and racist language" Implemented through : e.g. **Anti-bullying policies/ tackling intolerance**

Example of a Risk Assessment Template

Local Risk Assessment Guide

The Counter Terrorism and Security Act 2015

Schools Risk Assessment Model

Name of School

'Specified authorities are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This should be based on an understanding, shared with partners, of the potential risk in the local area.'

Prevent Duty Guidance 2015

School Profile   *Complete with a pen picture or profile of the school, its demographics, its teaching principles or school ethos , describe in summary your educational, social or cohesion challenges.*
Borough Situational Analysis
A profile of School based risks   *A description of the issues that have arisen in school connected with extremist behaviour or activity.*   *Refer to the nature of incidents and a short profile of the range of outcomes arrived at. Outline a short description of procedures or processes used to discuss, assess or monitor risk. Do not include identifying or personal information which would reveal the identity of staff or pupils involved.*
School Strategies, Policies and Procedures.   *A shortlist of existing local practice which seeks to address or reduce the risks associated with extremism. Ensure to include policy or practice that addresses underlying factors which contributes to the support of extremism. E.g . Inequality, unfairness, Discrimination, sexism, restriction of expression etc .*
The School template of specific risks and Action plan   *Select a format that will outline your specific risks, their impact, and their chances of occurring or liklehood, with your description of the implications arising out of the risk and the action being taken to reduce its impact or mitigate/eliminate the risk.*

*template created by LB Ealing

c) Working in Partnership

Working in partnership with other bodies in your area and ensure safeguarding arrangements take into account procedures and practice of the local authority i.e LCSB and local Channel arrangements

d)Staff Training

Senior management and Governors should ensure that staff have training that gives them the knowledge and confidence to identify children at risk and challenge extremist ideas. They should know where and how to refer.

Training Resources

Workshop to Raise Awareness of Prevent (WRAP)

This introductory workshop on Prevent has been developed by the Home Office and is focused on supporting and protecting people that might be susceptible to radicalisation, ensuring that staff have the necessary information to seek help and support.

Learning Outcomes:

- An understanding of the Prevent agenda and your role within it
- The ability to use your existing expertise and professional judgement to recognise potentially vulnerable individuals and know when an intervention may be necessary to support them
- Knowledge of when, how and where to refer concerns about vulnerable individuals

  For details of workshops being held in Hillingdon please contact Fiona Gibbs
  fgibbs@hillingdon.gov.uk or learninganddevelopment@hillingdon.gov.uk

Channel General Awareness e-learning module

To increase knowledge of radicalisation, awareness of the Channel process and confidence to make a referral, the National Centre for Applied Learning Technologies (NCALT) have developed a Channel General Awareness e-learning module for police and multi-agencies partners in collaboration with colleagues from the National College of Policing (NCoP).

- Access the NCALT e-learning module

The e-learning includes information on how Channel links to CONTEST through the Prevent strategy. It also provides guidance on how to identify people who may be vulnerable to radicalisation and how to refer them into the Channel programme.

There are also case studies to help users understand the process of identifying and referring vulnerable individuals, in addition to providing them with support, and is a good way of providing staff with a fundamental understanding of Channel.

e)Safety Online

Need to ensure children are safe from terrorist and extremist material when accessing the internet in school, including establishing appropriate levels of filtering.

Guidance

DfE Social media guidance

https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation

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f) Referral channels

Every person within the organisation, including students should know what they need to do if they are concerned about a student or member of staff.

The process of referral within the institution needs to be clear and understood by all staff.

The process for referring to other relevant agencies outside of the organisation needs to be in place.

