



Extremism & Radicalisation Prevention Policy

Date last reviewed	5 February 2024
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Date of next review:	February 2025

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STATEMENT OF INTENT

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

Grey Court School recognises that students can be vulnerable to extremist ideology and radicalisation, and we are committed to protecting students from this risk as part of our safeguarding responsibilities.

Our commitment to safeguarding students against extremism, radicalisation and terrorism includes interventions and collaboration with other agencies such as the police and the LA where appropriate and as required.

We support and will adhere to guidance from the DfE which requires schools to actively promote fundamental British values in order to enable students to challenge extremist views and ensure that students are encouraged to regard people of all faiths, races and cultures with respect and tolerance.

1. LEGAL FRAMEWORK

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children Act 1989
- Education Act 1996
- Counter-Terrorism and Security Act 2015
- Data Protection Act 2018
- UK GDPR
- Home Office (2023) 'Prevent duty guidance: England and Wales'
- Equality Act 2010
- DfE 'Keeping children safe in education 2023'
- 'Working Together to Safeguard Children' DfE (2023)
- DfE (2023) 'The Prevent duty: safeguarding learners vulnerable to radicalisation'
- Home Office (2021) 'Channel Duty guidance: protecting people vulnerable to being drawn into terrorism'

This policy operates in conjunction with the following school policies:

- Invacuation, Lockdown and Evacuation Policy
- Child Protection and Safeguarding Policy
- Data Protection Policy
- Risk of Radicalisation – Incident Register
- Online Safety Policy

2. DEFINITIONS

For the purpose of this policy:

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

Radicalisation – is defined as the process by which an individual or group comes to support terrorism and extremist ideologies associated with terrorist groups.

Terrorism – is defined in the Terrorism Act 2000 as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

See Appendix A for a glossary of terms.

3. ROLES AND RESPONSIBILITIES

The governing board will be responsible for:

- Ensuring the appropriate measures are in place to protect students from radicalisation.
- Ensuring the Prevent Duty is seen as part of the school's wider safeguarding duties.

The headteacher will be responsible for:

- The overall implementation and management of this policy.
- Ensuring every staff member is familiar with the scope of this policy.
- Ensuring students are taught about British values through the curriculum.
- Ensuring the school is a safe space in which students can understand and discuss sensitive topics, including terrorism and extremism, and are able to challenge these ideas.
- Undertaking a risk assessment to determine whether students are at risk of being drawn into terrorism.
- Identifying extremist risks in the local area.
- Ensuring any visitors and speakers at the school are appropriate and vetted prior to them having access to students.
- Ensuring appropriate Prevent training is undertaken by each member of staff.

The DSL and Deputy DSL will be responsible for:

- Handling any referrals to the Channel programme and supporting staff who make referrals to Channel.
- Following up any referrals made to the Channel programme.
- Providing advice and support to staff on protecting students from the risk of radicalisation.
- Delivering staff training on the Prevent duty.
- Working with external agencies to support students at risk of being drawn into terrorism.
- Providing guidance to other staff members to help them support students at risk of being drawn into terrorism.
- Understanding local procedures for making a Prevent referral and making Prevent referrals where appropriate.
- Considering if it would be appropriate to share any information with a new school or college in advance of a student leaving, eg if the student is currently receiving support through the 'Channel' programme and the information would allow the new setting to have support in place for when the student arrives.
- Undertaking specific Prevent awareness training and providing advice and support to other staff on protecting pupils from the risk of radicalisation.
- Maintaining an awareness of the risks relating to extremism in the local area.
- Maintaining a clear understanding of Prevent reporting and referral mechanisms.
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All staff members will be responsible for:

- Being alert to the risk factors of extremism and radicalisation and any changes in a student's behaviour which could indicate that they may be in need of help or protection.
- Raising any concerns with the DSL (or any deputies, in their absence).
- Notifying the DSL (or any deputies, in their absence) when they make any referrals to the Channel programme.
- Engaging in staff training on the Prevent duty.
- Using their professional judgement to identify students who may be at risk of radicalisation and acting proportionately.

4. SAFEGUARDING AND EXTREMISM

The school protects the right to freedom of expression. This policy is not intended or designed to restrict or prevent legitimate and lawful congregation or debate.

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

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

The school has a dedicated DSL who deals with any incidents of extremism and/or terrorism within our school community. As is the school's responsibility under law, we will do our utmost to safeguard our students from being drawn into extremism and terrorism.

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

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

- Students becoming radicalised.
- Groups, clubs or societies with extremist or radical views.
- Friends and/or families of students becoming radicalised or involved in extremism.
- Students planning to visit known areas of conflict.
- Members of the school and wider community attempting to draw young and/or vulnerable students into extremism.

