



Holden Knight Recruitment Ltd

Safeguarding Children from Radicalisation

Human Resources v1.3

Review Date: November 2027

Safeguarding Children from Radicalisation and Extremism

1. Key Principles

- 1.1 Our objective is to ensure that our young people are protected from radicalisation and potential involvement with extremist groups and they are kept safe and are able to keep themselves safe.

1.2 Definitions

"Radicalisation" is defined as the process by which people come to support terrorism and extremism and, in some cases, go on to participate in terrorist groups.

"Extremism" is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

- 1.3 Across the UK there have been attempts to radicalise vulnerable children and young people to develop extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.
- 1.4 Keeping children safe from these risks is a safeguarding matter and should be approached in the same way as safeguarding children from other risks. Children need to be protected from messages of all violent extremism including Islamist ideology, or to Far Right/Neo Nazi/White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extreme Animal Rights movements.
- 1.5 There is no obvious profile of a person likely to become involved in extremism, or a single indicator of when a person might move to adopt violence in support of extremist ideas. Young people can be drawn into violence or they can be exposed to the messages of extremist groups by many means. These can include through the influence of family members or friends and/or direct contact with extremist groups and organisations or, increasingly, through the internet via Social media or other websites. The process of radicalisation is different for every individual and can take place over an extended period or occur within a very short time frame.
- 1.6 In order to be able to recognise and respond to concerns that young people are being radicalised, staff working for Holden Knight should be able to:
- Demonstrate an understanding of radicalisation and the various forms it might take, thereby enhancing their ability to recognise signs and indicators amongst pupils;
 - Identify a range of interventions - universal, targeted and specialist - and have the expertise to apply these proportionately and appropriately;
 - Take appropriate measures to safeguard the wellbeing of children living with or in direct contact with known extremists.
- 1.7 All terrorist groups seek to radicalise and recruit people to their cause, including children and young people. The Government Prevent Strategy focuses on three key objectives to reduce the likelihood of terrorist incidents. These are:
- Challenging the spread of terrorist ideology;
 - Identifying and supporting vulnerable individuals; and
 - Working with key sectors and institutions.

2. Understanding and Recognising Risks of Extremism and Radicalisation

- 2.1 Since the publication of the Prevent Strategy, there has been an increased awareness of the specific need to safeguard children and young people from violent extremism. Keeping children safe from these risks is a safeguarding matter and should, in the first instance, be approached in the same way as any other safeguarding concern.
- 2.2 Children and young people can be drawn into violence or they can be exposed to the messages of extremist groups by many means. This can include through the influence of family members or friends and/or direct contact with extremist groups and organisations or, increasingly, through the internet via Social media or other websites.
- 2.3 On-line content in particular social media, may pose a specific risk as it can be seen to normalise radical views and promote content which is shocking and extreme; children can be trusting and may not necessarily appreciate bias, which can lead to being drawn into such groups and to adopt their extremist views. Exposure to extremist groups increases the risk of a young person being drawn into criminal activity and has the potential to cause significant harm.
- 2.4 Often this exposure takes the form of a "grooming" process where the vulnerabilities of a young person are exploited to form an exclusive friendship which draws the young person away from other influences that might challenge the radical ideology.
- 2.5 Government Guidance assesses vulnerability using a framework built around three dimensions:
- Engagement with a group, cause or ideology;
 - Intent to cause harm; and
 - Capability to cause harm.
- 2.6 The risk of radicalisation is the product of a number of factors and identifying this risk requires that staff exercise their professional judgement, seeking further advice as necessary. Radicalisation may be combined with other vulnerabilities or may be the only risk identified. Potential indicators of the risk of radicalisation include:
- Use of inappropriate language;
 - Possession of violent extremist literature;
 - Behavioural changes; increasingly centred around an extremist ideology;
 - The expression of extremist views;
 - Advocating violent actions and means;
 - Association with known extremists;
 - Seeking to recruit others to an extremist ideology;
 - A change of style of dress or personal appearance to accord with the group;
 - Loss of interest in other friends and activities not associated with the extremist ideology.

The above list is not exhaustive and there may be other indicators that the child or young person is at risk of violent extremism and radicalisation.

- 2.7 There a clear difference between voicing radical and extreme views and acting on them, staff should ensure that any assessments of risk place behaviour in the family and social context of the young person and include information about the young person's peer group and conduct and behaviour at school. Holding radical or extreme views is not illegal but inciting a person to commit an act in the name of any belief is in itself an offence.

3. Intervention and Referral Processes

- 3.1 Through discussion and a tailored curriculum we
- 3.3 Keywork sessions and group work within the home can be an effective way of providing our children with time to explore such sensitive or controversial issues, equipping them with the knowledge and skills to understand and manage difficult situations. The subject can be used to teach our children to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing. They can also develop effective ways of resisting pressures, including knowing when, where and how to get help. We can encourage our children to develop positive character traits, such as resilience, determination, self-esteem, and confidence.
- 3.4 As a company we ensure that staff are trained, have access to guidance and are alert to the potential indicators of radicalisation as identified in the Channel Guidance/Prevent strategy and understand the need to report any concerns they have to enable the appropriate tier of support. We have a robust safeguarding policy aimed at protecting young people and regard potential radicalisation as a Safeguarding issue.
- 3.5 Any employee identifying concerns about any of our children should report them to the School Safeguarding lead and/or Senior Manager in the first instance, who should refer this to their designated Safeguarding body who will discuss these concerns with the police.
- 3.6 Staff can also contact your local police force or dial 101 (the non-emergency number). They can talk to you in confidence about your concerns and help you gain access to support and advice.
- 3.7 The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable people to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk. Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.
- 3.8 Local authorities are required to establish a local programme of 'Channel Panels' to provide support for people, children and adults who are identified as vulnerable to being drawn into terrorism. If we refer to the Social Worker, they should follow the relevant LA Referrals Procedure. Consideration of referrals to the Channel programme may be appropriate in some cases. Any response should be proportionate, with the emphasis on supporting vulnerable children and young people, unless there is evidence of more active involvement in extremist activities.
- 3.9 Consideration should be given to the possibility that sharing information with parents may increase the risk to the child and therefore may not always be appropriate. However, experience has shown that parents are often key in challenging radical views and extremist behaviour and should be included in interventions unless there are clear reasons why not.
- 3.10 Where a higher level of targeted and multi-agency response is indicated, a formal multi-agency assessment should be conducted. The assessment may highlight the need for a Strategy discussion, Section 47 Enquiry and Initial Child Protection Conference, if there are concerns about the child or young person suffering significant harm.

- 3.11 Where there is a potential or identified risk that a child young person may be involved or potentially involved in supporting or following extremism, further investigation by the police will be required, prior to other assessments and interventions.
- 3.12 Protecting children and young people from radicalisation and extremism requires careful assessment and collaborative working across agencies, especially as initial concerns may be inconclusive. Sharing information effectively and keeping the young person in focus should be the main aim of any interventions and services.