OLDHAM PREVENT

Handbook for Education

Contents

Introduction

This handbook is for all education professionals who safeguard and support children and young people that are vulnerable to radicalisation. The aim of the handbook is to provide the necessary support and guidance to protect children and young people from the dangers of extremist narratives. Prevent is a safeguarding process like any other and it is our responsibility to safeguard children and young people from harm. Prevent protects people from being exploited by extremists in the same way that we protect them from drugs, gangs, serious youth violence, neglect and other forms of harm. Extremism and radicalisation can have a devastating effect on children, young people, families and communities. In this context, we refer to extremism that is harmful and hateful. Radicalisation is the process by which someone comes to support harmful extremist ideologies and can sometimes be the precursor to terrorism which involves serious criminal acts for the purpose of advancing a political, religious or ideological cause, this is explained further in the handbook. This handbook will also assist professionals in knowing what to look out for and what to do if they are worried that someone is expressing extreme views or hatred which could lead to them harming themselves or others.

What is Prevent?

Prevent is part of the Government's Counter Terrorism Strategy known as **CONTEST**, this has four work strands known as the 4 Ps: Prevent, Pursue, Protect, and Prepare.

• **Prevent**: The purpose of Prevent is to stop people from becoming drawn into or supporting terrorism. This includes countering terrorist ideology and challenging those who promote it; supporting individuals who are especially vulnerable to becoming radicalised; and working with sectors and institutions where the risk of radicalisation is assessed to be high.

• **Pursue**: The purpose of Pursue is to stop terrorist attacks by detecting, prosecuting and otherwise disrupting those who plot to carry out attacks against the UK or its interests overseas.

• **Protect**: The purpose of Protect is to strengthen protection against a terrorist attack in the UK or against its interests overseas and so reduce their vulnerability. The work focuses on border security, the transport system, national infrastructure and public places.

• **Prepare**: The purpose of Prepare is to mitigate the impact of a terrorist attack where that attack cannot be stopped. This includes work to bring a terrorist attack to an end and to increase the UK's resilience so we can recover from its aftermath.

What is Prevent?

Prevent is about safeguarding and supporting those who are vulnerable to radicalisation. It aims to stop people becoming terrorists or supporting terrorism.

What does Prevent do?

Prevent responds to the ideological challenge that we face from terrorism and aspects of extremism, and the threats that we face from those who promote these views. It provides practical help to prevent people from being drawn into terrorism and ensures that they are given appropriate advice and support. Prevent works with a wide range of sectors (including education, criminal justice, faith, charities and health) where there are risks of radicalisation that we need to deal with.

Who delivers Prevent?

The Home Office works with local authorities, government departments and community organisations to deliver the Prevent strategy. The police also play a significant role in Prevent, the same way that they do when taking a preventative approach to other crimes.

Prevent uses a range of measures to challenge extremism including:

- Supporting those who are at risk of being drawn into terrorist or extremist activity through the Channel process

- Working with and supporting community groups who provide services to vulnerable people

- Supporting schools, local industry and other agencies through engagement, advice and training •

- Working with faith groups and institutions to assist them in providing support for people who may be vulnerable.

At the heart of Prevent is safeguarding children and adults and providing early intervention to protect and divert people away from being drawn into terrorist activity

Terms and definitions

The current UK definition of terrorism is given in the Terrorism Act 2000 (TACT 2000). In summary this defines terrorism 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.

• **Extremism**: this is defined in the 2011 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.

• **Non-violent extremism:** this is extremism, as defined above but it is not accompanied by violence.

• **Terrorist-related offences:**   these are those (such as murder) which are not offences in terrorist legislation, but which are judged to be committed in relation to terrorism.

• **Radicalisation:** this refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

• **Vulnerability:**   this 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.

• **Prevention:** in the context of this document means reducing or eliminating the risk of individuals becoming involved in terrorism. Prevent includes, but is not confined to, the identification and referral of those at risk of being drawn into terrorism into appropriate interventions.

Myth busting

Myth 1: *Prevent is about spying on people and their families, a way of lots of officials getting involved in your private life.*

This is not true. Prevent is about safeguarding so if a referral is made about you or someone you know you will be contacted by supportive and specially trained staff. Each council has Channel panel case officers whose job it is to follow up on referrals and make appointments to see you. Professionals are given regular training so that they are skilled and knowledgeable about safeguarding and assessing appropriate referrals

Myth 2: *Prevent is something that someone else can decide will happen to you whether you like it or not.*

If you are contacted, what happens beyond this point is at your discretion. The whole process is, and has always been, a voluntary agreement.

Myth 3: *Prevent is targeted and very much focused on specific religions and communities.*

Grooming and radicalisation can happen to anyone when they are at their most vulnerable or in need of support. There are lots of reasons that can leave people open to exploitation.