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

Student-led groups, clubs and societies, and the multi-faith room, will be subject to monthly unannounced visits by the Deputy Headteacher i/c Diversity or the DSL.

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

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

Staff at Grey Court School will be alert to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue, there may be some instances where a child or children may be at direct risk of harm or neglect. For example; this could be due to a child displaying risky behaviours in terms of the activities they are involved in or the groups they are associated with. Or staff may be aware of information about a child's family that may equally place a child at risk of harm. (These examples are for illustration and are not definitive or exhaustive).

All adults working in Grey Court School (including visiting staff, volunteers, contractors, and students on placement) are required to report instances where they believe a child may be at risk of harm or neglect to the Designated Safeguarding Lead or Headteacher.

5. CHANNEL AND PREVENT

Channel, a key element of the Home Office's Prevent strategy, is a multi-agency approach to protect people at risk from radicalisation. The school will work with the LA, local law enforcement, and religious and community leaders, to identify children vulnerable to radicalisation and to challenge extremism if it arises. This includes identifying students to whom any of the following criteria apply:

- Displaying feelings of grievance and injustice
- Feeling under threat
- Searching for identity, meaning and belonging
- Displaying a desire for status amongst their peers
- Displaying a desire for excitement and adventure
- Displaying a need to dominate and control others
- Displaying a susceptibility to indoctrination
- Displaying a radical desire for political or moral change
- Appearing susceptible to opportunistic involvement
- Having family or friends involved in extremism
- Appearing susceptible to being influenced or controlled by a group
- Displaying relevant mental health issues.

Referrals made to Prevent will first be handled by the DSL and DDSL, which will screen for genuine vulnerabilities. They will decide whether further action is required and, if so, will either refer the issue to mainstream services as required, or carry the investigation forward to a Channel panel which will gather further information from partners and agree on the support required. The school will ensure that information is shared as required.

The school will cooperate with local panels involved in the Channel process. A representative of the school will attend meetings as required to aid the mitigation of identified risk and vulnerabilities. This includes contributing towards the support plan and sharing information necessary and proportionate to the effective working of the panel.

6. PREVENTING RADICALISATION

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

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

Where appropriate, students will be helped to channel their desire for excitement and adventure into suitable and healthy activities.

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

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

All internet activity that takes place on site will be monitored. Internet activity where students log onto school devices via their school email accounts at home, will also be monitored. Appropriate filters will be installed to protect children from terrorist and extremist material online, in accordance with the Online Safety Policy. In accordance with KCSIE and our Child Protection and Safeguarding Policy, students will be taught about the importance of staying safe online through Personal Development and Wellbeing (PDW) lessons.

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

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

7. MAKING A JUDGEMENT

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

- Disclosure about extremist or radicalised behaviour by students – this could include exposure to materials outside of school
- Use of specific terms associated with certain ideological views, eg 'hate' language
- Intelligence reports from local and national agencies regarding the radicalisation of groups of people in the local area
- Focus on specific narratives that highlight particular extremist views

- Evidence of accessing online materials that include extremist materials
- Refusal to accept views expressed by others which is counter to the school's Equalities Policy
- Documented concerns raised by parents or family members about the changing behaviour of the student
- References to an extremist narrative in the student's work
- Disassociation from existing friendship groups
- A loss of interest in activities in which they previously engaged
- Behavioural characteristics, such as low self-esteem, isolation, and perceptions of failure and injustice
- Family tensions
- Events affecting their country or region of origin
- Alienation from UK values
- Grievance triggered by personal experience of discrimination
- Property damage
- Refusal to cooperate with the requests of teachers or other adults.

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

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

Critical indicators include where a student is:

- In contact with extremist recruiters.
- Articulating support for extremist causes or leaders.
- Accessing extremist websites.
- In possession of extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining extremist organisations.
- Making significant changes to their appearance and/or behaviour.

The DSL, and any deputies, will undergo annual Prevent awareness training in order to provide advice and support to staff on protecting students from the risk of radicalisation. Staff will complete the Gov.Uk Prevent awareness training (<https://www.gov.uk/guidance/prevent-duty-training>) every two years and will undergo regular training delivered by the DSL in response to any updates.

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

Staff will be trained to be vigilant toward the push and pull factors that could make a student vulnerable to being drawn into extremism or radicalisation.

Staff will look out for 'push factors' including where a student may be feeling:

- Isolated
- That they do not belong
- That they have no purpose
- Low in self-esteem
- That their aspirations are unmet
- Angry or frustrated
- A sense of injustice
- Confused about life or the world
- Real or perceived personal grievances.

In conjunction with these push factors, staff will be aware of the 'pull factors' that could make extremist or terrorist groups and ideologies attractive to those experiencing the above feelings.

