

## Prevent Policy & Procedures

<b>Version:</b>	October 2021
<b>Adopted and implemented by the Principal:</b>	October 2021
<b>To be reviewed (annually):</b>	October 2022

### Introduction

This policy forms part of our school's commitment to keeping children safe. Over the last few years, global events have led to a growth in extremist viewpoints, including advocacy of violent extremism. In March 2015, new statutory duties were placed on schools by the Counter Terrorism and Security Act (2015) which requires them to work to prevent children being drawn into extremism.

Safeguarding children from all risks of harm is a key element of the school's responsibility, and protecting from extremism is one aspect of that. Schools have an important part to play in both educating children and young people about extremism and recognising when pupils are at risk of becoming radicalised.

We have a duty to prepare our children for life in modern Britain and to keep them safe. All staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Evidence shows that children with low aspirations are more vulnerable to radicalisation. Therefore the school's ethos and the work it carries out to ensure pupils have confidence and self-belief, and are tolerant and respectful whilst having high expectations of themselves, are crucial in combating radicalisation.

### Aims

The main aims of this policy statement are to ensure that all staff and governors are vigilant for the signs of radicalisation and to ensure that we work alongside other professional bodies and agencies to safeguard our children from harm.

### Objectives

1. All staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.
2. All staff will know what the school policy is on anti-radicalisation and extremism and will follow the policy when issues arise.
3. The school will ensure this policy is available to the wider school community through its website and in hard copy from the school office on request.

### Definitions

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

**Extremism:** We have adopted the 2011 Prevent Strategy definition 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.

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

### Signs of Vulnerability

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

- Continual refusal to conform
- 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 (but there are also very powerful narratives, programmes and networks that young people can come across online so particular individuals / groups may not become apparent)
- 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
- 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

### Procedure for referrals

It is important for us to be vigilant and fully informed about issues that affect the local and wider community. Staff are reminded to suspend any professional disbelief that incidents of radicalisation 'could not happen here' and to record any concerns on Myconcern where they will be reviewed by the safeguarding team and Mr Hudson, the Single Point of Contact (SPOC). The team will discuss any concerns raised and if necessary contact Children's Advice and Support Service (CASS) for advice and support. Other steps as judged necessary may include submitting a formal request for support to CASS alongside a completed screening tool. The school will not contact the Police directly as this responsibility lies with CASS if deemed necessary

### Role of the Curriculum

As mentioned above, it is recognised that children with low aspirations are more vulnerable to radicalisation and therefore at Billesley Primary School we strive to equip our pupils with confidence, self-belief, respect and tolerance, as well as setting high standards and expectations for themselves and their educational outcomes.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum which aims to prepare them for life in modern Britain and teach the values of living in Britain. We encourage our pupils to be inquisitive learners who are open to new experiences and respect the views and beliefs of others.

Through our curriculum including Philosophy for Children (P4C) and RE lessons, pupils are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others. Our PSHE/citizenship provision is embedded across the curriculum, and underpins the ethos of the school.

Through the computing curriculum, pupils are taught how to stay safe when using the internet and encouraged to recognise that people are not always who they say they are online. The children are taught to seek adult help if they are upset or concerned about anything they read or see on the internet. 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 school, block inappropriate content, including extremist material, but pupils are regularly reminded to report inappropriate content, including extremist material, that may get through the School's filter so the matter can be addressed. Parents are given information on how to help and support their children at home with E-Safety.

As a UN Convention on the Rights of a Child Silver status school (UNCRC) we aim to deliver our SMSC/PSHE curriculum through a holistic approach. Children are taught what it means to be a proactive global citizen through the 54 articles. Whole school assemblies focus on the Convention and children are given the opportunity to understand the articles, contextualise them and become ambassadors for the rights of children across the world.

Through our pupil leadership initiative, children are encouraged to voice their opinions freely and openly, carefully considering the opinions of their peers to ensure they demonstrate respect and tolerance as referenced in Article 12 from UNCRC; *Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life. They still have the human right to have opinions and for these opinions to be heard and taken seriously.*

Our pastoral team works closely with teachers, children and families to identify opportunities for Early Help. Children know who to speak to if they feel worried or unsafe and are provided both the physical and emotional space to sit, reflect

**Staff training**

Through regular staff updates and training, alongside continuing professional development opportunities, we will ensure our staff is fully aware of the threats, risks and vulnerabilities that are linked to radicalisation and is aware of the process of radicalisation and the early indicators.