Myth 4: *Prevent doesn't work.*

You may have read something like this in the papers or online. If being part of the Prevent programme helps people to use the support that is available, then that is a very positive outcome. The value of keeping people safe from violence and extremism due to someone's participation in the Prevent cannot be quantified.
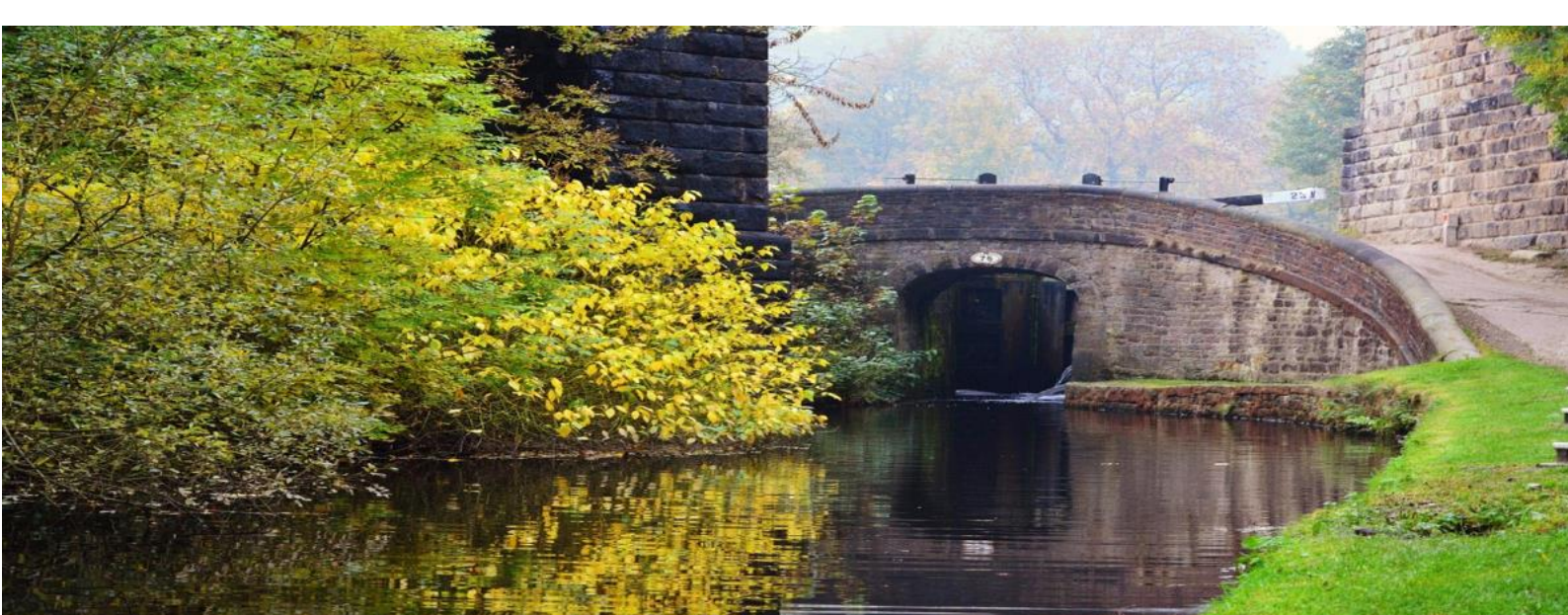
Myths busting

Myth 5: *Grooming, recruitment, and radicalisation isn't a significant problem where I live.*

Grooming, recruitment and radicalisation can take place anywhere. The same grooming process is used for organised crime, county lines, extremism, and child sexual exploitation. If we can enable communities to learn more about how predators operate, then we can build strong minds and strong communities.

Myth 6: *Once you are referred into Prevent everyone is treated in the same way whether they need it or not. It can do more harm than good.*

There are a wide range of professionals who can be involved in the Prevent process. The people that are included will depend upon the individual's needs. It is a needs-led service that will bring the relevant people together to maximise the support that can be given. In this way any provision that is offered is done so with that one person in mind.

Myth 7: *There is a stigma attached to Prevent which will follow you wherever you go.*

If you are referred to Prevent it will not show up on your DBS checks. Information about the referral or you in any related capacity will not be disclosed to future education establishments or employers. The Prevent programme does not criminalise anyone, it is an intervention that can be made to help to safeguard individuals. It will not create any barriers for your future.

Myth 8: *Everything that you read about Prevent online or in the papers is true.*

Some people will say that negative perceptions about Prevent are due to media coverage or political events and how they are reported upon. People in the public eye often share their personal and professional views about Prevent online and through the media. This does not mean that such accounts are factually correct and sometimes information can be misleading and lead to distrust. The people who have experience of the Prevent programme know first-hand of the levels of support and the high standards of care that are taken with each and every person.

Types of Ideology

Prevent addresses all forms of terrorism and therefore all forms of associated extremists' ideologies. Risk and threat to the UK is subject to constant review and updated accordingly. It is a complex picture because extremist ideologies, methods used to draw people in and the activities continuously change.

Prevent is about safeguarding people from harm and not about restricting ordinary activism. The terms 'radical' and 'extreme' can also be used in their pure descriptive, non-condemning sense and can refer to ideology that is considered to be far outside the mainstream attitudes of society. This can be pro-social (positive, helpful, of benefit to society in general) as well as anti-social (destructive or harmful).

The Government has published a New definition of extremism (2024) - GOV.UK (www.gov.uk) in which it defines extremism as:

The promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:

1. negate or destroy the fundamental rights and freedoms of others; or
2. undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
3. intentionally create a permissive environment for others to achieve the results in (1) or (2). Activism and Protest - Lawful non-violent

Activism and Protest - Lawful non-violent protest or activism does not meet the threshold for Prevent. Holding legitimate political views is not an indicator for extremism provided they are not expressed or furthered by statements, deeds or actions which result in harassment, intimidation, or threats of violence against individuals or society itself.

