

# The GORSE Academies Trust

## Radicalisation and Extremism Policy

Designated Teacher:	Director SEND/Inclusion
Reviewed by:	Governors Policy Committee
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Version:	1.2

## **RADICALISATION AND EXTREMISM POLICY**

### **1. POLICY STATEMENT**

The Counter Terrorism and Security Act 2015 (updated 21/04/2021) aims to prevent people from being drawn into terrorism and it highlights the need to be vigilant and that we all have a shared responsibility for safeguarding and promoting community cohesion. The Prevent agenda includes: international terrorism, Islamist ideology, Right / Neo Nazi / White Supremacist ideology, Incels, Irish Nationalists and Loyalist paramilitary groups and extremist Animal Rights movement.

The GORSE Academies Trust (TGAT) is fully committed to safeguarding and promoting the welfare of its students and as such we promote fundamental British values to reflect life in modern Britain: Democracy, the Rule of Law, Respect and Tolerance, Individual Liberty. Every member of staff across the Trust recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. The Radicalisation and Extremism Policy sets out our beliefs, strategies and procedures to protect vulnerable individuals from being radicalised or exposed to extremist views, by identifying who they are and promptly providing them with support. Radicalisation is a safeguarding issue and refers to the process by which a person comes to support terrorism and other forms of extremism leading to terrorism. Whilst no single factor is usually enough to cause someone to join a terrorist organisation, several factors together can create the conditions under which terrorism can occur. There is no single profile of what an extremist looks like or what might drive someone to become radicalised. Those involved in extremist activity can come from a range of backgrounds and experiences. Radicalisation is a process which is different for everyone - it can take place over an extended period or within a very short time frame and is defined as: vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Also included in the definition of extremism are calls for the death of members of our armed forces.

### **2. LINKS TO OTHER POLICIES**

2.1. This policy links to the following policies:

- Safeguarding and Child Protection Policy
- Safer Recruitment Policy
- Anti-bullying and Hate Incidents/Hate Crime Policy
- Positive Discipline & Behaviour Policy / Code of Conduct Policy
- Single Equality Policy
- E-Safety and Online Policy

- Special Educational Needs and Disability Policy
- Classroom Visitor Policy

2.2. The following national guidelines should also be read in conjunction with this policy:

- [PREVENT Strategy - Her Majesty's \(HM\) Government, 2011](#)
- [The Prevent Duty, Department for Education \(DfE\) June 2015 \(updated April 2021\)](#)
- [CONTEST: The United Kingdom's Strategy for Countering Terrorism HM Government. June 2018](#)
- [Counterterrorism and Security Act, February 2015](#)
- [Keeping Children Safe in Education \(KCSiE\) DfE, September 2023](#)
- [Working Together to Safeguard Children](#)
- [Guidance for Safer Working Practice for Adults Who Work with Children and Young People in Education,](#)
- [Learning Together to be Safe: A Toolkit to help Schools contribute to the Prevention of Violent Extremism](#)
- [Leeds One-minute Guide: Radicalisation & Preventing Extremism](#)
- [DFE Guidance on Political Impartiality in Schools](#)

2.3. In formulating this policy, the Trust has taken account of the guidance provided by the Department for Education (DfE) who have called for all public bodies to make explicit their preventative measures to minimise the threat of extremism in their setting.

2.4. The Office for Security and Counter Terrorism works to counter the threat from terrorism and their work is detailed in the counter terrorism strategy **CONTEST**. This strategy is based on four areas of work:

- **Pursue** - To stop terrorist attacks
- **Prevent** - To stop people becoming terrorists or supporting terrorism
- **Protect** - To strengthen our protection against a terrorist attack
- **Prepare** - To mitigate the impact of a terrorist attack

### 3. AIMS

3.1. The main aims of this policy are to ensure that staff are fully engaged in being vigilant about radicalisation and extremism; that they overcome professional disbelief that such issues will not happen in their setting and ensure that we work alongside other professional bodies and agencies to ensure that our students are safe from harm. All staff will undertake Prevent training.

3.2. This policy is intended to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views. We recognise that we

are well placed to be able to identify safeguarding issues and this policy sets out how Trust establishments will deal with such incidents and outlines how our ethos about safeguarding underpins our actions.