Staff will be aware that pull factors can include where extremist or terrorist groups:

- Offer a sense of community and a support network.
- Promise fulfilment or excitement.
- Make the student feel special and part of a wider mission.
- Offer a very narrow, manipulated version of an identity that often supports stereotypical gender norms.

- Offer inaccurate answers or falsehoods to grievances.
- Encourage conspiracy theories.
- Promote an 'us vs. them' mentality.
- Blame specific communities for grievances.
- Encourage the use of hatred and violent actions to get justice.
- Encourage ideas of supremacy.

8. MAKING A REFERRAL

In accordance with the school's Child Protection and Safeguarding Policy, if any member of staff has any concerns about a student, they will raise this with the DSL.

Parents will be contacted to discuss the issue and investigate where there are any mitigating home circumstances, unless doing so would put the student at further risk of harm. A decision will be made at this meeting to determine whether a referral should be made to the Channel programme. In most cases, the DSL will refer the case to the Channel programme where there is a radicalisation concern, as appropriate.

Staff members may make referrals using the Prevent national referral form if they deem it necessary – the DSL will be notified in all cases and will support staff members who do so.

Following a referral made to Prevent, a Channel panel will meet to discuss the referral, assess the risk and decide whether the person should be accepted into Channel. The panel will be chaired by the LA and attended by multi-agency partners including the police, education professionals, health services, housing and social services. Staff members will be notified if they are required to attend a Channel panel following a referral made to Prevent.

The DSL will follow up any referrals and the student will be monitored for a period of time to determine whether there have been any changes in behaviour. Parents will be consulted during this period, unless doing so would put the pupil at further risk of harm.

If any concerns are raised, the DSL will contact the Channel programme to discuss further steps.

The DSL will record and retain all incidents for school records in accordance with the Data Protection Act 2018 and the UK GDPR, as outlined in the Data Protection Policy.

The police will be notified immediately if someone is about to put themselves or others in immediate danger, or if they appear to be involved in planning to carry out a criminal offence and the school's emergency procedures will be followed.

9. PROMOTING FUNDAMENTAL BRITISH VALUES

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

Therefore, at Grey Court School we will provide a broad and balanced curriculum, delivered by skilled professionals, so that our students are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalised.

We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches children may experience elsewhere may make it harder for them to challenge or question these radical influences. In our school this will be achieved by good teaching, primarily via Personal Development and Wellbeing (PDW) and assemblies/pastoral work.

We will ensure that all of our teaching approaches help our students build resilience to extremism and give students a positive sense of identity through the development of critical thinking skills. We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

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

- Making a connection with young people through an appropriate curriculum, engaging and relevant lessons and a student centred approach.
- Facilitating a 'safe space' for dialogue, and
- Equipping our students with the appropriate skills, knowledge, understanding and awareness for resilience.

Therefore, this approach will be embedded within the ethos of our school so that students know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our school's approach to the spiritual, moral, social and cultural development of students as defined in Ofsted's School Inspection Handbook and will include the sound use of assemblies to help further promote this rounded development of our students.

Our goal is to build mutual respect and understanding and to promote the use of dialogue, not violence, as a form of conflict resolution. We will achieve this by using a curriculum that will:

- Teach our students a broad and balanced international history.

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

Through our Personal Development and Wellbeing (PDW) curriculum, the school will:

- Enable students to develop their self-knowledge, self-esteem and self-confidence.
- Enable students to distinguish right from wrong and to respect the civil and criminal law of England.
- Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.
- Enable students to acquire a broad general knowledge of, and respect for, public institutions and services in England.
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of, and respect for, their own and other cultures.
- Encourage respect for other people.
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

The school will do this by:

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

10. TRAINING

All staff will attend safeguarding training including that which concerns preventing people from being drawn into terrorism or extremist groups. Prevent training will be

provided at induction and for all staff every two years. Training will focus on the importance of following the 'Notice, Check, Share' protocol.

Staff will be provided with regular updates, notices and emails regarding Prevent and anti-extremism as required.

The SLT and DSL will receive additional support from local partnerships and training on local processes for Prevent. When identifying training needs, consideration will be given to the level of knowledge needed for different roles.

Records will be maintained of training provided to ensure that training needs are being met and kept up to date.

Training will be quality assured by the DSL and its effectiveness reviewed regularly. The school will make use of government quality assured Prevent training resources.

Staff will be trained to be aware of and to identify concerning behaviour that may indicate a pupil is susceptible to radicalisation, eg voicing intolerant narratives.

Training will take account of, and be proportionate to, the risk of terrorism and extremism in the local area.

Further advice on training will be sought from the LA safeguarding team as appropriate.