Types of Ideology

Not all Prevent cases fall within a narrow definition of one ideology There's an increasing number of individuals being referred to Prevent that hold a worldview with elements of more than one ideology, no clear ideology, or switch from one ideology to another. Evidence suggests susceptible individuals without clear ideologies can be strongly influenced by previous high-profile cases of mass violence. There are consistent themes in the content produced by those who go on to perpetrate or attempt mass violence. This includes an adulation of mass killers, coupled with a morally accepting attitude towards mass murder, often along with a generalised or specific hatred towards a particular group of people based on grievance.

Examples of extremist ideologies:

This is not an exhaustive list but some of the more common ideologies are provided as examples:

Animal rights extremists and environmental extremists:
Some animal rights extremists and environmental extremists believe violence is needed to stop those they think are hurting animals or the environment. These violent extremists usually don't seek to kill or injure people, but their crimes, which include property damage, vandalism, threats, cyberattacks and arson, cause millions of pounds in damage. Violent animal rights extremists attack those they believe to be linked to the abuse of animals whilst environmental extremists target those they believe to be destroying the environment.

The far right:
The far right or extreme right is a label used to identify parties and movements based on fascist, racist or extremely reactionary ideologies. Officially those on the far right embrace the concept that one group is better than another. They favour concepts such as white supremacy, segregation, mass deportation of non-white people and sometimes even genocide.

The left wing:
An umbrella term for anti-fascist groups with the intention of de-stabilising democracy, law and order and even governments. This could be by stealing data, digitally destabilising powerful organisations like hospitals and the police or fuelling opportunities for confrontation by countering far right events.

International terrorism
International terrorism from groups such as the Islamic State in Iraq and the Levant (ISIL) and Al Qaeda present a threat in the UK. They hold territory in places without functioning governments, making it easier for them to train recruits and plan complex, sophisticated attacks. Drawing on extreme interpretations of Islam to justify their actions, these groups often have the desire and capability to direct terrorist attacks against the west, and to inspire those already living there to carry out attacks of their own. Groups operate globally and are very active however, we hear most about them when there are western attacks that are close to home.

Types of Ideology

Fascination with extreme violence or mass casualty attacks (where there is no other ideology):

Where an individual does not appear to have an ideology but seems to have an interest in committing extreme or mass violence, this makes them a concern for Prevent. This could I nclude those interested in school massacres but also where violence is targeted at other settings or individuals and is not based on a specific ideological motivation.

Islamist Extremism

Refers to the political ideology that seeks the imposition of Sharia Law and the establishment of 'Khilafah' or an Islamic Caliphate. For example individuals inspired by Daesh (ISIS/ISIL) and Al Q'aida. Individuals may be inspired by a particular local or historical group (ALM, Boko Haram, Hizballah, Hamas etc.) or the general narrative and aims of Islamist Extremism.

Incels:
Incels are an online community of misogynistic boys and men who consider themselves unable to attract women sexually. They are typically associated with views that are hostile towards women and men who are sexually active. This can often lead to the verbal shaming of, promotion of physical punishment of women and in extreme cases to sexual assault and beyond. Incels tend to be between the ages of 13 and 30, and in the most popular online communities around 50 per cent come from Europe, 38 per cent from the USA and 12 per cent from elsewhere around the world.

Incel groups often blame women for their celibacy and come to resent the upward mobility of females in society, harbouring violently misogynistic views. Several high-profile attacks and mass shootings have been attributed to Incels. There is also some cross over in parts of the subculture with right wing extremism. Merely identifying with these groups does not in itself make a person an extremist - some elements of the Incel community are rooted in a relatively harmless, satirical meme culture.

Online Risks

Technology has shifted the way that communities and communication work. People are spending more time online, with an increasing overlap between life on and off the internet ; work, education, access to news and information, social life and communication with family and friends. Therefore, as people access online platforms more frequently, the associated risks are also constantly evolving and shifting.

Keeping Children Safe in Education (2025) outlines how essential it is that children are safeguarded from potentially harmful and inappropriate online material. An effective whole school and college approach to online safety empowers a school or college to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate. The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk:

- Content
- Contact
- Conduct
- Commerce

Schools and colleges protect children and young people from harmful online content through their robust monitoring and filtering systems. However, Keeping Children Safe in Education (2025) does highlight the role of schools in ensuring how online safety is reflected as required in all relevant policies and considering online safety whilst planning the curriculum, any teacher training, the role and responsibilities of the designated safeguarding lead (and deputies) and any parental engagement.

Online Risks

To safeguard children from the risks of harmful online content, schools and colleges need to support young people to navigate a world increasingly shaped by misinformation, disinformation and conspiracy belief so they need to be taught to recognise and resist online misinformation and conspiracy theories.

- **Misinformation:** This is incorrect, misleading, or false information that stems from error or misunderstanding. For example, sharing inaccurate photos, quotes or dates online because you believe them to be true.

- **Disinformation:** This is misinformation that has been spread deliberately. For example, fabricated news stories and political propaganda.