3.3. Our curriculum promotes the fundamental British values of democracy, the rule of law, individual liberty, mutual respect for and tolerance of different faiths and beliefs and those without faith. Students are encouraged to express themselves through discussions with staff and each other. Our students learn about other faiths and cultures and are taught about how to stay safe when using the internet.

3.4. Our objectives are that:

- All governors and members of staff will understand what radicalisation and extremism is and why we need to be vigilant
- All governors and members of staff will be familiar with this policy and Trust procedures in relation to radicalisation and extremism and will swiftly follow the policy when issues arise
- All students (as appropriate to their age) will understand the dangers of radicalisation and exposure to extremist views; this will enable them to build resilience against coercion and radicalisation and give them the knowledge to protect themselves
- All parents/carers and students will know that the Trust has policies in place to keep students safe from harm and that the Trust regularly reviews its systems to ensure that they are appropriate and effective
- Students are educated in order to understand the importance of democracy and freedom of speech, through Spiritual, Moral, Social, Cultural (SMSC) development opportunities in the curriculum, assemblies, the Personal, Social, Health and Economic (PSHE) curriculum, which incorporates Relationship, Sex and Health Education (RSHE) and through the elected student bodies and student voice
- Students are educated about how to keep themselves safe and confidently assess risk in school in their community and when using the internet
- Students participate in Trust establishment and local community events so that they appreciate and value their neighbourhood, neighbours and friends who may not share their faith background
- Students are supported in making positive choices, so they understand the impact and consequences of their actions on others
- Staff will have due regard to the Classroom Visitor Policy and assess the suitability and effectiveness of input from external agencies or individuals to ensure that any materials and communication with students, are appropriate and in line with schools' legal duties on political impartiality.

## 4. DEFINITIONS AND INDICATORS

- 4.1. Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.
- 4.2. Extremism is defined as the holding of extreme political or religious views.
- 4.3. The Trust has a zero-tolerance approach to extremist behaviour for all members of the Trust establishment community, both staff and students. We rely on our strong values to steer our support for students and ensure the pastoral care of our students protects them from exposure to negative influences.
- 4.4. There are a number of behaviours which may indicate a student is at risk of being radicalised or exposed to extreme views. These are not exclusive and often are not indicators of radicalisation and include:
  - Spending increasing time in the company of other suspected extremists
  - Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause
  - Loss of interest in other friends and activities not associated with the extremist ideology, group or cause
  - Possession of materials or symbols associated with an extremist cause
  - Attempts to recruit others to the group/cause
  - Communications with others that suggests identification with a group, cause or ideology
  - Using insulting or derogatory names against another group.
  - Increase in prejudice-related incidents committed by that person – these may include:
    - Physical or verbal assault
    - Provocative behaviour
    - Damage to property or graffiti
    - Possession of prejudice related materials
    - Derogatory, prejudicial related ridicule or name calling
    - Inappropriate forms of address
    - Attempts to recruit to prejudice related organisation
    - Condoning or supporting violence towards others

The above should not be seen as an exhaustive list, rather an indication of worrying behaviours that could make someone vulnerable.

## 5. PROCEDURES FOR REFERRALS

- 5.1. It is important that all staff are constantly vigilant and remain fully informed about the issues which affect the region and society in which we work. Staff are reminded to suspend any professional disbelief that instances of radicalisation could not happen here and to be professionally inquisitive where concerns arise, referring any concerns through the appropriate channels, and to the Designated Safeguarding

Leader (DSL) who is also the leader with responsibility for the Prevent strategy within each Trust establishment (See the Trust Safeguarding and Child Protection Policy for further information).

