Whole School Preventing Radicalisation Policy
(Including EYFS)

Policy Statement:

This **'Whole School Preventing Radicalisation Policy'** is part of our commitment to keeping children safe. Since the '*Education and Inspections Act 2006*' (and subsequent amendments) schools have a duty to promote community cohesion. Over the last few years, global events have led to a growth of extremist viewpoints, including advocacy of violent extremism. The Prevent Strategy has three main objectives:se

1. Respond to the ideological challenge of terrorism and the threat we face from those who promote it.
2. Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support.
3. Work with sectors and institutions where there are risks of radicalisation which we need to address.

Schools have an important part to play in both educating children and young people about extremism and recognising when pupils start to become radicalised. In March 2015, new statutory duties were placed on schools by the '*Counter Terrorism and Security Act (2015)*' which means they must work to prevent children being drawn into extremism. Safeguarding children from all risks of harm is an important part of a school's work and protecting them from extremism is one aspect of this.

Ethos:

At Cranford School we ensure that through our School vision, values, rules, diverse curriculum and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. The Governing Body also ensures that this ethos is reflected and implemented effectively in School policy and practice and that there are effective risk assessments in place to safeguard and promote pupils' welfare. We have a duty to prepare our children for life in modern Britain and to keep them safe. Pupils who attend our School have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

Statutory Duties:

The duty to prevent children and young people being radicalised is set out in the following documents:
- '*Counter Terrorism and Security Act (2015)*'

- *'Counter Terrorism and Boarder Security Act (2019)'*
- *'Keeping Children Safe in Education (2023)'*
- *'Prevent Duty Guidance (updated April 2021)'*
- *'Working Together to Safeguard Children (update December 2023)'*

Non-statutory Guidance:

- *'Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools (DfE 2014)'*
- *'Improving the spiritual, moral, social and cultural (SMSC) development of pupils: Supplementary information (DfE 2014)'*

Related Policies:

- **'IT Code of Conduct for Pupils'**
- **'Whole School E-Safety Policy'**
- **'Whole School Behaviour Policy and Procedures Including Rewards and Sanctions'**
- **'Whole School Safeguarding and Child Protection Policy'**
- **'Whole School Safeguarding and Child Protection Procedures'**
- **Whole School Child on Child Abuse Policy**
- **'Whole School Safe Recruitment Policy and Procedures'**
- **'Whole School Equal Opportunities Policy for Pupils'**
- **'Whole School Policy for Personal, Social, Health, Citizenship and Economic Education' (PSHCEE)**
- **'Whole School and EYFS Spiritual, Moral, Social and Cultural Policy' (SMSC)**
- **'Staff Code of Conduct'**
- **'Curriculum Policy for the Junior School (Including EYFS)'/'Curriculum Policy for the Senior School (Including Sixth Form)'**
- **'Whole School Visiting Speakers' Policy and Procedures'**
- **'Whole School Lettings and Premises Hire Policy and Procedures'**
- **'Whole School Policy and Procedures for Volunteers and Students on Work Placements'**
- **'Whistleblowing Policy and Procedures for Staff'**

Definitions:

Extremism 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.

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

British Values are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Roles and Responsibilities:

Role of the Governing Body:

It is the role of the Governing Body to ensure that the School meets its statutory duties with regard to preventing radicalisation.

The Governing Body has a nominated person who will liaise with the Headmaster and other staff about issues to do with safeguarding and protecting children from radicalisation.

Role of the Headmaster:

It is the role of the Headmaster to:

- ensure that the School and its staff respond to preventing radicalisation on a day-to-day basis;
- ensure that the School's curriculum addresses the issues involved in radicalisation;
- ensure that staff conduct is consistent with preventing radicalisation.

Role of Designated Safeguarding Lead:

It is the role of the Designated Safeguarding Lead to:

- ensure that staff understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns;
- receive safeguarding concerns about children and young people who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation;
- make referrals to appropriate agencies with regard to concerns about radicalisation;
- liaise with partners, including the local authority and the police;
- report to the Governing Body on these matters.

Role of Staff:

It is the role of staff to understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. All staff receive online training (OSCB-recommended Channel training) to equip them with the knowledge and understanding to support pupils at risk of radicalisation. This training is repeated on an annual basis to ensure up-to-date knowledge.