Hillingdon Referral Procedures

Please use the Hillingdon Prevent Referral Form

And follow Hillingdon Referral procedure as set out on the following pages

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Prevent Referral Form

Restricted and confidential

Return completed form to: Fiona.Gibbs@hillingdon.gcsx.gov.uk

Details of the individual being referred		
Name of the individual being referred		
Parents contact details (if person referred is under 18)		
Gender		**Date of birth**
Address		**Telephone number**
Details of the referring agency		
Name of the individual or organisation making the referral		
Name of staff contact	**Contact number**	**Email address**
Details of any other agencies involved if known	**Name of contact**	**Contact details e-mail/ telephone**
Referral details		
Please give a full description on why the referral is being made and vulnerabilities to extremism identified		
Please include all relevant contact details for the individual inc social media and parents if -18		

Referrals

Identifying Concerns

Initial Response

Multi-Agency Assessment

Delivery Of support

Review

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                          Cause for concern identified

                          Concern reported to person responsible for safeguarding and
                          recorded

   Safeguarding lead gathers more information and decides if further action is    Is there an          Contact
   needed. Seeks guidance from local Prevent Lead (LBH)                           immediate            emergency
                                                                                  risk        Yes      services -
   Are concerns about radicalisation identified?                                                       ring 999

            YES                                                        NO

                          Are there grounds for not
                          informing parents/carers?
                                                                       Safeguarding lead to keep records and monitor
                                                                       situation as appropriate
                   Yes                          No

                   Is there            Involve parents/
                   significant risk    carers
                   of harm?

                          Referral to Channel via Prevent Lead LBH / Police

                          Initial assessment undertaken by MPS for Channel

                          Is Channel criteria met?

            Yes                          No

   Channel referral completed.              Where it is identified the child/young person has additional needs a
                                            referral to the appropriate service will be made.
   And Referral to MASH

   Police to organise Channel Panel meeting in partnership
   with LA Channel Chair and invite all key agencies involved
   in informing the assessment

   A support package will be identified based on the assessment of risk
   and need

                          Regularly review progress
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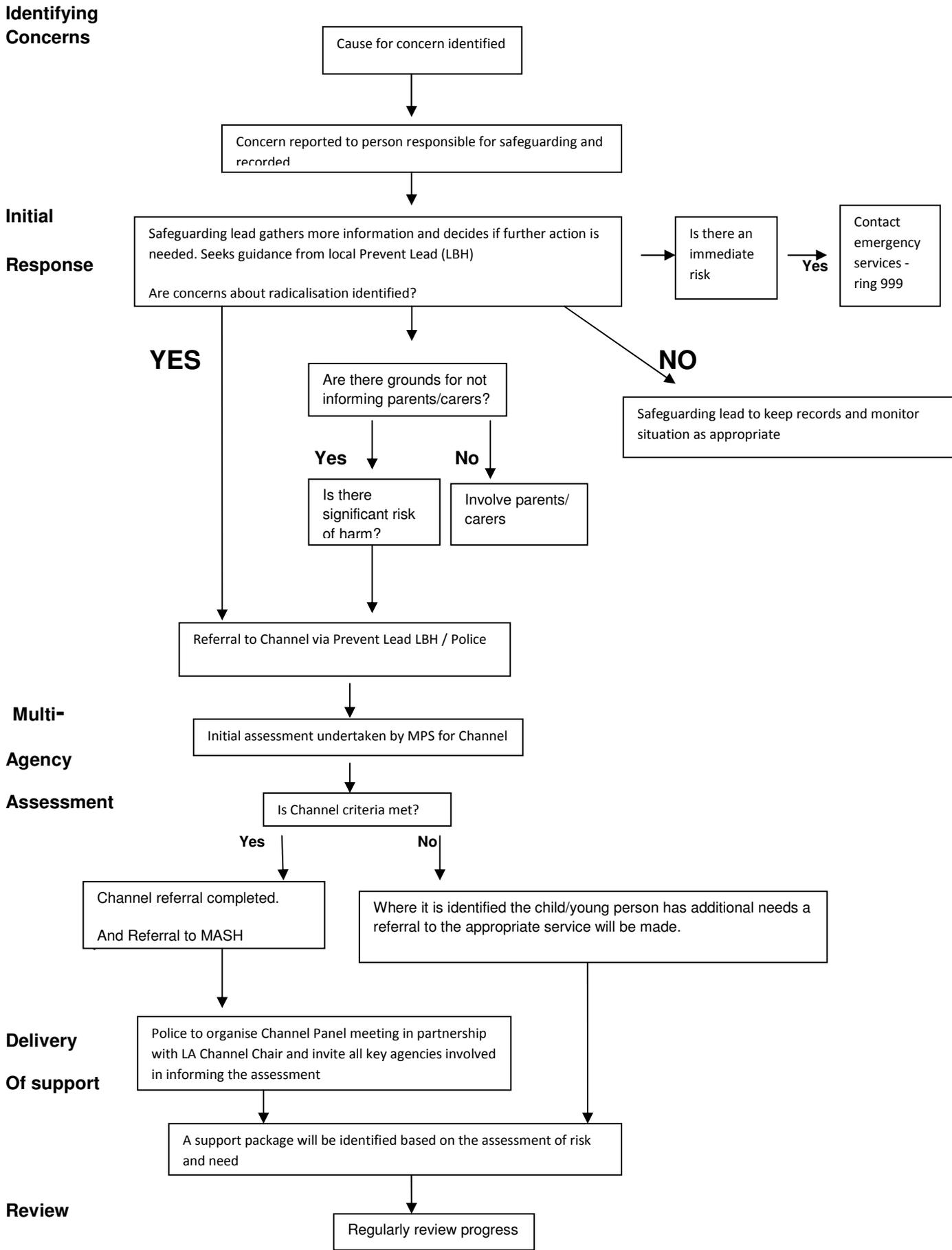
Appendices