**Safer recruitment**

We ensure our recruitment processes are rigorous, in line with statutory requirements, best practice guidance and the school's safer recruitment policy.

**Visitors**

All visitors are accommodated in line with the school's visitors' policy which covers all contractors and regular visitors.

## Prevent Duty Extremism Screening Tool

### SCREENING TOOL COMPLETION INSTRUCTIONS

This screening tool must be completed by referrers who have contacted CASS regarding concerns about a child or young person (CYP) that include issues of harmful extremist beliefs and/or extremist behaviours. The Request for Support Form must also be completed and both documents must be forwarded to CASS.

It is critical The Request for Support Form is still completed as this covers the wider concerns and protective factors around the CYP and the family which are not covered in this screening tool. CASS Advisors together with social workers and team managers will use the information contained in both documents to decide the level of risk involved and the relevant support required by the CYP and family.

Birmingham children's practitioners will share relevant referrals with extremism concerns with the Police who will decide when this needs to be passed onto Prevent; you do not need to contact Police or Prevent.

There are three sets of risk indicators included in the screening – high, medium and low. A case may involve risks at all three levels; please indicate all relevant risks; your answers do not need to be confined to one level of risk.

It is very important you describe the evidence you have observed for each risk you have ticked in the summary of evidence boxes following each set of risk indicators. Please provide as much background information as possible to enable Birmingham Children's Trust to make informed decisions. If this section is not completed, the form will be returned to you to be completed. If the screening tool is not fully completed we will contact you to discuss to get a full picture.

Please link the concerns you are raising in this screening tool to the relevant section on concerns in the Request for Support Form to provide an overall picture of need. Also think about protective factors that are in place around the CYP and family reducing the harm related to extremist concerns.

You can access information on proscribed terrorist groups or organisations that are banned under UK law from [GOV.UK](https://www.gov.uk).

You can access government advice on international travel from [www.gov.uk/foreign-travel-advice](https://www.gov.uk/foreign-travel-advice). Additionally, local guidance along with the relevant form for international travel requests can be accessed [here](#).

Report online material which promotes terrorism or extremism via the Home Office website.

**PART ONE – RISK INDICATORS**

**HIGH RISK INDICATORS**

High Risk Indicators	Tick
Plans to travel to a conflict zone; or unexplained and/or sudden plans to travel to a country from which you can travel to a conflict zone	
Demonstrates support for and/or is articulating extreme views that are of significant harm to themselves or others, and may refuse to acknowledge other viewpoints	
Is living with someone who has a conviction against the Counter Terrorism and Security Act 2015 – known as TACT Offences	
Is in contact with, is being influenced by, and/or shows support for individuals, groups, or organisations that are known to hold harmful extreme views and/or undertake harmful acts based on those views; this includes family members	
Participation in an activity that might cause immediate harm to themselves or others based on them holding extreme views, e.g. a violent attack against others	
Has disengaged from wider activities and interests and become fixated with a particular issue, viewpoint or way of living that is unhealthy and harmful to the CYP, and/or others	
Is accessing and/or sharing material of an extremist nature that is of significant harm to themselves and/or others e.g. that contains violent or disturbing images; that encourages people to undertake violent acts, etc.	
Is spending time with unknown individuals that raises concern, including potential religious or sexual grooming	

**HIGH RISK SUMMARY OF EVIDENCE –**

Please summarise what evidence you have regarding the high risks indicators you have ticked above. Please also outline what strengths are present in supporting the family with these risks. This section must be completed if you have indicated a risk/s above.

## MEDIUM RISK INDICATORS

Medium Risk Indicators	Tick
<p><b>Demonstrates support for and/or is articulating extreme views that are/may be of harm to themselves or others, and finds it difficult to acknowledge other viewpoints</b></p>	
<p><b>Is showing interest in, and may have contact with individuals, groups, or organisations that are known to hold harmful extreme views and/or undertake harmful acts based on those views; this includes family members</b></p>	
<p><b>Is starting to disengage with wider activities and interests and spending more time focusing on a particular issue, viewpoint or way of living that may be unhealthy and harmful to the CYP or others</b></p>	
<p><b>Is isolated from family, friends, peer and peer groups and/or is not forthcoming about how and who they spend their spare time with</b></p>	
<p><b>Is accessing and/or sharing material of an extremist nature that is harmful to themselves and/or others</b>            e.g. that encourages people to develop harmful views about others that encourages people to isolate themselves and narrow their viewpoints, etc.</p>	
<p><b>Has mental health concerns or developmental disorders (e.g. ASD) that make the CYP vulnerable to developing extreme views that are harmful to themselves or others</b></p>	
<p><b>Has alcohol and/or substance abuse issues that makes the CYP vulnerable to developing extreme views that are harmful to themselves or others</b></p>	
<p><b>Is at risk from harmful cultural practices. Please state the type of risk e.g. FGM, Forced Marriage, removal from education, honour based violence, abuse linked to faith or belief, etc.</b></p>	

**MEDIUM RISK SUMMARY OF EVIDENCE –**

Please summarise what evidence you have regarding the medium risk indicators you have ticked above. Please also outline what strengths are present in supporting the family with these risks. This section must be completed if you have indicated a risk/s above.