Safeguarding and Child Protection:

Please refer to the **'Whole School Safeguarding and Child Protection Policy'** and **'Whole School Safeguarding and Child Protection Procedures'.** We will help support pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a pupil is being directly influenced by extremist materials or influences we will ensure that pupil is offered mentoring. In such instances our School will seek external support from the Local Authority (OSCB) and/or local partnership structures working to prevent extremism.

However, staff at Cranford 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). Therefore, all adults working at Cranford 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, including any harm through extremism or radicalisation.

The Designated Safeguarding Lead will then consider the level of risk to a pupil, with the support of the OSCB, in order to identify the most appropriate referral, which could include Channel or Children's Social Care. The referral processes detailed in the **'Whole School Safeguarding and Child Protection Policy'** and **'Whole School Safeguarding and Child Protection Procedures'** are also available when there are concerns relating to children who may be at risk of being drawn into terrorism.

Staff receive training at INSET to ensure that they understand the difference between the need for Early Help Assessment, which in most cases is reporting a concern or concerns to the Designated Safeguarding Lead who will follow up with the OSCB and those pupils who are in immediate risk of harm or danger.

In cases where a child is **not suffering or at risk of suffering serious harm**, but rather in need of additional support, the Designated Safeguarding Lead will discuss with the Designated Officer or Team of Officers (from OCSB) whether an early help assessment is the most appropriate action. All staff receive training on identifying children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance, staff should discuss early help requirements with the Designated Safeguarding Lead. If anyone other than the DSL makes the referral, they should inform the DSL as soon as possible. Any staff member can make a referral to children's social care. Other options could include a referral to specialist services or early help services and should be made in accordance with the referral threshold set by the OSCB.

If, at any point, there is a **risk of <u>immediate serious harm</u> to a child a referral should be made to children's social care and/or the police <u>immediately</u>.** Where referrals are not made by the Designated Safeguarding Lead, the DSL should be informed as soon as possible that a referral has been made. <u>Reporting child abuse to your local council</u> directs you to your local children's social care contact number. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves. Concerns should always lead to help for the child at some point.

Any member of staff can make a referral if necessary through Channel (a multi-agency approach to supporting those at risk of radicalisation) via the OSCB. If the child's situation does not appear to be improving the staff member with concern should press for re-consideration. Concerns should always lead to help for the child at some point.

While decisions to seek support for a child in need, or about whom where are concerns relating to radicalisation, would normally be taken in consultation with parents and pupils, it must be noted that their consent is not required for a referral when there are reasonable grounds to believe that a child is at risk of serious harm.

The DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and Governors is 020 7340 7264 and via <u>counter-extremism@education.gsi.gov.uk.</u>   Or <u>https://educateagainsthate.com/contact/</u>

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Our core values, fundamental British values and the building of intellectual character underpin and permeate our curriculum. We encourage our pupils to be inquisitive learners who are open to new experiences and are tolerant of others.

The curriculum at Cranford School aims to ensure that pupils are taught about safeguarding and the prevention of radicalisation through our Personal, Social, Health, Citizenship and Economic Education (PSHCEE) and broader curriculum, Assemblies, Form time and pastoral care.

Particular attention is paid to School practices to help children to adjust their behaviours in order to reduce risks, including the safe use of electronic equipment and the internet. Our PSHCEE programme is age-appropriate and ensures children understand the risks posed by adults or young people, who use the internet and social media to radicalise, bully, groom or abuse other people, especially young children and vulnerable adults.

The strong sense of community cohesion developed through the Pastoral and School Systems ensure that pupils build a secure sense of responsibility for others as well as themselves. We aim to encourage the development of self-esteem and self-assertiveness through the curriculum and through the promotion of the School values.

These values support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere.

Teaching the School's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Internet Safety:

Please see the **'IT Code of Conduct for Pupils'** and **'Whole School E-Safety Policy'.**

The internet provides children and young people with access to a wide-range of content, some of which is harmful. Extremists use the internet, including social media, to share their messages. The filtering systems used in our School blocks inappropriate content, including extremist content. Cranford School is mindful of the need to ensure that 'overblocking' does not occur, leading to restrictions as to what pupils can be taught with regards to online teaching and safeguarding. Online safety is covered in PSHCEE lessons, Assemblies, Form Times etc. Staff receive training about the importance of pupil online safety and parents are invited to attend a presentation giving them advice about how they can support their children at home.

Searches and web addresses are monitored and the IT staff will alert members of SLT where there are concerns and prevent further access when new sites that are unblocked are found. Where staff, pupils or visitors find unblocked extremist content they must report it to a member of SLT.