- 5.2. The Prevent programme is part of the Government's Counter Terrorism Strategy and aims to safeguard people from becoming terrorists or supporting terrorism. The Leeds Prevent Team work together with partnership agencies to stop people becoming involved in or supporting terrorist activity. Under the Prevent Duty all public sector agencies have a responsibility to ensure their staff and volunteers have a good understanding of Prevent and their responsibilities towards individuals, groups or families they are working with.
- 5.3. This policy is strictly adhered to should issues arise and the process for dealing with referrals as set out in appendices one.
- 5.4. We believe that it is possible to intervene to protect people who are vulnerable. Early intervention is vital and staff must be aware of the established processes for front line professionals to refer concerns about individuals and/or groups. We must have the confidence to challenge, the confidence to intervene and we must ensure that we have strong safeguarding practices based on the most up-to-date guidance and best practice.
- 5.5. Our DSL's and child protection designated officers will deal swiftly with any referrals made by staff or with concerns raised by staff via Cause for Concern forms and following inter-agency safeguarding procedures.
- 5.6. A Prevent referral may lead to support via the Channel programme. Channel is a voluntary programme designed to safeguard vulnerable individuals from being drawn into extremist or terrorist behaviour. Channel works in a similar way to existing multi-agency partnerships for vulnerable individuals. Channel is chaired by the local authority and works with multiagency partners to collectively assess the risk to an individual, decide whether an intervention is necessary and work with partners to develop an appropriate support package for each referral.

## **6. STAFF TRAINING**

- 6.1. Through training opportunities, we will seek to ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early.

## **7. VISITORS AND THE USE OF ACADEMY PREMISES**

- 7.1. Upon arriving at the Trust establishment, all visitors, including contractors, will be given to read the safeguarding and child protection leaflet and will be made aware of who the DSLs are and how to report any concerns which they may experience.
- 7.2. If any agreement is made to allow non-Trust groups or organisations to use the premises appropriate checks will be made before agreeing the contract. Usage will be monitored and in the event of any behaviour not in-keeping with the Radicalisation and Extremism Policy the Trust Establishment will contact the Police and terminate the contract.

## Appendices one

### Dealing with Referrals

We are aware of the potential indicating factors that a child is vulnerable to being radicalised or exposed to extreme views, including peer pressure, influence from other people or the internet, bullying, crime and anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity, prejudicial behaviour and personal or political grievances.

In the event of prejudicial behaviour, the following system will be followed:

- All incidents or prejudicial behaviour will be reported directly to the DSL or designated members of staff
- All incidents will be fully investigated and recorded (and where required reported) in line with the **Positive Discipline & Behaviour Policy/Code of Conduct Policy and/or the Safeguarding and Child Protection Policy and/or the Anti-bullying and Hate Incidents/Crime Policy** and records will be kept in line with the procedures for any other safeguarding incident
- Parents/carers will be contacted and the incident discussed in detail (unless the student is at risk of harm if parents/carers are informed). The designated member of staff and parent/carers will work together aiming to identify motivating factors, any changes in circumstances at home, parental views of the incident and to assess whether the incident is serious enough to warrant a referral to the Prevent Team [prevent@leeds.gov.uk](mailto:prevent@leeds.gov.uk)
- In the event of a referral relating to serious concerns about potential radicalisation or extremism, the Trust establishment will **also** contact the National Counter Terrorism Security Office (NaCTSO) [www.gov.uk/government/organisations/national-counter-terrorism-security-office](http://www.gov.uk/government/organisations/national-counter-terrorism-security-office), who work with the Home Office <http://content.met.police.uk/Home>



## Appendices Two

### Indicators of Radicalisation or Extremism and Academy Responses

Characteristics as identified in key documents	Possible behaviour	Risk Status	Academy Response/ Action (all incidents must be reported to the Single Point of Central Contact SPOC/ DSL)
<b>Physical Changes</b>			
Possession of unexplained gifts and clothing (possibly an indicator of grooming). These gifts could include mobile phones, money, clothing, etc.	Students bring gifts into the Academy. Students state that they have received gifts or show other students.	Medium	Report to DSL/SPOC and complete a Cause Concern Form. Report to Designated Officer.
Sudden or gradual change of physical appearance. Changing the style of dress or appearance in accordance with a group.	The student wears clothing affiliated with a particular radical group, with a slogan or statement. The student changes their appearance and attribute to associate with a particular group.	Severe or Extreme (if law breaking is demonstrated)	Record on Cause for Concern Form and report immediately to the DSL/SPOC. Record on CPOMS/child protection file.  Make the Principal Aware.  Report to the Counter Terrorism Unit (CTU).  If this is an indicator which breaks the law the police should be called immediately.
Sudden or unexpected wearing of religious attire.	Student wears attire/ clothing with slogans, statements or symbol associated with an extremist or radical group.	Severe or Extreme (if law breaking is demonstrated)	Record on Cause for Concern Form and report immediately to the DSL/SPOC. Record on CPOMS/child protection file.  Make the Principal Aware. Report to the CTU.  If this is an indicator which breaks the law the police should be called immediately.



