



SENSES Learning Hub

Prevent Policy

Created: 20.08.24

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Dawn Oughtibridge (Director)

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John Fox (Director)

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Protecting children from extremism and radicalisation

Schools and provisions that support young people have a vital role to play in protecting children and young people from the risks of extremism and radicalisation. This role is underpinned by the Counter Terrorism and Security Act (2015) to have due regard to the need to prevent people from being drawn into terrorism.

The Prevent Strategy, published by the Government in 2011 is part of an overall counter terrorism strategy CONTEST updated in July 2023 (CONTEST 2023 refresh). The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism activity. This has raised a specific need to safeguard children, young people and families from violent extremism and terrorism. Nationally, there have been situations in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views. Such views include justifying political, religious, sexist or racist violence, or to steer individuals into a rigid and narrow ideology that is either vocal or active opposition to fundamental British values including embracing diversity and mutual respect and tolerance of different faiths and beliefs.

SENSES Learning Hub is fully committed to safeguarding and promoting the welfare of all children and young people who we work with. As an alternative provision, we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability.

Our staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

SENSES Learning Hub values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Children, young people and all childcare workers have the right to speak freely and voice their opinions however, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and/or harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. SENSES Learning Hub is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

SENSES Learning Hub seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, Far Right, Neo Nazi or

White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups or extremist Animal Rights movements.

Aims and Principles

- To ensure all staff are aware of the Prevent Strategy and are able to protect children and young
- People who are vulnerable or at risk of being radicalised by working alongside other professional bodies and agencies to ensure that individuals are safe from harm.

All staff working or volunteering within the setting will:

- Have an understanding of what radicalisation and extremism are and why we need to be vigilant.
- Know what the policy is on safeguarding from radicalisation and extremism and will follow the policy should issues arise.
- All parents will know that SENSES Learning Hub has policies in place to keep children and young people safe from harm and that regular reviews of systems are done to ensure they are appropriate and effective.

Definitions

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

Extremism is defined by Government in the prevent strategy as: 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. Also include in the definition of extremism calls for the death of members of our armed forces.

Terrorism is defined by Government as “*The use of violence in order to accomplish political, religious or social objectives*”. Terrorism is a criminal act that influences an audience beyond the immediate victim. Effectiveness is not the act itself but the impact on Government and the public.



Procedures for referrals

Keeping children and young people safe from these risks is a safeguarding matter and should be approached in the same way as safeguarding children from other risks.

Although serious incidents involving radicalisation have not occurred at SENSES Learning Hub and although the risk is minimal, it is important for us to be vigilant and remain informed about the issues which affect risks to the provision. All staff are reminded to dispel belief that instances of radicalisation 'could not happen here'.

If any member of staff has concerns that a child or young person may be at risk of radicalisation or involvement in terrorism, they should speak with the Headteacher who will be responsible for referring any concerns to the Police Prevent Team who will assess whether the student may be at risk of radicalisation, and where relevant, for referring the child to the Channel Panel.

We support youth diversion orders recently introduced, permitting courts to restrict internet access or forum use for minors at risk of radicalisation under the Prevent strategy (Youth Internet Bans and Diversion Orders initiative, 2025)

Staff Training

SENSES Learning Hub will ensure that staff have 'due regard to the need to prevent people from being drawn into terrorism'. They are aware of the threats, risks and vulnerabilities that are linked to radicalisation and they understand the signs that someone may be vulnerable

SENSES Learning Hub Prevent leads and training to date (20.08.24):

John Fox: Director

Gov.uk Prevent duty training:

- Course 1: Awareness course
- Course 2: Referrals course
- Course 3: Channel or PMAP course

Indicators of Vulnerability to Radicalisation



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

Extremism is defined by the Government in the Prevent Strategy as: 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.

Extremism is defined by the Crown Prosecution Service as:

- The demonstration of unacceptable behaviour by using any means or medium to express views which:
- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK.

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.

Students may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

Identity Crisis – the student is distanced from their cultural / religious heritage and experiences discomfort about their place in society;

Personal Crisis – the student may be experiencing family tensions; a sense of isolation; and 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 students 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 student may have perceptions of injustice; a feeling of failure; rejection of civic life;

Experiences of Criminality – including involvement with criminal groups, imprisonment, and poor resettlement / reintegration;

Individual Needs – students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

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.

More critical risk factors could include:

- Being in contact with extremist recruiters;
- 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; and
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

Roles and Responsibilities of the Headteacher

Maintaining and applying a good understanding of the relevant guidance in relation to preventing students from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;

Raising awareness about the role and responsibilities of SENSES Learning Hub in relation to protecting students from radicalisation and involvement in terrorism;

- Raising awareness within the provision about the safeguarding processes relating to protecting students from radicalisation and involvement in terrorism;
- Acting as the first point of contact for case discussions relating to students who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information in relation to referrals of vulnerable students into the Channel* process;

* Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. Channel aims to:

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

Review Log

Review date	Completed by who
20.08.25	John Fox and Dawn Oughtibridge