1. **Hillingdon Local Information sheet**
2. **Vulnerability factors**
3. **London Safeguarding Board Indicator of needs matrix**
4. **Useful resources**

Home Office PREVENT and Channel Programme: Local Information Sheet

CONTEST: The United Kingdom's Strategy for Countering Terrorism
The aim of CONTEST: To reduce the risk to the UK and its interests overseas from terrorism, so that people can go about their lives freely and with confidence.

The UK counter-terrorism strategy has four work-streams, each comprising a number of key objectives:
- Pursue: to disrupt or stop terrorist attacks
- Protect: to strengthen our borders, infrastructure, buildings and public spaces from an attack
- Prepare: where and attack cannot be stopped, to reduce its impact ensuring we can respond accordingly
- **Prevent**: to stop people becoming terrorists or supporting terrorism

CounterTerrorism and Security Act 2015
- places a Duty on all public sector organisations to deliver against Prevent

Prevent Aim and Objectives
Aim: To stop people becoming terrorists or supporting terrorism:

Objectives: The Prevent strategy aims to:
1. Respond to the ideological challenge of terrorism and the threat we face from those who promote it;
2. Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support;
3. Work with sectors and institutions where there are risks of radicalisation, which need to be addressed. Priority areas include education, faith, health, criminal justice and charities

Prevent Delivery
- The lead for Prevent delivery sits with the Local Authority
- The role of policing has been important in the development of Prevent
- Prevent depends on a wide range of organisations working together, in and out of Government.
- Engagement between multi-agency partners is the key to the Prevent Agenda.

Channel Programme
Operating within objective two of the Prevent Strategy is the **Channel Programme**:
- Channel is Home Office sponsored programme coordinated by officers from SO15 counter Terrorist Command and a multi-agency programme to identify and provide support to people at risk of radicalisation.
- Channel addresses risks from all forms of terrorism by drawing on expertise from the police, local authorities and community organisations.
- The majority of referrals are aged under 25, with most aged between 15 and 19
- Interventions are put in place to divert people away from extremism
- Safeguarding vulnerable people from radicalisation is no different from safeguarding them from other types of harm.
- Although the greatest threat is seen as being from Al Qaeda inspired Islamist groups and more recently the IS or Islamic state, the Channel programme is also concerned with those who might be vulnerable to extreme far right activities and other forms of domestic extremism.

"Radicalisation is usually a process not an event. During that process it is possible to intervene to prevent vulnerable people being drawn into terrorist-related activity

Vulnerabilities: Recognition

Individuals *may* show signs, or be adversely effected by a variety of factors. The list below is not exhaustive and must not be used as a 'checklist'. **There is no terrorist blueprint**.