**LOW RISK INDICATORS**

Low Risk Indicators	Tick
Is struggling with their own identity, sense of belonging and/or may feel out of place in wider society	
A change in CYP's views, appearance, behaviour and wellbeing that starts to raise concern	
Is easily lead by others making them susceptible to influence	
Is becoming isolated from family, friends, peer and peer groups	

**LOW RISK SUMMARY OF EVIDENCE –**

Please summarise what evidence you have regarding the low risk indicators you have ticked above. Please also outline what strengths are present in supporting the family with these risks. This section must be completed if you have indicated a risk/s above.

## PART TWO – ADDITIONAL CONTEXTUAL QUESTIONS

1. Has the CYP experienced any significant life events or trauma that may be linked to the current risks?

2. Is there any additional information you would like to provide which is not covered by the risk indicators that you think indicates an extremism concern?

## OVERALL RISK RATING

Please indicate the overall level of risk you believe is present in this case in terms of the extremism and wider concerns identified:

- High   
Medium   
Low

Please briefly summarise why you feel the risks in this case are high, medium or low:

### NOTE:

Referrers should be aware that working with extremism concerns is a developing area of practice in social work. As such the above indicators may change as more is understood about risks of extremism and how to work with CYP on these issues.

## [End of screening tool]

### Prevent Duty Extremism Assessment Guidance

The aim of this guidance is to provide children's practitioners with an explorative set of questions to assess the nature of extremism concerns being presented by a child or young person (CYP) and their family.

There is not a separate assessment form to complete for cases with extremism concerns. Practitioners are asked to consider the questions below to help them explore and articulate the extremist concerns in the case. Practitioners' responses to these questions should be included in the assessment tool being used be that the Early Help Assessment or the Family Assessment. This should draw on the Signs of Safety methodology focusing on: concerns, strengths and what needs to happen.

Practitioners should include the information they have gathered from answering the enclosed extremism questions in whatever section of the Early Help or Family Assessment they feel is most appropriate. For example information concerning a family member's own extremist views may be included in sections on family background.

You can access information on proscribed terrorist groups or organisations that are banned under UK law from [GOV.UK](http://GOV.UK).

You can access government advice on international travel from [www.gov.uk/foreign-travel-advice](http://www.gov.uk/foreign-travel-advice).

If you need help to understand the nature of the extremism risk presented or the level of risk posed contact:  
Colvin White, Early Help - Prevent Lead, 0121 303 9905 / 07920 088 512,  
[colvin.white@birminghamchildrenstrust.co.uk](mailto:colvin.white@birminghamchildrenstrust.co.uk).

Maria Jardine, Head of Service – Early Help and Family Support, Operational Lead for Extremism,  
[maria.jardine@birminghamchildrenstrust.co.uk](mailto:maria.jardine@birminghamchildrenstrust.co.uk), 077680 25323.

If you are the lead family support or social worker for a case with extremist concerns you should contact the Early Help & Children's Social Care Channel Link Representatives above as soon as you are allocated the case to discuss whether it needs to be referred to Channel.

### Assessment Questions

#### 1. Relationships and Networks

**Practitioners should consider the CYP's family, friends and other individuals they have contact with, and any extremism risks they might pose, as well as the protective factors these people provide:**

- How wide is the CYP's network of friends and family? Does the CYP have contact with a limited or a variety of views and actions/behaviours? If they are limited, what are the potential reasons why they are limited? Does it seem to be impacting negatively on the CYP and how?
- Does the CYP have a strong network of friends and family who will protect them from potential harm caused by extremist views or actions/behaviours? Does the CYP and their family have contact with a range of services, organisations or groups that meet any needs they have? Is the family isolated? Is the family willing to engage with services?
- Is the CYP well-connected or isolated from their family and peers? Have they experienced rejection? Do they have insecure and/or conflicted relationships?