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Possession of materials or symbols associated with extremist causes.	Student is in possession of materials, symbols, newspaper, books, or accesses websites related to extremist or radical groups.	High	Record on Cause for Concern Form and report immediately to the DSL/SPOC. Record on CPOMS/child protection file. Make the Principal Aware. Report to the CTU.  If this is an indicator which breaks the law the Police should be called immediately.
<b>Social Changes</b>			
The student cuts ties with friends, family, community and/or loses interest in with friends and activities not associated with a particular ideology, group or cause.	The student is taken off roll, is missing in education or had extended leave from the Academy.	Cause for Concern	Record on Cause for Concern Form and report immediately to the DSL/SPOC. Record on CPOMS/child protection file. Make the Principal Aware. Report to the Child Missing in Education (CME) Team. Referral to the Front Door – Children’s Social Work Services
As above	Parents/carers report a change in behaviour, friendships or concerns about social engagement and request support.	Cause for Concern	Record on Cause for Concern Form and report immediately to the DSL/SPOC. Record on CPOMS/child protection file.  Designated officer speaks with the parent/carer and student. The student is offered pastoral support and monitored.  Possible referral to the Front Door safeguarding – Children’s Social Work Services after investigation if there are further concerns.
As above	Repeated or ambiguous requests for extended	Severe	Record on Cause for Concern Form and report

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	leave to a country where the family may be known to have radical or extremist links.		immediately to the DSL/SPOC. Record on CPOMS/child protection file. Make the Principal Aware. Report to the CTU.
The student becomes socially withdrawn and refuses to co-operate in specific lessons.	The student refuses to participate in assemblies, PSHCE lessons, lessons with religious content, activities related to celebration of diversity and this is attributed to a particular ideology.	Medium	Record on Cause for Concern Form and report immediately to the DSL/SPOC. Record on CPOMS/child protection file. Make the Principal Aware.  Speak to parents/carers and student. If upon further investigation there are further concerns raised refer to the CTU. If not support the student and closer monitor.
The student associates with others who hold radical views/communication with others that suggest identification with a group, ideology and/or attempt to recruit others.	The student states that friends/family/parents/peers mention particular words/comments/phrases that indicate sympathising with extremism or intolerance of others. Parents/carers raise concerns about the above.	Medium	Record on Cause for Concern Form and report immediately to the DSL/SPOC. Make the Principal Aware. Record on CPOMS/child protection file.  Refer to the Front Door – Children’s Social Work Services
The student bullies or demonises other people freely and attempts to influence others to recruit prejudiced opinions.	The student discusses sympathising with groups such as Al-Queda, ISIS/ISIL, Al –Shabab, Combat 18, Britain First, English Defence League (EDL) or socially isolates and bullies’ other students based upon perceived faith, culture, heritage religion.	Medium to High (dependent upon specifics)	Record on Cause for Concern Form and report immediately to the DSL/SPOC. Record on CPOMS/child protection file. Make the Principal Aware.  Refer to the Front Door Children’s Social Work Services.
The student associates with known radicals/extremists and spends increased time in the company of suspected extremists.	The student states that friends/family/parents/peers mention particular words/comments/phrases	Severe	Record on Cause for Concern Form and report immediately to the DSL/SPOC.