- **Conspiracy Theories:** This is a proposed explanation of historical, current, or speculative events in terms of the significant causal agency of a relatively small group of persons – the conspirators – acting in secret.

How do we address the requirement of tackling misinformation, disinformation and conspiracy theories?

Lessons and supporting materials need to outline how to question what we see and hear online and encourage them to use their critical thinking skills to determine whether it is real and to always check before they share. Educate against hate have great resources to support educational settings in doing this. One of the resources is the acronym **REVIEW**, this is reflected in the diagram below:
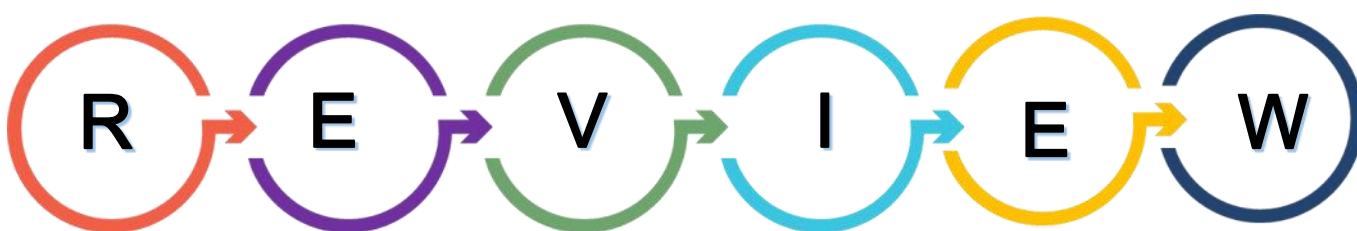
Reputation: Who is posting the content – are they reliable? Who are they writing for?

Evidence: Find information that supports what you are seeing or hearing.

Verification: Do other reputable sources say the same thing?

Intent: Ask yourself, what is the person's motivation for posting?

Emotions: Don't let your emotions takeover.

Weigh it up: Use everything you have found out to make your decision.

Prevent is safeguarding

In Oldham, we pride ourselves on a long tradition of strong and resilient communities, good relationships and positive partnerships. However, there are some individuals and groups that might advocate or promote harmful extreme views which may include hatred, divisions and the use of violence. Therefore, as mentioned in the introduction, Prevent is a safeguarding process like any other and it is our responsibility to safeguard children and young people from these harmful and extreme views.

The role of education within Prevent is about safeguarding individuals from being drawn into terrorism, ensuring vulnerable people are given appropriate advice and support at an early stage. Often vulnerable people simply need some help and support and if we can give them that at the right time, then they may not become radicalised in the first place. Remember that radicalisation and grooming can take many forms and it is sometimes hard to know what to look out for but trust your instinct and always pass on your concerns to the Designated Safeguarding Lead (DSL). They will decide whether further action is needed, or a referral should be made, the Prevent team can advise if staff feel like they need support and guidance.

The role of British Values

British values were first set out by the government in the Prevent strategy in 2011 where schools were required to 'respect' these values. Since 2014, all schools must now have a clear strategy for embedding these values and show how their work with pupils has been effective in doing so. The DfE suggests schools can do this through pupils' Spiritual, Moral, Social and Cultural (SMSC) development, guidance on this is available on [Promoting fundamental British values through SMSC](#) Independent schools, including academies and free schools, are also required to embed these values and further guidance has been produced under SMSC guidance for independent schools

Schools and educational settings also have a responsibility to build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. The British values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs

Many settings are already undertaking a huge range of activities, which can be categorised as preventative support to protect children and young people from a range of risky behaviours. A school setting with a strong base for universal Prevent activities, this can help reduce the need for any further intervention via Prevent Case Management, Channel or elsewhere.

Good Practice in schools

Embedding British values helps create an environment where all children feel safe, respected, and empowered—making it harder for harmful ideologies to take root. Examples of where schools promote British Values include:

- Promoting British values through the reflection 'Which Fundamental British values have we visited today?' British values are displayed throughout school and are embedded in teaching and learning.

- Linking objectives related to British values to curriculum units across PSHE and other subjects across all key stages.

- Mapping opportunities throughout the year to recognise, appreciate and promote diversity and inclusion such as black history month so that pupils are more informed, empathetic and respectful individuals.

- Holding regular assemblies to address extremism, online safety, radicalisation and how British values are relevant to all pupils.

- Using local and national news topics to develop discussions and critical thinking to decide whether the information is reliable and to help students understand bias, evaluate sources, and form balanced, informed opinions.

- Hosting culture days to recognise and celebrate the rich diversity represented in the school and within Oldham. These days reflect the core British values of individual liberty, mutual respect, tolerance and appreciation of different faiths and beliefs through experiencing different traditions and foods, one member of staff described it as, ' a day of colour, joy and unity'.

Good practice in schools

Another approach to tackling discrimination and extreme views is through the positive safeguarding culture and ethos. This involves creating an inclusive environment where diversity is respected and every individual feels safe, valued, and heard. Education plays a crucial role, as it promotes critical thinking, empathy, and understanding of different cultures and perspectives helps build resilience against radicalisation and hate. Schools have shared that they do this through:

- Leaders and staff modelling respectful behaviour and consistently challenging prejudices, stereotypes, and harmful ideologies.