Internal factors:
- Mental health issues
- Substance misuse (drugs and alcohol)
- Unemployment
- Links to criminality
- Lack of identity or low self-esteem
- Feelings of isolation, social exclusion or rejection
- Change of personal circumstances (i.e family break-up or bereavement)
- Lack of religious knowledge

External influences:
- Aggrieved about domestic government policies and / or international affairs
- Peer pressure and group identity
- Media and the Internet
- Exposure to Extremist / Terrorist ideology and propaganda

Channel Referrals

Referrals should not be made to 'Channel' unless there are:
1) Clear indications that individuals are being radicalised or at risk or radicalisation and;
2) No alternative or more proportionate means of dealing with the issue

Process:
- Details of subject and circumstances submitted via e-mail to LBH Prevent Lead
- Referral received and researched by Channel
- Risk assessment performed
- Referral reviewed by LBH led multi-agency panel who select appropriate intervention(s)
- Intervention implemented (i.e diversionary activity, link-in with faith group or mentor)
- Post-intervention assessment

E-LEARNING module

http://course.ncalt.com/Channel_General_Awareness

Contact details and further information:
LBH Prevent Lead

Hillingdon   Fiona Gibbs   FGibbs@Hillingdon.Gov.Uk

Tel: 01895 277035 or 07946714637

Or you can report concerns through your local policing teams, Safer Schools Officers or other Safeguarding procedures

Home Office website   :   www.homeoffice.gov.uk/counter-terrorism

Metropolitan Police Service website: www.met.police.uk

Some Vulnerability factors

A graphic from a police guide for school staff showing possible indicators of 'radicalisation'. [SOURCE: ACPO]

Research shows that indicators of vulnerability can include:

- Identity Crisis - Distance from cultural / religious heritage and uncomfortable with their place in the society around them;

- Personal Crisis - Family tensions; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging;

- Personal Circumstances - Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;

- Unmet Aspirations - Perceptions of injustice; feeling of failure; rejection of civic life;

- Criminality - Experiences of imprisonment; poor resettlement/reintegration; previous involvement with criminal groups.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of exploitation for the purposes of violent extremism.

More critical risk factors could include:

- Being in contact with extremist recruiters;

- Articulating support for violent extremist causes or leaders;

- Accessing violent extremist websites, especially those with a social networking element;

- Possessing or accessing violent extremist literature;

- Using extremist narratives and a global ideology to explain personal disadvantage;

- Justifying the use of violence to solve societal issues;

- Joining or seeking to join extremist organisations;

- Significant changes to appearance and/or behaviour.

Indicators of Need Matrix [Tiers 1 - 4]

Development of the baby, child or young person

This includes the child's health, family and social relationships, including primary attachment, and emotional and behavioural development. Some of the indicators will depend on the child's age. These are guidelines to support practitioners in their decision-making. This is not intended to be a 'tick box' exercise and practitioners should use their professional judgement.

Tier 1 Children with no additional needs whose health and developmental needs can be met by universal services.	**Tier 2** Children with additional needs that can be met through the provision of 'early help' - a referral to children's social care is NOT required.	**Tier 3** Children with complex multiple needs who need statutory and specialist services. A referral to children's social care is required.	**Tier 4** Children in acute need. Require immediate referral to children's social care and/or the police.
The child's behaviour			
The child engages in age appropriate activities and displays age appropriate behaviours and self-control.	The child is at risk of becoming involved in negative behaviour/ activities. For example, the child is expressing strongly held and intolerant views towards people who do not share his/her religious or political views.	The child is becoming involved in negative behaviour/ activities. For example, the child is refusing to co-operate with activities at school that challenge their religious or political views. The child is aggressive and intimidating to peers and/or adults who do not share his/her religious or political views.	The child expresses strongly held beliefs that people should be killed because they have a different view. The child is initiating verbal and sometimes physical conflict with people who do not share his/her religious or political views.