We are aware that children and young people have access to unfiltered internet when using their smartphones and staff are alert to the need for vigilance when pupils are using their phones. The **'Whole School E-Safety Policy'** refers to preventing radicalisation and related extremist content. Pupils and staff know how to report internet content that is inappropriate or of concern.

Active Promotion of Fundamental British Values in the EYFS:

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are implicitly embedded in the Early Years Foundation Stage Framework which underpins our Early Years teaching at the Pre-school and in our Reception classes. Examples follow showing how this area of regulatory compliance is covered in our EYFS curriculum:

Democracy: Making Decisions Together:

As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development:

- Staff encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help. When appropriate, we demonstrate democracy in action, for example, children share views on what the theme of their role play area could be with a show of hands.
- Staff support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued.

Rule of Law: Understanding Rules Matter:

As part of the focus on managing feelings and behaviour as cited in Personal, Social and Emotional Development:

- Staff ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong.
- Staff collaborate with children to create the rules and codes of behaviour, for example, they agree the rules about tidying up and ensure that all children understand that rules apply to everyone.

Individual Liberty: Freedom for All:

As part of the focus on self-confidence and self-awareness and people and communicates as cited in Personal, Social and Emotional Development and Understanding the World:

- Children are encouraged to develop a positive sense of themselves. Staff provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks in the garden, mixing colours, talking about their experiences and learning.
- Staff encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example in small group discussions about feelings about transferring into the Reception classes from Pre-school.

Mutual Respect and Tolerance: Treat others as you want to be treated:

As part of the focus on people and communities, managing feeling and behaviour and making relationships as cited in Personal, Social and Emotional Development and Understanding the World:

- Staff ensure that an ethos of inclusivity and tolerance is fostered particularly where views, faith, cultures and races are valued and children are therefore engaged with the wider community. The Values of Cranford School are embedded in the curriculum of the EYFS.
- Children are encouraged to acquire a tolerance and appreciation of and respect for their own and other culture. They understand that there are similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.

- Staff encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.
- Staff promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

Staff Training:

Staff will be given training to help them understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. The online Channel training is undertaken by all staff on an annual basis and updates are given in Whole Staff Meetings termly and, where necessary, in weekly Staff Briefing Meetings. This information also forms part of induction safeguarding training. Staff also receive training on the importance of pupil e-safety.

The latest resources promoted by DfE can be found at:
- The use of social media for online radicalisation (https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation)
- The UK Safer Internet Centre (https://www.saferinternet.org.uk/about)
- CEOP's Thinkuknow website (www.thinkuknow.co.uk)

Safe Recruitment:

Please see '**Whole School Safe Recruitment Policy and Procedures'.** We ensure that the staff we appoint to the School are suitable, our recruitment procedures are rigorous and we follow the statutory guidance published in '*Keeping Children Safe in Education (2023)'.* Vetting and barring checks are undertaken on relevant people, including Governors and volunteers.

Visitors:

Visitors to the School are made aware of our Safeguarding and Child Protection Policies on arrival at the School and are given information about what to do if they are concerned about any aspect of child welfare.

Visitors who are invited to speak to pupils will be informed about our **'Whole School Preventing Radicalisation Policy'** and relevant vetting checks are undertaken and noted on the Single Central Register (see the School's **'Whole School Visiting Speakers' Policy and Procedures'** for more information.

We undertake due diligence to ensure that visiting speakers are appropriate. Speakers will be supervised at all times and will not be allowed to speak to children without a member of staff being present.

Staff must not invite speakers into School without first obtaining permission from the Headmaster.

'No Platform for Extremists':

The School is vigilant to the possibility that out-of-hours hire of the School premises may be requested by people wishing to run an extremist event. The School does not accept bookings from individuals or organisations that are believed to be extremist in their views. The decision to let the premises of the School lies with the Director of Finance and Operations and the Headmaster. Further information is contained with the School's **'Whole School Lettings and Premises Hire Policy and Procedures'**.

Signs of Vulnerability:

Also see *Appendix* 2 for more detailed information.

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are number of signs that together increase the risk.

Signs of vulnerability include:
- underachievement;
- being in possession of extremist literature;
- poverty;
- social exclusion;
- traumatic events;
- global or national events;
- religious conversion;
- change in behaviour;
- extremist influences;
- conflict with family over lifestyle;
- confused identity;
- victim or witness to race or hate crimes;
- rejection by peers, family, social groups or faith.