- Focusing on positive behaviours that we want to instil in order to tackle discrimination and extreme views. One school has a 'Rip Up' theme. Each week they focus on a different area. For example, Rip Up extremism, RIP Up misogyny, Rip Up homophobia. All sessions follow the same format: Defining key terms, explaining why it is important, outlining what the law says, how to report issues and using case studies as discussions for students to deepen their knowledge and understanding.

- Having clear messages around school such as "We are a Safe School" banner to promote a positive safeguarding culture and to explicitly remind all stakeholders of the school's ethos and values.

- Ensuring that examples of misinformation and disinformation are shared with pupils in all areas of the curriculum so that pupils can think critically, stay informed and act responsibly.

- Creating opportunities to teach the value of human rights and the importance of dignity, equality and justice. Using real-life examples also helps pupils understand the consequences of hatred, prejudice and injustice.

Good practice—E-ACT Royton and Crompton

E-ACT Royton and Crompton Academy have identified opportunities across the curriculum and beyond where they help protect children from being drawn into terrorism and extremism.   Examples of this include:

- Spiralised Curriculum through "What's On Weekly": which is delivered every Monday via Aspire2Be form sessions. These are embedded into the timetable to ensure ongoing coverage of local, national, and international issues and we encourage regular discussions of current events (e.g. global conflicts, protests,   extremist incidents) and develop critical thinking and   respectful dialogue.

- Assemblies explicitly address Prevent themes. These include a local context, such as the MEN attack to make the content relevant and relatable.   Staff reinforce key messages: staying safe, rejecting hate, understanding radicalisation, and community responsibility. They also ensure pupils know what Prevent is, why it matters, and how to report concerns.

- The values curriculum is delivered weekly to all students in Aspire2Be Sessions, these are adapted in real time to reflect safeguarding data or emerging issues. Within these lessons, staff ensure coverage and explicit   teaching of British Values: Democracy, Rule of Law,   Individual Liberty, Mutual Respect and Tolerance.

The Impact of investing in their personal development curriculum has meant that students can:

- Define Prevent, explain its importance and can describe how to seek help.
- Recognise and challenge harmful ideologies.
- Positively engage in discussions around extremism, identity, and belonging.

In addition, analysis of student voice, demonstrates that pupils have a clear understanding of local relevance and personal responsibility. Staff are also more aware of the signs of radicalisation and equipped to act early. This evidence also highlights that the school has a clear culture of safety, vigilance, and are proactive with all aspects of safeguarding.

Who is vulnerable to radicalisation?

Identifying those at risk can be difficult, so we take the view that there should be universal provision for young people to help prevent them being drawn into radicalisation. Below, the diagram shows the measures used by schools and Prevent to safeguard against young people being drawn into supporting violent extremist groups.

Children today have open and unrestricted access to extensive information, so we need to teach skills of critical thinking, discrimination and questioning the validity of sources. We need to ensure that they know they have a voice; that they can have differing beliefs and views to others, that they are valued members of society who can make an impact on society and bring about change for the better.

We need to ensure that they know they have a voice; that they can have differing beliefs and views to others, that they are valued members of society who can make an impact on society and bring about change for the better.

We also need to ensure that there is transparency regarding Prevent. We need to ensure that parents, teachers and students are all given the same information and know how to request support should they have concerns about someone getting drawn into extremist narratives.

The diagram below shows that most Prevent work happens in the Universal Provision tier. For example, if schools have good Social, Moral, Social and Cultural (SMSC) development and Religious Education, safe spaces for debate, mentors, school councils, good IT and e-safety classes etc. they can demonstrate that all children are listened to, valued and given the opportunity to become critical thinkers who will be resilient to extremist narratives

Stage 1: Universal Provision for Prevent Preventative support in schools, should promote and practise positive values and community cohesion. This can protect children from extremist dialogues, encourage open debate, critical thinking, engage positive activities and educate them about world affairs and personal safety (including cyber safety.)

Stage 2: If the stage 1 attempts to build resilience and critical thinking against extremism fails, the Channel Panel is introduced. The Channel Panel works with other safeguarding agencies such as Children's Social Care to tailor a package to help children escape extremism or radicalisation before they commit criminal acts or violent behaviours that could pose a threat to themselves or others. This programme is voluntary to enter and can be done only with the permission of the victim and their family.

Stage 3: If extremist behaviours continue and the victim is a clear threat to themselves and others, the individuals will no longer be considered a case for Prevent and will instead become a case for the Criminal Justice System or other areas of Counter Terrorism.

How might I spot someone who is being radicalised?

Like all safeguarding issues, every individual case is unique and context is important. If a child's behaviour or the way in which they interact with those around them changes, it is important to understand why this has happened. Oldham Council has a simple three step process to help staff understand and carry out their Prevent duty:

All staff (both permanent and temporary), have a duty to:

- Notice individuals at risk—you may notice a change or are concerned about a particular behaviour.

- Check on concerns—if you still have concerns, check these with a colleague or the Designated Safeguarding Lead (DSL)

- Share with other agencies—if you still have concerns share, discuss these with the relevant people and make a referral.

Identifying individuals at risk of radicalisation is difficult, as there is no single way to radicalise a child or young person. However, there are some factors that may have a factor on an individual being more susceptible to being radicalised. The diagram below highlights a few of these factors.