11. COMMUNITY LINKS

We will also work with local partners, the Police Safer Neighbourhood Team, families and communities in our efforts to ensure our school understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our students' experiences and horizons. We will help support students who may be vulnerable to such influences as part of our wider safeguarding responsibilities and, where we believe a student is being directly affected by extremist materials or influences, we will ensure that that student is offered mentoring. Additionally, in such instances, our school will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

The school will develop effective partnerships with local Prevent leads, the police and the LA through multi-agency forums.

The school will maintain an up-to-date awareness of the risk and threat posed in the local area and the latest developments in best practice through local partnerships.

The school will operate an open-door policy for community members to report concerns.

The school will, where appropriate, partake in community festivals, religious celebrations and other events. The school will select a range of charities to support

across the year which represent our school community, including local community groups.

12. WHISTLE BLOWING

Where there are concerns of extremism or radicalisation students and staff will be encouraged to make use of our internal systems to whistle blow or raise any issue in confidence.

Staff should refer to the Staff Handbook.

Applying this policy in the school context is as follows:

Students:

- Students may make a disclosure to any member of staff
- Staff who receive any disclosure have a duty to pass it on promptly. Normally this would be to the Designated Safeguarding Lead (Vicki Price) or Deputy Designated Safeguarding Lead (Sharon Mercer). As with all Child Protection disclosures, staff can never promise to keep what they have been told confidential. They must pass it on.

Staff:

- Raising a concern normally goes through the line management structure, but in safeguarding matters, such as this the designated safeguarding lead (VPR) or their deputy (SME) should be informed.
- A disclosure can also be made directly to the headteacher unless it involves the headteacher when it should be made to the Chair of Governors
- If possible, put concerns in writing explaining the context and nature of the concerns being raised.
- Anonymous disclosures are very hard to deal with as it is harder to investigate quickly. If a member of staff is anxious about making a disclosure, they should discuss the matter with their trade union or professional association

APPENDIX A : GLOSSARY OF TERMS

There are many terms and expressions used in discussion and debate about *PREVENT*. This glossary sets out what is meant by particular words or phrases. Please note these definitions relate to *PREVENT* and are not always authoritative in any wider context. This glossary is based on the one included in the Government's *PREVENT* Strategy.

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.

Disengagement in the context of this document is the process whereby an individual ceases to be involved terrorism.

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. This includes calling for the death of members of the armed forces, whether in this country or overseas.

Ideology refers to a set of beliefs.

Ideologue describes a proponent as well as an adherent of an ideology.

Insurgent refers to an individual who fights against a government or an occupying force with the aim of overthrowing it.

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.

Prevention in the context of the *PREVENT* Strategy means reducing or eliminating the risk of individuals becoming involved in terrorism. *PREVENT* involves the identification and referral of those susceptible to violent extremism into appropriate interventions. These interventions aim to divert the susceptible from embarking down the path to radicalisation.

Radicalisation refers to the process by which an individual or group comes to support terrorism and extremist ideologies associated with terrorist groups.

Radicaliser describes 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.

Resilience in the context of *PREVENT* means the capability of people, groups and communities to rebut and reject proponents of terrorism and the ideology they promote.

Safeguarding is the process of protecting vulnerable people, whether from crime, other forms of abuse or (in the context *PREVENT*) from being drawn into terrorism-related activities.

Single narrative is a term sometimes used to refer to the particular interpretation of religion, history and politics that is associated with Al Qa'ida and like minded groups. The narrative connects 'grievances' at a local and/or global level, reinforces the portrayal of Muslims as victims of Western injustice and thereby purports to legitimise terrorism. It combines fact,

fiction, emotion and religion and manipulates discontent about local and international issues. The single narrative is also sometimes known as the Al Qa'ida Narrative, the Grand Narrative or the Global Extremist Narrative.

Terrorism is defined in the Terrorism Act 2000 as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

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.

APPENDIX B : Risk Factors

Push and pull factors can make a child, young person or adult learner at risk of extremism or radicalisation. Often there are several risk factors present that, seen together, can cause concern.

Push factors may include a child, young person or adult learner feeling:

- isolated
- they do not belong
- they have no purpose
- low self-esteem
- their aspirations are unmet
- anger or frustration
- a sense of injustice
- confused about life or the world
- real or perceived personal grievances.

Pull factors could include an extremist or terrorist group, organisation or individual:

- offering a sense of community and a support network
- promising fulfilment or excitement
- making the child, young person or adult learner feel special and part of a wider mission

- offering a very narrow, manipulated version of an identity that often supports stereotypical gender norms
- offering inaccurate answers or falsehoods to grievances
- encouraging conspiracy theories
- promoting an 'us vs. them' mentality
- blaming specific communities for grievances
- encouraging the use of hatred and violent actions to get justice
- encouraging ideas of supremacy.