Recognising Extremism:

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes;
- glorifying violence, especially to other faiths or cultures;
- making remarks or comments about being at extremist events or rallies outside school;
- evidence of possessing illegal or extremist literature;
- advocating messages similar to illegal organisations or other extremist groups;
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent);
- secretive behaviour;
- online searches or sharing extremist messages or social profiles;
- intolerance of difference, including faith, culture, gender, race or sexuality;
- graffiti, art work or writing that displays extremist themes;
- attempts to impose extremist views or practices on others;
- verbalising anti-Western or anti-British views;
- advocating violence towards others.

Referral Process:

We aim to provide help at the right time to address risks and prevent issues escalating, acting on and referring the early signs of abuse and neglect and radicalisation. Staff understand the importance of keeping clear records, listening to views of the child, reassessing concerns when situations do not improve, sharing information quickly and challenging inaction.

The Channel Panel is a key part of the work of the local authority to prevent terrorism through supporting those who may be vulnerable to violent extremism by assessing the nature and extent of the potential risk and, where necessary, providing an appropriate support package tailored to the individual's needs. Channel is about safeguarding individuals at risk and about early intervention to protect and divert people away from radicalisation and terrorism.

Channel is a multi-agency approach to protect people from risk of radicalisation. It uses existing collaboration between the County Council (adults and children's services, youth offending service), district council (community safety partnerships), police, health sectors (NHS and Clinical Commissioning Group CCG) and probation services to:

- Identify individuals at risk of being drawn into terrorism;
- Assess the nature and extent of that risk; and
- Develop the most appropriate support plan for the individuals concerned.

As Oxfordshire County Council have deemed the area to be low-risk, there is no regular standing Channel Panel. Once a referral has been made, the Panel meets every 4 to 6 weeks to provide early intervention to protect and divert the individual(s) away from radicalisation.

Staff and visitors to the School must refer all concerns about children and young people who show signs of vulnerability or radicalisation to the Designated Safeguarding Lead using the usual methods for reporting safeguarding concerns.

When there are significant concerns about a pupil, the Designated Safeguarding Lead will make a referral to the local authority safeguarding team (OSCB).

Monitoring and Review:

This policy will be monitored by the Governing Body at least annually by receiving a report from the Designated Safeguarding Lead.

This is not a statutory policy and will be reviewed at an appropriate time not later than one year after ratification by the Governing Body.

Reviewed: September 2018:   Headmaster and Governors
Reviewed: September 2019:   Headmaster and Governors
Reviewed: September 2020:   Headmaster and Governors
Reviewed: September 2021:   Headmaster and Governors
Reviewed: September 2022:   Headmaster and Governors
Reviewed: September 2023:   Headmaster, Deputy Head (Whole School & DSL) and Governors
Reviewed: March 2024:   Headmaster, DSL and Governors
Review Due: September 2024 by Headmaster, DSL and Governors

Appendix 1: **'Key Ingredients' for Successful teaching in the context of 'push' and 'pull' factors:**

PUSH FACTORS:	KEY INGREDIENTS:	PULL FACTORS:
Factors that push an individual/make an individual vulnerable to extremist messages.	**Teacher Confidence:** In many cases it will be the use of existing teaching skills and methods which may well be the most effective approach.	Factors that draw young people into extremist messages;
Lack of excitement, frustration.	**Teacher Attitudes and Behaviours:**	Charismatic/confident individuals (recruiters);
Lack of sense of achievement – seen as significant 'lack of purpose'/confidence in the future, life goals.	• Willingness to admit you don't know; • Acknowledging controversial issues exist;	Network/sense of belonging;
Lack of an outlet for views.	• Awareness that I have a role to play; • Willingness to turn to others for help when you don't know about something.	Broader community views which enable or do not oppose extremism;
Gaps in knowledge or understanding of Islam – both young people and their parents.		
Sense of injustice.	**Specific Knowledge:**	Persuasive, clear messages. Exploiting knowledge gaps;
Actual or perceived humiliating experiences (including bullying, racial discrimination) as well as perceived humiliating experiences.	• Understanding other cultures and religions as well as alternative values and beliefs (whilst being careful to avoid 'othering'); • Knowledge of an alternative values framework.	
Perhaps linked closely to sense of injustice.	**Teaching Practice/Pedagogy:**	
Exclusion – lack of belonging to peer or community networks, associations etc.	• Boosting critical thinking (seeing through propaganda, singular messages etc.); • Helping to see multiple perspectives; • Using multiple resources/methods;	
Below the line: factors that are out of scope of this study	• Embedding or sustaining dialogue following specialist interventions; • Enabling students to tackle difficult issues; • Linking school work to the wider community; • Drawing evidence from across the curriculum; • Developing in young people a sense of multiple identities.	