How might I spot someone who is being radicalised?

It is very difficult to know at what stage certain views can become dangerous, or if someone is being exploited and manipulated into becoming a part of an extremist group. The signs are not always obvious, but the diagrams below shows some of the signs that someone who is being or has been radicalised may display.

These signs don't necessarily mean that someone is being radicalised, sometimes they may just be an indicator that something else is going on in the individual's life, either way staff have a duty to Notice, Check, Share.

Reminder

Notice: Have you noticed a significant change in behaviour and use of language or someone expressing extreme political views?

Check: Have you checked your concern with your DSL or Oldham Council's Duty and Advice team in confidence?

Share: Have you shared your concern by following your setting's safeguarding referral procedure, remembering to highlight any radicalisation / extremism concerns?

More information can be found on the Notice, Check, Share poster in *Appendix A*.

NOTICE > CHECK > SHARE

How do I know which action to take?

Using the Notice, Check and Share principles are also outlined in [Oldham's policy and procedures for safeguarding people at risk of being drawn into terrorism, or extremism leading to terrorism.](#)
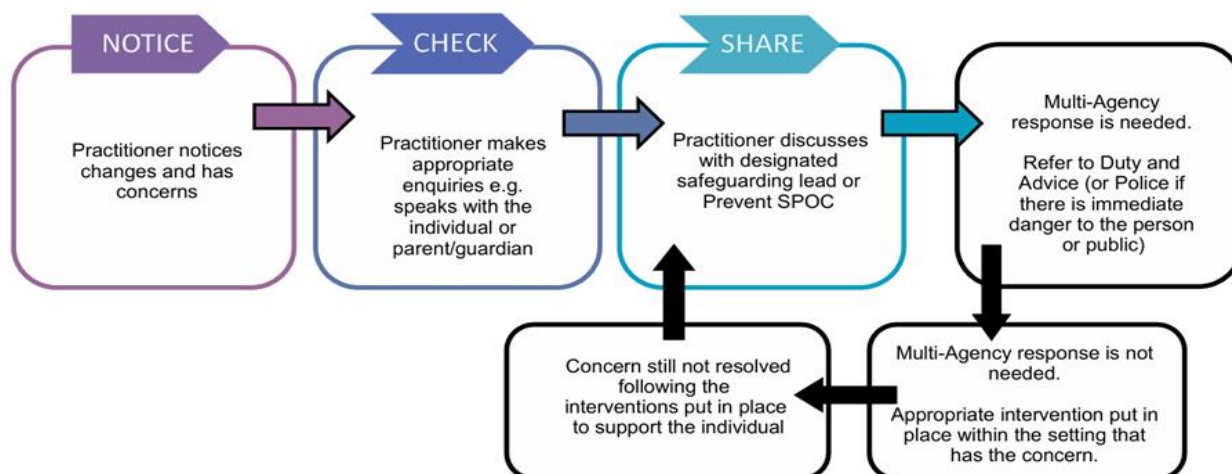
However, how does the school's senior leadership team, Prevent Lead and/or the Designated Safeguarding Lead know the appropriate action to take? The schools who formed the working group for developing the Prevent handbook developed a flowchart to support educational settings deal with concerns raised by staff so that they could respond confidently and appropriately, this can be found in *Appendix B*.

How do you make a referral?

Each agency in Oldham, working with children or vulnerable adults, should have a Prevent Safeguarding Lead who will be the key contact within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism. This will usually be the same person for safeguarding in general.

The setting's Prevent lead or Designated Safeguarding Lead should offer advice and guidance about the appropriateness of making a referral and gather additional information to help understand the issue.

If necessary, the setting's Prevent lead or Designated Safeguarding Lead can have an initial discussion with the Council's Duty and Advice team on 0161 770 7777.

In the event that the safeguarding lead / Prevent SPOC believe that the concerns relating to an individual are more significant and require a multi-agency response, an online referral form must be completed (below)

Channel/Prevent referral form

Once the referral form has been completed and submitted, it will automatically be directed to either Child or Adult Social Care, as appropriate and the Channel team at the North West Counter Terrorism Unit (NWCTU).

Channel—what is it and how does it supports Prevent?

What happens to a referral?

All referrals are carefully assessed by the police and the local authority to see if they are suitable for Channel or may require another intervention. If suitable, the case is discussed with all relevant partners at a Channel panel to decide what support, if any, is needed. Referred individuals are informed and must give consent (or via a parent or guardian if they are children) before an intervention can take place.

How does a Channel Panel work?

The Channel panel is chaired by the local authority and works with multi-agency partners to collectively assess the risk to an individual and decide whether an intervention is necessary. If a Channel intervention is required, the panel works with local partners to develop an appropriate tailored support package. The support package is monitored closely and reviewed regularly by the Channel panel.

Which agencies are represented on a Channel Panel?

The Channel panel is chaired by the local authority and can include a variety of statutory partners such as the police, children's services, social services, education professionals and mental health care professionals.

What type of support is offered through Channel?

The type of support available is wide-ranging, and can include help with education or career advice, dealing with mental or emotional health issues, drug/alcohol abuse, online safety training for parents and specialist mentoring from a Channel intervention provider.