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	that indicate sympathising with extremism or intolerance of others. Parents/carers raise concerns about the above.		Record on CPOMS/child protection file. Make the Principal Aware. Refer to the Front Door Children's Social Work - Services
Becoming dependant on social media/internet and possession or accessing prejudice –related, radical or extremist materials.	It is identified by the academy or parents/carers that the student has accessed or attempted to visit extremist information or websites.	Severe	Record on Cause for Concern Form and report immediately to the DSL/SPOC. Record on CPOMS/child protection file. Make the Principal Aware.  Report to the CTU.
The student begins to attend rallies and demonstrations for extremist causes.	Parents/carers report a change in behaviour and attendance at rallies or demonstrations of radical/ extremist groups and parents/carers ask for assistance. There are disclosures or reports of the student is establishing relationships/friendships or actions with links to known extremists or radical groups. Partner agencies report concerns to the Academy.	Severe	Record on Cause for Concern Form and report immediately to the DSL/SPOC. Record on CPOMS/child protection file. Make the Principal Aware.  Report to the CTU.
The student visits extremist websites, networks and other social media.	Attempts to access extremist/radical information and websites and parents/carers or partner agencies report concerns or there are disclosures with regards to accessing this information.	Severe	Record on Cause for Concern Form and report immediately to the DSL/SPOC. Record on CPOMS/child protection file. Make the Principal Aware.  Report to the CTU.
<b>Emotional and Verbal</b>			
The student presents hatred or intolerance of other people and communities. The student uses derogatory names and language/prejudice related	The student makes comments/calls names/bullies others based upon religion or faith.	Medium to Low (dependent upon frequency)	Record via the Hate Incident Recording process. Report to DSL/SpoC on Cause for Concern.

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bullying and ridicule for another group/community.			Refer to Assistant Principal (if first occasion) and follow positive discipline system. If repeated incident seek advice from the Front Door Children's Social Care Services.
The student complains, often in anger about political systems, governmental policies, especially foreign policy.	Parents/carers, partner agencies or other students report changes in behaviour, friendships or actions.	Cause for Concern	Record on a Cause for Concern and pass to the DSL/SpoC. Seek advice from the Front door – Children's Social Work Services.
The student begins to believe in government policies.	Parents/carers, partner agencies or other students report changes in behaviour, friendships or actions.	Cause for Concern	Record on a Cause for Concern and pass to the DSL/SpoC. Seek advice from the Front - Children's Social Work Services.
The student exhibits erratic behaviour such as paranoia or delusion.	Parents/carers, partner agencies or other students report changes in behaviour, friendships or actions.	Cause for Concern	Record on a Cause for Concern and pass to the DSL/SpoC. Seek advice from the Front Door - Children's Social Work Services.
The student speaks about taking revenge or exhibits provocative behaviour.	The student uses hate terms to exclude others and incite hatred and violence.	Cause for Concern	Record on a Cause for Concern and pass to the DSL/SpoC. Seek advice from the Front Door - Children's Social Work Services.
The student demonstrates sympathy to radical groups/ attempts to recruit others to the group or cause.	The student discusses sympathising with groups such as Al-Queda, ISIS/ISIL, Al –Shabab, Combat 18, Britain First, English Defence League (EDL) and socially isolates other students/ groups based upon perceived faith, culture, heritage or belief.	High to severe (dependent upon frequency and specifics)	Record on a Cause for Concern and pass to the DSL/SpoC. Seek advice from the Front - Children's Social Work Services.
The student exhibits extreme religious intolerance/derogatory name calling.	The student makes derogatory comments about religion, faith, culture and discusses narrow viewpoints, graffiti	Severe	Record on Cause for Concern Form and report immediately to the DSL/SPOC.

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	symbols, art work or words that promote extremist messages.		Record on CPOMS/child protection file. Make the Principal Aware.  Report to the CTU.
The student advocates violence or criminal behaviour/physical or verbal assault and condones violence towards others.	Use of extremist hate terms to exclude others or to incite violence.	Severe or extreme (only if they are demonstrating law breaking)	Record on Cause for Concern Form and report immediately to the DSL/SPOC. Record on CPOMS/child protection file. Make the Principal Aware.  Report to the CTU.  If there is law breaking report to the Police.

## Appendices three

### Example Parents/Carers Leaflet

#### Where to go for further information: Contact the Academy

If you have any questions or concerns, you can contact the Academy/college reception and ask to speak to the Single Point of Contact who is also the Designated Senior Leader who is .....  
Alternatively, you can ask to speak to anyone of the Child Protection Designated Officers. Please see below.