	Help young people become aware of, and comfortable with, multiple personal identity.	
• Disaffection with wider societal issues. • Disruptive home life.	• Other factors; • Support from senior leaders; • Pupil support processes.	Sense of dignity and importance and loyalty; Exciting (non-teaching) activities; Sense of purpose in life.

Appendix 2: **Indicators:**

Vulnerability:

- Identity crisis: Distance from cultural/religious heritage and uncomfortable with their place in the society around them.
- Personal crisis: Family tension, sense of isolation, adolescence, low self-esteem, disassociating from existing friendship group and becoming involved with a new and different group of friends, searching for answers to questions about identity, faith and belonging.
- Personal circumstances: Migration, local community tensions, events affecting country or region of origin, alienation from UK values, having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.
- Unmet aspirations: Perceptions of injustice, feeling of failure, rejection of civic life.
- Criminality: Experience of imprisonment, poor resettlement/re-integration, previous involvement with criminal groups.

Access to Extremism/Extremist Influences:

- Is there reason to believe that the child or young person associates with those known to be involved in extremism, either because they associate directly with known individuals or because they frequent key locations where these individuals are known to operate? (e.g. the child or young person is the partner, spouse, friend or family member of someone believed to be linked with extremist activity.)
- Does the child or young person frequent, or is there evidence to suggest that they are accessing the internet for the purpose of extremist activity? (e.g. Use of closed network groups, access to or distribution of extremist material, contact associates covertly via Skype/email etc.)
- Is there reason to believe that the child or young person has been or is likely to be involved with extremist/military training camps/locations?
- Is the child or young person known to have possessed or is actively seeking to possess and/or distribute extremist literature/other media material likely to incite racial/religious hatred or acts of violence?
- Does the child or young person sympathise with, or support illegal/illicit groups e.g. propaganda distribution, fundraising and attendance at meetings?
- Does the child or young person support groups with links to extremist activity but not illegal/illicit e.g. propaganda distribution, fundraising and attendance at meetings?

Experiences, Behaviours and Influences:

- Has the child or young person encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the child or young person from within or outside the UK?
- Have international events in areas of conflict and civil unrest had a personal impact on the child or young person resulting in a noticeable change in behaviour?

It is important to recognise that people may be emotionally affected by the plight of what is happening in areas of conflict (i.e. images of children dying). It is important to differentiate them from those that sympathise with or support extremist activity.

- Has there been a significant shift in the child or young person's behaviour or outward appearance that suggests a new social/political or religious influence?
- Has the child or young person come into conflict with family over religious beliefs/lifestyle/dress choices?
- Does the child or young person vocally support terrorist attacks; either verbally or in their written work?
- Has the child or young person witnesses or been the perpetrator or victim of racial or religious hate crime or sectarianism?

Travel:

- Is there a pattern of regular or extended travel within the UK, with other evidence to suggest this is for the purposes of extremist training or activity?
- Has the child or young person travelled for extended periods of time to international locations known to be associated with extremism?
- Has the child or young person employed any methods to disguise their true identity? Has the child or young person used documents or cover to support this?

Social Factors:

- Does the child or young person have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the child or young person display a lack of affinity or understanding for others, or social isolation from peer groups?
- Does the child or young person demonstrate identity conflict and confusion normally associated with youth development?
- Does the child or young person have any learning difficulties/mental health support needs?
- Does the child or young person have a history of crime?
- Is the child or young person a foreign national, refugee or awaiting a decision on their immigration/national status?
- Does the child or young person have insecure, conflicted or absent family relationships?
- Has the child or young person experienced any trauma in their lives, particularly any trauma associated with war or sectarian conflict?
- Is their evidence that a significant adult or other in the child or young person's life has extremist views or sympathies?

More Critical Risk Factors could include:

- Being in contact with extremist recruiters.
- Articulating support for extremist causes or leaders.
- Accessing extremist websites, especially those with a social networking element.
- Possessing 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.
- Significant changes to appearance and/or behaviour.

If you have any concerns discuss them with the Designated Safeguarding Lead or one of the Deputy Designated Safeguarding Leads.