A easy reference guide for children and young people called 'A Channel Journey' was created by the Prevent team in Salford, it can be found on their website but they have kindly given us permission to include it on the education webpage at Oldham Safeguarding Children's Partnership.

Case Studies with successful outcomes

Case studies are real-life stories highlighting how agencies have worked to safeguard, protect, and support children and their families. They are an effective learning tool, providing professionals with the ability to see services and tools in action, understand a situation from a different perspective and demonstrate areas of good practice.

The case studies used below can be found on the GOV.UK website. These can be used for training purposes, team meetings and staff briefing sessions.

Case study 1: Channel support

Abdu, 12 years old, Islamist ideology

Abdu is in year 7 and has been subject to bullying in the past. His grandmother had recently passed away. He spent a lot of time on the internet unsupervised and had few opportunities to socialise with others.

Abdu made comments at school which suggested support for Daesh (also known as ISIS) and agreed with their views, including their use of violence, and had a strong dislike of Christians. The school referred Abdu to Prevent.

Abdu's parents were supportive but found it difficult to steer him away from the subject on which he had become fixated. Abdu's online activity involved watching beheading videos. The school felt that he was at risk of being groomed online.

Support offered

The designated safeguarding lead (DSL) attended the Channel panel, taking a proactive approach and engaging with the process. Abdu's parents were also very supportive. Abdu was clearly vulnerable and the Channel panel adopted the case.

The Channel panel agreed upon an intervention provider to support Abdu. The intervention provider held monthly sessions with Abdu and was able to build a good relationship with him.

Outcomes

Abdu was very grateful for the support he had received and commented that it had come to him 'just in time'.

The case was eventually closed by the Channel panel, following a range of reviews to ensure positive sustainable outcomes moving forward.

Case Studies with successful outcomes

Case study 2: protective intervention by education settings

Alex, 9 years old, unclear or no ideology

Alex is in year 5. He lives with his dad, who is terminally ill, and his granddad. His mum left when he was younger. Alex felt very isolated because he'd lost his mum and was close to losing his dad. He watched a lot of inappropriate programmes and films and played a lot of violent video games.

Alex had recently moved to a specialist provider because of his challenging behaviour. He seemed scared that something would happen there and made rudimentary weapons. The setting made a Prevent referral.

Support offered

The Channel panel did not take on the case. They signposted it back to the school because there were no counter-terrorism concerns.

Alex's dad was not very supportive and did not want to engage with the school.

The school delivered online safety workshops with pupils. All pupils were able to discuss their views and Alex engaged very well in this. A pastoral behaviour lead held regular mentor meetings with Alex. They put in place a behaviour plan to tackle his fears and concerns.

The specialist provider continued to try and engage with Alex's dad. They were able to speak to him about internet use and gave guidance on parental controls and supervision.

Outcomes

Alex felt much more settled at the specialist provider and was not scared of what might happen there.

Alex was given time and a safe space to discuss any concerns he had in the placement and his behaviour gradually improved. The school felt confident they could manage his behaviour.

More case studies can be found on the GOV.UK website. These can be used for training purposes, team meetings and staff briefing sessions.

Hiring out venues and external speakers

Many schools organise opportunities for students to hear from external speakers. You might also let your school premises to external organisations for community events. In both these cases, you have a responsibility to ensure that the organisation is suitable. You should consider the following points before agreeing for an external organisation to use your premises or hold an event at your school:

- The topic and purpose of the event
- Whether it would appropriate for your students (and the likelihood of students attending the event if held outside normal school hours)
- The reputation of the organisers and any speakers – you should check the organisers' and any speakers' status and history by searching the internet, including social media
- Who might attend
- Any risks to your school's reputation and ethos
- The potential or likelihood that the visit will stir up hatred or incite violence
- The views of the community safety team, local police or local Prevent coordinator if you have any concerns.

Schools should strongly consider having a policy on hosting speakers, including outside school hours. This might set out, for example, that: it will only let organisations and individuals whose views and conduct match your school's ethos use its facilities and asks speakers to sign up to a particular code of conduct before giving them permission to use your venue. Having a formal policy in place can also make it easier for you to justify refusing to host a particular organisation or person you might have concerns about.

More information and advice on the use of external speakers can be found on the Educate against hate website.

The list of banned groups in the United Kingdom is available at Gov.uk

Oldham also have a responsible event booking guidance and assessment

Acknowledgements

We developed the Prevent handbook for education in conjunction with five schools and one academy trust in Oldham. All the schools and academy trusts participating in the working group also provided good practice from their own settings that they have used to help keep children and young people safe and prevent them from being at risk of being drawn into terrorism, or extremism.

- The Harmony Trust
- North Chadderton Secondary School
- The Oldham Academy North
- E-act Royton and Crompton Academy
- Werneth Primary School
- Willowpark Primary Academy

Thank you for helping develop a valuable resource for colleagues in education to know their role in the Prevent duty so that they can keep children and young people safe in Oldham.

The working group highlights the passion and commitment of our schools across Oldham to provide the very best education for our children and to ensure that their safety and well-being is of paramount importance. In the words of Helen Keller, 'Alone we can do so little; together we can do so much'.

The photographs in the handbook are all owned by Oldham Council or have been provided by the schools named above.

Contacts and further resources

For any further information you can contact the Safeguarding Advisor for Education at stacey.brackenridge@oldham.gov.uk or visit the education section of Oldham Safeguarding Children's Partnership web page.