	The child is expressing verbal support for extreme views some of which may be in contradiction to British law for example, the child has from time to time espoused racist, sexist, homophobic or other prejudiced views and links these with a religion or ideology.	The child has connections to individuals or groups known to have extreme views.	The child has strong links with individuals or groups who are known to have extreme views and/or are known to have links to violent extremism. The child is thought to be involved in the activities of these groups.
The child is able to communicate with others, engages in positive social interactions and demonstrates positive behaviour in a wide variety of social situations. Child demonstrates respect for others.	The child expresses intolerant views towards peers and this leads to their being socially isolated.	The child often interacts negatively or has limited interaction with those they perceive as holding different views from themselves. They demonstrate significant lack of respect for others, for example, becoming aggressive with those that do not share their intolerant or extreme views.	Positive interaction with others is severely limited. The child has isolated themselves from peers and/or family because of their extreme and intolerant views. They glorify acts of terrorism and/or believe in conspiracy theories and perceive mainstream society as hostile to themselves. They are frequently aggressive and intimidating towards others who do not share their views or have a lifestyle they approve of.
The child engages in age appropriate use of internet, including social media.	The child is at risk of becoming involved in negative internet use that will expose them to extremist ideology. They have unsupervised access to the internet and have disclosed to adults or peers that they intend to research such ideologies. They express casual support for extremist	The child is engaged in negative and harmful behaviours associated with internet and social media use. The child is known to have viewed extremist websites and has said s/he shares some of those views but is open about this and can discuss the pros and cons or different viewpoints.	There are significant concerns that the child is being groomed for involvement in extremist activities. The child is known to have viewed extremist websites and is actively concealing internet and social media activities. They either refuse to discuss their views or make clear their support for extremist views.

	views.		
	The child expresses sympathy for ideologies closely linked to violent extremism but is open to other views or loses interest quickly.	The child expresses beliefs that extreme violence should be used against people who disrespect their beliefs and values.	The child supports people travelling to conflict zones for extremist/ violent purposes or with intent to join terrorist groups The child expresses a generalised non-specific intent to go themselves.
The child does not run away from home.	The child has run away from home on one or two occasions or not returned at the normal time. For example, there is concern that they might have been staying with friends or relatives who have extreme views.	The child persistently runs away and/or goes missing. For example, there is strong concern that they are running away in order to spend time with friends or relatives with extreme views and that they being influenced by them	The child persistently runs away and/or goes missing and does not recognise that he/she is putting him/herself at risk. For example, s/he perceives the people with whom s/he is associating as teaching her/him the correct way to live and those who don't hold these views as deluded and/or as a threat.
Education and employment			
The child has an appropriate education and opportunities for social interaction with peers.	There is concern that the education the child is receiving does not teach them about different cultures, faiths and ideas or, if it does, is derogatory and dismissive of different faiths, cultures and ideas.	The child is being educated to hold intolerant, extremist views. They are not using public services, such as schools or youth clubs, and are only mixing with other children and adults who hold similar intolerant, extremist views.	The child is being educated by adults who are members of or have links to prescribed organisations – see link below for list of terrorist groups or organisations banned under UK law https://www.gov.uk/government/publications/proscribed-terror-groups-or-organisations--2

Summary of Useful resources

Guidance Documents

DfE Promoting Fundamental British values

https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc

DfE Prevent duty guidance

https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty

DfE Social media guidance

https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation

 Home Office: Prevent Duty Guidance

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

Channel Guidance

https://www.gov.uk/...data/.../**Channel_Duty_Guidance**_April_**2015**.pdf

Hillingdon Borough profiles

http://www.hillingdon.gov.uk/article/7629/Facts-and-statistics-about-the-London-Borough-of-Hillingdon

Materials for Schools

http://www.preventforschools.org/

www.therespectprogramme.org.uk

The Active Change Foundation

http://www.activechangefoundation.org

Resources and lesson plans - LB Hammersmith and Fulham

www.lbhf.gov.uk/preventandschools

Hillingdon Inter faith Network - schools programmes

admin@hifn.co.uk   www.hifn.co.uk

Hillingdon Schools Interfaith

Contact: Swakeleys School Hillingdon

Resources for Parents

Families Against Stress and Trauma (FAST)

Guidance and information for families : http://www.familiesmatter.org.uk/