- Do the CYP's carers, family, friends or people they are connected with, demonstrate extremist views and/or actions/behaviours that might be harmful to the CYP?
- Do the CYP's carers, family, friends or other people they have contact with, have convictions under the Counter Terrorism and Security Act 2015 – known as TACT Offences? What is the nature of these? Do they indicate the individual/s may pose harm to the CYP? How much contact does the CYP have with them and how influential are they?
- Is the CYP linked with individuals, groups or organisations that are known to hold harmful views and/or demonstrate harmful actions/behaviours? What is the nature of the CYP's contact with them? Does this pose harm to them and others?
- Is the CYP spending time with people who are unknown to their other friends and family? Are they willing to talk about who these people are and how they met them?

## 2. Views and Behaviour

**Practitioners should consider the CYP's views and behaviour, and any indications of harm arising from these, as well as strengths that might counteract risks:**

- Is the CYP causing them or others harm by articulating extreme views and/or by demonstrating harmful actions/behaviours based on those views? What are they and what is the impact? Does the CYP understand the harm that could be caused?
- Have the CYP and/or family travelled to or have plans to travel to a conflict zone, or have unexplained or sudden plans to travel to a country from which you can travel to a conflict zone?
- Is the CYP particularly closed in their views? How have they developed their views? Do the CYP's views reflect normal developmental processes we would expect to see in CYP of their age?
- Does the CYP believe violence is justified to defend or support their ideology? Are they actively promoting their views amongst others?
- Is the CYP receiving a balanced education, providing insights into different viewpoints, religions, faiths and cultures? Do they happily engage with people from other backgrounds? Do they express polarised views and cannot appreciate other perspectives?
- Is the CYP accessing material (pictures, videos, text, etc.) that may be harmful to them and/or others around them? Is it age appropriate? How are they accessing it? Do they have unsupervised internet access? Why is the CYP accessing the material? Do they understand the harm it could cause?
- Do the CYP's views and/or actions/behaviours represent understandable reactions to the CYP's experiences, or the experiences of those around them? Has the CYP experienced inequality, deprivation, conflict, discrimination, harm or other issues, leading to a grievance that may lead them to cause harm to them or others? Do they feel victimised or targeted (by society, authorities, etc.)?
- Is the CYP struggling to understand their position or identity in society? Is this leading to isolation or a feeling they do not belong? Is it making them vulnerable to harmful viewpoints, groups or individuals that might offer them an identity?
- Does the CYP have a history of crime? Does it make them vulnerable to extremist concerns?

## 3. Wellbeing - Mental Health and Substance Misuse

**Practitioners should consider the CYP's overall wellbeing and whether they have any vulnerabilities making them more open to risk from extremism concerns:**

- Does the CYP have mental health issues, development disorders, challenging behaviours and/or are they using substances and/or alcohol? Is this making them vulnerable to extremist views and/or actions/behaviours? For example, does it make them vulnerable to:
  - Developing and articulating harmful views or undertaking harmful actions/behaviours?

- Becoming unhealthily fixated with particular issues? For example, spending a lot of time alone researching this issue and connecting with individuals/groups via the internet.
- Spending time with people who hold views or demonstrate actions/behaviours that might be harmful to the CYP, and who may seek to influence the CYP in a way that is harmful to them and others?
- Is the CYP aware of their mental health, or development issues, and how this may make them vulnerable to harmful views or actions/behaviours)? Is the CYP aware of the impact of substance and/or alcohol use and how this may make them vulnerable to harmful views or actions/behaviours?
- Has the CYP changed recently and/or suddenly? What was the trigger? Have they experienced a trauma now or in the past that might explain a change in their views and/or actions/behaviours?
- How open is the CYP about their life and their interests? Who do they spend time with? What do they do with their spare time? Are there any indications of 'grooming', such as new possessions that cannot have been obtained by the CYP independently? Are they easily led by others? Do they seem 'themselves' to those around them?
- Is there any evidence of forced marriage, FGM, trafficking, removal from education, honour based violence, or abuse linked to faith or belief?

#### **4. History of Extremism Concerns**

- Have there been previous 'extremism' concerns in relation to this CYP and/or their family? Have there been previous child protection concerns that might be related to the current extremism concerns?
- What were the concerns? Have these changed? What support was provided? How effective was this? How well did the CYP and family engage? When and why did the support finish?