#### Child Protection Designated Officers

Picture

Name of DSL

Picture

Name of deputy

Picture

Name of officer

Picture

Name of officer

Picture

Name of officer

Picture

Name of officer

If needed -  
remove if not

#### See our policies

The following policies are available at our Academy/college website at .....

- Radicalisation and Extremism
- Safeguarding and Child Protection
- Single Equality
- Anti-bullying and Hate Incident
- Positive Discipline
- Online and E-Safety

#### External Information

The following sources may provide additional useful information.

#### Prevent duty guidance

[www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty](http://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty)

#### General information about Prevent and Schools

[www.preventforschools.org/?category\\_id=40](http://www.preventforschools.org/?category_id=40)

#### Academy Address and Contact Numbers

#### Academy Logo and Name

#### The Prevent Strategy and Policy

#### Parents/Carers Information and Guidance



Chief Executive Officer: Sir John A Townsley BA (Hons) NPQH



## What is the Prevent strategy?

Prevent is a government strategy designed to stop people becoming involved in extreme actions, becoming terrorists or supporting terrorist or extremist causes.

The Prevent strategy covers all types of terrorism and extremism, including the extreme right wing, violent Islamist groups and other radical causes.

## How does the Prevent strategy apply to schools?

From July 2015 all schools (as well as other organisations) have a duty to safeguard children from radicalisation and extremism.

This means we have a responsibility to protect our students from extremist and violent views the same way we protect them from abuse, drugs or gang violence.

It is important that our academy can provide a safe place for students to discuss these issues to enable them to better understand how to protect themselves.

### Terms and Definitions

**Extremism** - vocal or active opposition to fundamental British values, such as democracy, the rule of law and tolerance of different faiths and beliefs.

**Ideology** - a set of beliefs.

**Terrorism** - the process by which a person comes to support extremism or terrorism.

**Radicalisation** - the process by which a person comes to support extremism and terrorism

## What does this mean in practice?

Many of the things we already do in the academy/college to ensure that students become positive, rounded and resilient members of society also contribute to the Prevent strategy.

These include;

- Exploring other cultures and religions and promoting diversity through our curriculum.
- Exploring social and emotional wellbeing, for example through Spiritual, Moral, Social and Cultural Development (SMSC) and Personal, Social, Health, Citizenship and Education (PSHCE) education which focuses upon specific areas of development such as healthy relationships, self-esteem, positive mental health and identity.
- Challenging prejudices and inequality through our Anti-Bullying and Hate Incidents Policy and academy/college ethos.
- Developing critical thinking skills and a strong, positive self-identity and sense of belonging within the academy/college, local community and wider society.
- Promoting the spiritual, moral, social and cultural development of students by promoting active citizenship and developing an understanding of the importance of Modern British values, such as democracy, celebration of the diversity of Britain and understanding local government and the law.

We will also protect students from the risk of radicalisation, for example by using filters on the internet to ensuring that they cannot access extremist and terrorist material, or by vetting visitors who come into the academy to work with or teach students.

## Frequently Asked Questions

### How does Prevent relate to British Values?

Schools have been required to promote British values since 2014, and this will continue to be part of our response to the Prevent strategy.

British values include:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs and for those without faith.

### Why do students need to learn about radicalisation and extremism?

Education can be a powerful tool, equipping students with the knowledge, and skills to think for themselves, to challenge and to debate; and giving students the opportunity to learn about different cultures and faiths and to gain an understanding of the values we share. Exploring ideas, developing a sense of identity and forming views are a normal part of growing up. Our academy/college can support students by providing a safe environment for discussing challenging issues and helping them to understand how they can influence and participate in decision-making and how they can resist pressure and coercion assertively.