The Prevent and Channel page on Oldham Council's website outlines the Policy and procedures for safeguarding people at risk, as well as the support and training available for professionals.   Prevent training for professionals can be accessed at Gov.UK

The Prevent Lead for Oldham is Lorraine Kenny.   She can be contacted at: lorraine.kenny@oldham.gov.uk

Lord Anderson has also shared lessons to be learned for the Prevent programme following the murder of Sir David Amess by Ali Harbi Ali and the attack in Southport by Axel Muganwa Rudakubana. These can be found at Gov.UK

There are other resources available for professionals to access to support them in their role to help safeguard children and young people at risk of being drawn into terrorism, or extremism leading to terrorism, these are listed below:

Educate against hate

ACT Early

Childnet

London Grid for Learning

Counter Terrorism (London Grid for Learning)

Extreme dialogue

Be internet citizens

Safe4me

Education and Training Foundation

Act for Youth

Bold Voices

A easy reference guide for children and young people called 'A Channel Journey' was created by the Prevent team in Salford, it can be found on their website but they have kindly given us permission to include it on the education webpage at Oldham Safeguarding Children's Partnership.

Safeguarding in Oldham
Prevent Strategy

What do I do if I suspect someone is being radicalised?

NOTICE

- What have you noticed?
- Who was involved? Can the concern be dealt with in house or does it need wider checking?
- Does the incident relate to recent local, national or international events?
- Does the incident relate to local or national news stories?
- Has the individual been involved in similar incidents?
- Why do you feel the individual is vulnerable to radicalisation?
- Was it a one off comment or statement and out of context for the individual?

NOTICE > **CHECK** > **SHARE**

CHECK

- Have you checked your concern with your Safeguarding Lead?
- From your checks has any other information come to light?
- Has the individual of concern been spoken to for clarity? If not, what are the reasons for this (inappropriate, safeguarding risk?)
- Do they offer a reasonable explanation and/or account?
- If under 18, have their parents been spoken to for clarity? Have they noticed a change in behaviour?
- Are any other agencies currently or historically working with the individual or family? Have they been consulted? Is the concern Prevent related? Or is it more suitable under general safeguarding?
- Have there been any historical concerns? I.e., concerns at previous school?
- Could the concern be addressed in house? Is there a genuine radicalisation risk?
- Do you and or the individual need additional support?

NOTICE > **CHECK** > **SHARE**

SHARE

- Have you shared your concerns?
- Having noticed the initial concern and carrying out the appropriate checks do you feel sharing the information as a referral is necessary?
- Have you discussed with the Prevent team and been advised to make this referral?
- We encourage all referrers to discuss their concerns with the individual and parents if applicable and make them aware of the referral to Prevent (with reasons) unless sharing this information places the individual or another person at serious risk of harm.
- Who have you consulted?
- What intervention, if any, have you put in place? Have you made any other referrals or discussed the case with other agencies?

NOTICE > **CHECK** > **SHARE**

Appendix B—Prevent incident of concern flowchart for education settings

NOTICE

Are you worried that a child is at risk of extremist behaviour or radicalisation?

What are you noticing?

If immediate risk see the box to the left **'Is a child at immediate risk?'** and the box to the right, **'Is the school building, staff and children at risk?'**

CHECK

Record concerns

- Note any changed or more visible behaviour
- Check school records/ with other staff
- Could the parents/carers/online/friends be influencers to radicalisation?

SHARE

- Inform the School Designated Safeguarding Lead.
- The School Designated Safeguarding lead will consider all the information available
- Does all the information available indicate a risk of radicalisation or support for terrorism?

Is a child at immediate risk?

If you have a concern about Terrorism and want to report an immediate threat to life or property:

- Inform the Designated Safeguarding Lead.
- Follow the school's child protection procedures.
- Call 999 or the police anti-terrorist hotline on 0800 789 321. Inform the call handler that it is a counter terrorism risk/threat.
- Inform Oldham Children's Duty and Advice on 0161 770 7777
- Complete the Prevent referral: https:// www.oldham.gov.uk/info/200321/ crime_and_safety/2690/ the_prevent_duty_and_channel and follow instructions from police

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Is the school building, staff and children at risk?

For example, is there a weapon attack? If there is a threat to the school building, staff or children, follow the school's emergency lockdown procedure.

All staff should be aware of actions to take in the event of a lockdown. Consider whether staff need to watch the RUN, HIDE, TELL video: https://act.campaign.gov.uk/

Think and prepare:

- Have staff and pupils practiced what to do?
- Have parents been informed of what will happen if the school locks down?
- Do visitors, external providers know, or staff who may deliver after school activities, or evening sessions?

Make a referral

The Designated Safeguarding Lead can make a Prevent referral. To make a referral about a child or adult please go to: https://www.oldham.gov.uk/ info/200321/crime_and_safety/2690/ the_prevent_duty_and_channel and complete and submit the online referral form:

Referral not made

Consider if other safeguarding procedures need to be implemented. Follow the school's policy and procedure.

Continue to: **RECORD – ASSESSS – ANALYSE.** Staff need to systematically document concerns, evaluate the level of risk, and then using that information to inform actions and interventions.

NOTICE   CHECK   SHARE