**NOTE:**

**Practitioners should be aware that working with extremism concerns is a developing area of practice in social work. As such the above questions may change as more is understood about the risks of extremism and how to work with CYP on these issues.**

**[End of assessment questions]**

## Prevent Duty Extremism Concerns – Right Help Right Time

To support children’s practitioners in establishing the level of risk related to extremist concerns, some of the key indicators of extremism have been mapped against the Right Help Right Time framework below. This is a guide only, but may be helpful for practitioners in thinking about the varying levels of risk involved when extremism risks are present.

Universal	Universal Plus	Additional	Complex and Significant
CYP demonstrates an interest in multiple viewpoints	CYP is showing an interest in extreme views that may cause them harm and is becoming less engaged in wider views and interests	CYP demonstrates extreme views that are causing harm to themselves or others, and refuses to acknowledge other viewpoints	CYP demonstrates extreme views that are causing significant harm to themselves or others
CYP is involved in a range of activities	CYP is showing an interest in extreme actions or behaviour that may cause them harm and is reducing involvement in wider activities	CYP demonstrates extreme actions or behaviour that is causing harm to themselves or others	CYP demonstrates extreme actions or behaviour that are causing significant harm to themselves or others
CYP’s carers, family and close contacts have and encourage the CYP to have a healthy interest in a range of views and behaviours	There are indications the CYP’s carer/s, family or close contacts hold extreme views and/or actions/behaviours that may cause harm to the CYP	The CYP’s carer/s, family or close contacts are demonstrating extreme views and/or actions/behaviours that is causing harm to the CYP	The CYP’s carer/s, , family or close contacts are demonstrating extreme views and/or actions/behaviours that are causing significant harm to the CYP
CYP has a healthy interest in a range of views and behaviours	CYP has a healthy interest in a range of views and behaviours	The CYP is showing interest or is in contact with people demonstrating extreme views and/or actions/behaviours that is causing harm to the CYP	The CYP has close relationships with people demonstrating extreme views and/or actions/behaviours that are causing significant harm to the CYP

### Family Group Conferences

Birmingham CSC has a Family Group Conferencing (FGC) Service who can offer this approach to families, giving them the opportunity to identify their own solutions to concerns that have been identified. FGCs aim to empower families and to draw on the strengths of immediate and wider family members and friends to support the CYPs and the wider family’s needs.

**The method includes preparation meetings with family members and practitioners and planning for a FGC. The FGC is held in 3 parts:**

1. The FGC brings together the CYP, family network and involved practitioners. The initial part of the meeting involves the family, the allocated worker and, any other professionals that the family choose to invite during which the issues identified in the assessment are presented and discussed. The family are encouraged to raise questions during this session and to clarify what the worker is worried about in respect of the child/ren.
2. The family then have private family time to consider the issues identified and to develop a plan that addresses the support needs of the CYP and the family.
3. The family and practitioners come back together to discuss the family's plan, and if it addresses the concerns raised by the professionals, the plan is agreed.

**If you think a case allocated to you involving extremist concerns has the potential to benefit from a Family Group Conference, arrangements for this should be made with the Duty Team. Guidance on FGCs can be accessed [here](#).**

## Working with Children and Families

To support CYP and their families effectively we need to fully understand the concerns from their perspectives and their life experiences. The tools in this guidance are designed to complement the Signs of Safety approach in the Request for Support Form, supporting practitioners to answer questions about what is going well, concerns and what needs to happen next.

- The Three Houses exercise will also support children's practitioners to more fully understand and appreciate the CYP's perspective.
- Signs of Safety Resources can be accessed at:  
[www.lscbbirmingham.org.uk/index.php/early-help/signs-of-safety-and-wellbeing/toolkit](http://www.lscbbirmingham.org.uk/index.php/early-help/signs-of-safety-and-wellbeing/toolkit)
- Other resources for working with children is accessible through the BCT Academy at  
<https://practicetools.org/>
- Sign of Safety.
- Educate Against Hate provides information for developing resilience to online radicalisation/extremism):  
<http://www.educateagainsthate.com/>
- Channel Panel Awareness online resources: [http://course.ncalt.com/Channel\\_General\\_Awareness](http://course.ncalt.com/Channel_General_Awareness)
- Introduction to Prevent E-Learning Package: <https://www.elearning.prevent.homeoffice.gov.uk/screen2>.
- Since911 curriculum centred resources: <https://since911.com/education-programme>
- See TLDS Practice Tools – SOS and other resources for working with children.
- Report online material promoting terrorism or extremism: <https://www.gov.uk/report-terrorism> (includes illegal or harmful information, pictures or videos found on the internet). Reports can be submitted anonymously.