### What should I do if I am concerned about my child or other students?

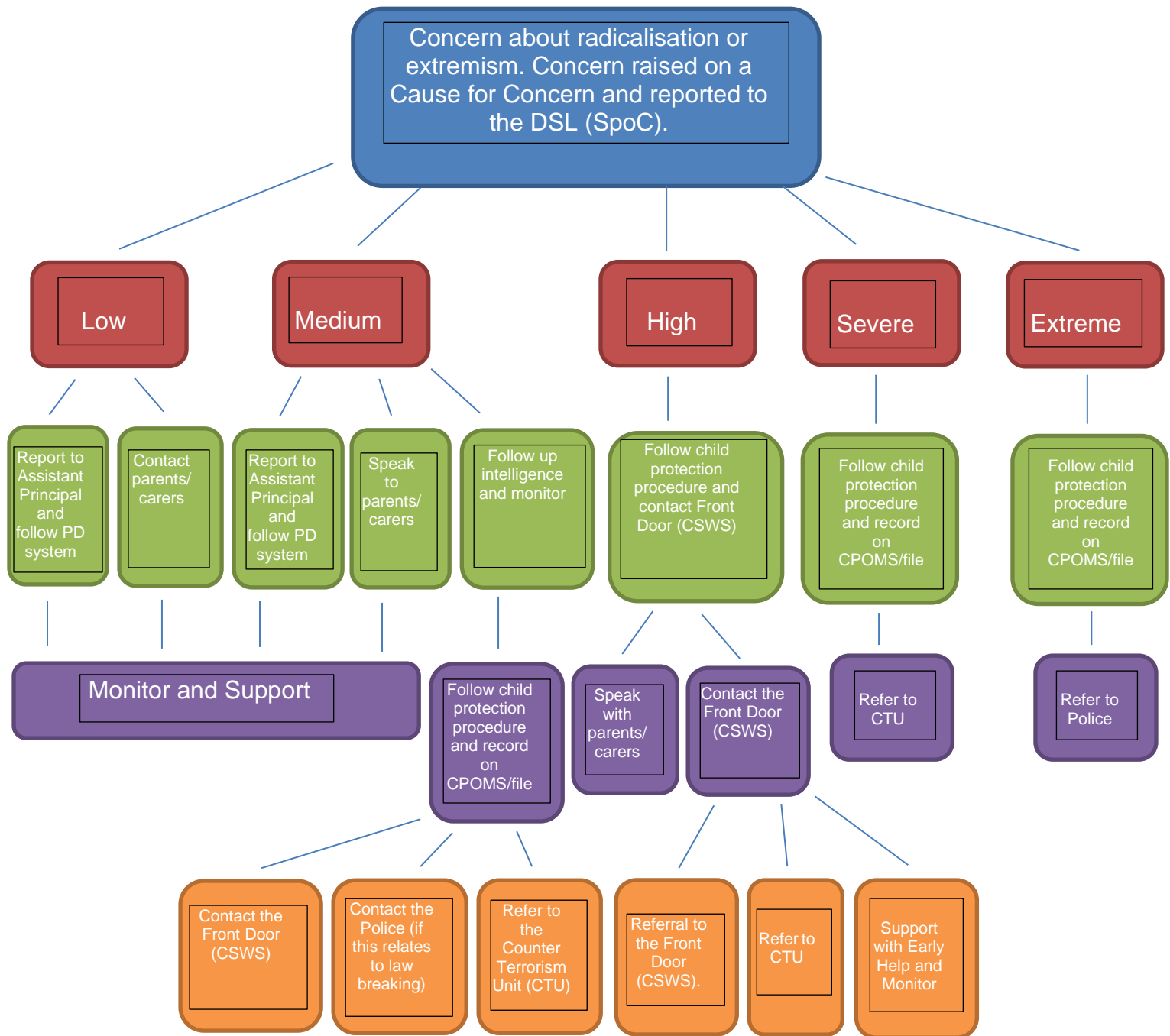
If you have any, for example if you feel they are being influenced by others, there are concerns about E and online safety or they are suffering discrimination and prejudice please contact the Designated Senior Leader. ....

If you have concern that your child or other student are at immediate risk Children's Social Work Services are available on 0113 222 4403.



## Appendices four

### Responding to Concerns about a Student



**Call 999 if there is an immediate threat to life.**

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To report illegal information, pictures or videos found on the internet

[www.gov.uk/report-terrorism](http://www.gov.uk/report-terrorism)

**Confidential National Anti-terrorist hotline:** 0800 789 321

**Due Diligence and Counter Extremism Group (DDCEG) Helpline** - (020 7340 7264) For education staff and governors to raise concerns relating to extremism directly and in confidence

<http://educateagainsthate.com/>

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Document control:

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