## Advice to Local Authorities – Safeguarding Children Returning to the UK from Syria

This advice offers help for local authorities to take the right actions to support British children who return to the UK from Syria in order to reintegrate them with their families, schools and local communities.

Where the FCO becomes aware of the impending return of a British child to the UK from Syria, their Child Protection Unit<sup>2</sup> (which includes a UK-qualified Social Work Adviser) will notify the Birmingham Children's Trust or the relevant children's social care in the most appropriate local authority.

On arrival in the UK, Counter Terrorism Ports Police officers will likely use their powers under Schedule 7 of the Terrorism Act 2000 to stop any individuals (including children) if they are identified as returning from Syria.

An assessment of the risk and protective factors for the child, as set out in *Working Together to Safeguard Children*, should be undertaken.

Catch22 are available to help any UK family with children that returns from Syria, regardless of the threshold for a statutory intervention, and will be able to:

- Help facilitate communication with different local services and agencies;
- Help the family access support to which they are entitled;
- Sign up the children to local schools and GP services;
- Represent the child in any meetings about their welfare;
- Work intensively with the family over the longer term to encourage a protective environment for children and reintegration into the community.

### Desistance and Disengagement Programme (DDP)

DDP was launched as a pilot in autumn 2016, focusing on those convicted of terrorism, or terrorism-related offences, who have served their custodial sentences and are due to be released on licence. The programme has since expanded to include additional strands of work supporting Terrorist Prevention & Investigation Measures (TPIMs) and Temporary Exclusion Orders (TEOs) etc.

### Support and Services for Extremism Concerns

#### Channel Support

Channel is a multi-agency partnership helping to safeguard individuals who are vulnerable to radicalisation, regardless of faith, ethnicity or background. This is similar to the way in which individuals at risk from involvement in crime, drugs and other social issues are supported. By providing support to those most at risk, they can be diverted away from potential threats that might draw them into criminal activity.

Channel has access to a variety of support packages and interventions appropriate in working with risks of extremism that include:

- Mentoring support providing personal guidance including addressing extremist ideologies, religious interpretations
- Developing life and social skills, for example dealing with peer pressure
- Anger management sessions
- Cognitive behavioural therapy to support attitudes and behaviours

- Constructive leisure activities
- Education and training activities
- Careers focused activities
- Family support including relationships and skills work
- Support with physical and/or mental health
- Housing support
- Drug and alcohol support

The above list is not exhaustive, and a combination of the above alongside other support may often be required.

Providers of support can include statutory and community partners. The Channel multi-agency panel is responsible for ensuring delivery of the overall package of support for Channel cases.

**For more information on how to access support via Channel contact:**

Waqar Ahmed - Prevent Manager, 0121 303 7682 / 07557 203290 [waqar.ahmed@birmingham.gov.uk](mailto:waqar.ahmed@birmingham.gov.uk).

**Community Support**

There is a Community Safeguarding Panel in Birmingham made up of community organisations the Council and Children's Trust has experience of working with and who can provide support in cases where there are extremist concerns. This includes specialist mentoring support for children and young people on views and beliefs, as well as other issues such as diversionary activities and domestic abuse. To find out more and to request support from the Panel please contact:

Colvin White, Early Help Prevent Lead, 0121 3039905 / 07920 088512

[colvin.white@birminghamchildrenstrust.co.uk](mailto:colvin.white@birminghamchildrenstrust.co.uk)

There are a number of other community organisations that also provide support. Community or non-statutory partners providing support to vulnerable people need to be credible and understand the local community.

Practitioners should make the necessary checks to be assured of the suitability of support providers; including DBS checks for those seeking to work with young people and vulnerable adults.

**Support for Schools**

If you are working with a school that needs help to develop their curriculum activities to address Prevent and extremism concerns contact:

**Razia Butt, Resilience Officer, 0121 464 7739 / 07956878288 [razia.butt@birminghamchildrenstrust.co.uk](mailto:razia.butt@birminghamchildrenstrust.co.uk)**

**Community Engagement**

Supporting communities and civic organisation engage in the intervention and resilience work to enable inclusion and facilitate community action

**Engagement**

Rahila Mann, Prevent Community Engagement, Officer 0121 303 6455

[rahila.mann@birmingham.gov.uk](mailto:rahila.mann@birmingham.gov.uk)

**Youth Services**

**Habib Ullah, Prevent Youth Engagement office, 0121 464 5057 / 07548 712862**

[habib.ullah@birmingham.gov.uk](mailto:habib.ullah@birmingham.gov.uk)