



Hetton School

Safeguarding

Respect. Learn. Achieve.

Preventing Extremism and Radicalisation



Introduction

From 1 July 2015 all schools must have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies including Schools. In Hetton School we are taking action to protect children from this risk of extremism and radicalisation. In order for our school to fulfil the Prevent duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation is also part of what we do in Hetton and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

In Hetton School we hope to build our students resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. It is important to emphasise that the Prevent duty is not intended to stop pupils debating controversial issues. We strive to provide a safe space in which students and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments thereby assisting their personal, social and emotional development and understanding of the world.

Risk assessment

At Hetton School we are assessing the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. We understand that this may vary from area to area, and according to their age. This will allow us to respond in an appropriate and proportionate way. Using this information we can gain a general understanding of the risks affecting the students in our area and a specific understanding of how to identify individual students who may be at risk of radicalisation and what to do to support them.

Definitions and indicators

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Extremism is defined by the Government in the 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.

Extremism is defined by the Crown Prosecution Service as ‘The demonstration of unacceptable behaviour by using any means or medium to express views which encourage, justify or glorify terrorist violence in furtherance of particular beliefs; Seek to provoke others to terrorist acts; Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or Foster hatred which might lead to inter-community violence in the UK’.



There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Students may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

Staff training

Staff should be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. At Hetton School the DSL and Headteacher have undertaken online training in this area and now the wider school staff are



completing this online course as part of their wider staff development. This online general awareness training module on Channel is suitable for school staff and other front-line workers. It includes how to identify factors that can make people vulnerable to radicalisation, and case studies illustrating the types of intervention that may be appropriate.

Staff must take action when they observe behaviour of concern. At Hetton school we have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing our existing Child Protection / Safeguarding policies.

Working in partnership

The Prevent duty builds on existing local partnership arrangements with the Local Safeguarding Children Board (SSCB – Sunderland Safeguarding Children Board). They are responsible for co-ordinating what is done by local agencies for the purposes of safeguarding and promoting the welfare of children in their local area.

We will look to ensure effective engagement with parents as the family is also important as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms.

IT policies and curriculum

The statutory guidance makes clear the need for schools to ensure that children are safe from terrorist and extremist material when accessing the internet in schools. In Hetton School we ensure that suitable filtering is in place.

Internet safety is integral within our ICT curriculum and is also be embedded in PD and SRE.

Building children's resilience to radicalisation

We look to build resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making. In Hetton School we promote the spiritual, moral, social and cultural development of students and, within this, fundamental British values. (see additional guidance leaflet/policy)

In Personal Development, assemblies, tutor time and the wider curriculum we need to provide students with time to explore sensitive or controversial issues, and equipping them with the knowledge and skills to understand and manage difficult situations. PD can be used to teach pupils to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing. They can also develop effective ways of resisting pressures, including knowing when, where and how to get help. In PD and Whole school development days they look at Citizenship which helps their knowledge, skills and understanding to prepare them to play a full and active part in society. It allows them to explore political and social issues critically, to weigh evidence, to debate, and to make reasoned arguments. They learn about democracy, government and how laws are made and upheld. Students are also taught about the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.



What to do if you have a concern

If a member of staff in a school has a concern about a particular student they should follow the school's normal safeguarding procedures, including discussing with the school's designated safeguarding lead, and where deemed necessary, with children's social care.

You can also contact your local police force or dial 101 (the non-emergency number). They can talk to you in confidence about your concerns and help you gain access to support and advice.

The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly.

Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk. Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

Other policies/ documents which should be read in relation to this leaflet are

Child Protection Policy (July 2004 – currently under review following KCSIE July 2015)

Equality and Diversity Policy

SMSC policy and leaflet

British Values leaflet

PD policy

Anti-Bullying Policy

E-safety / AUP Policy

Behaviour Policy

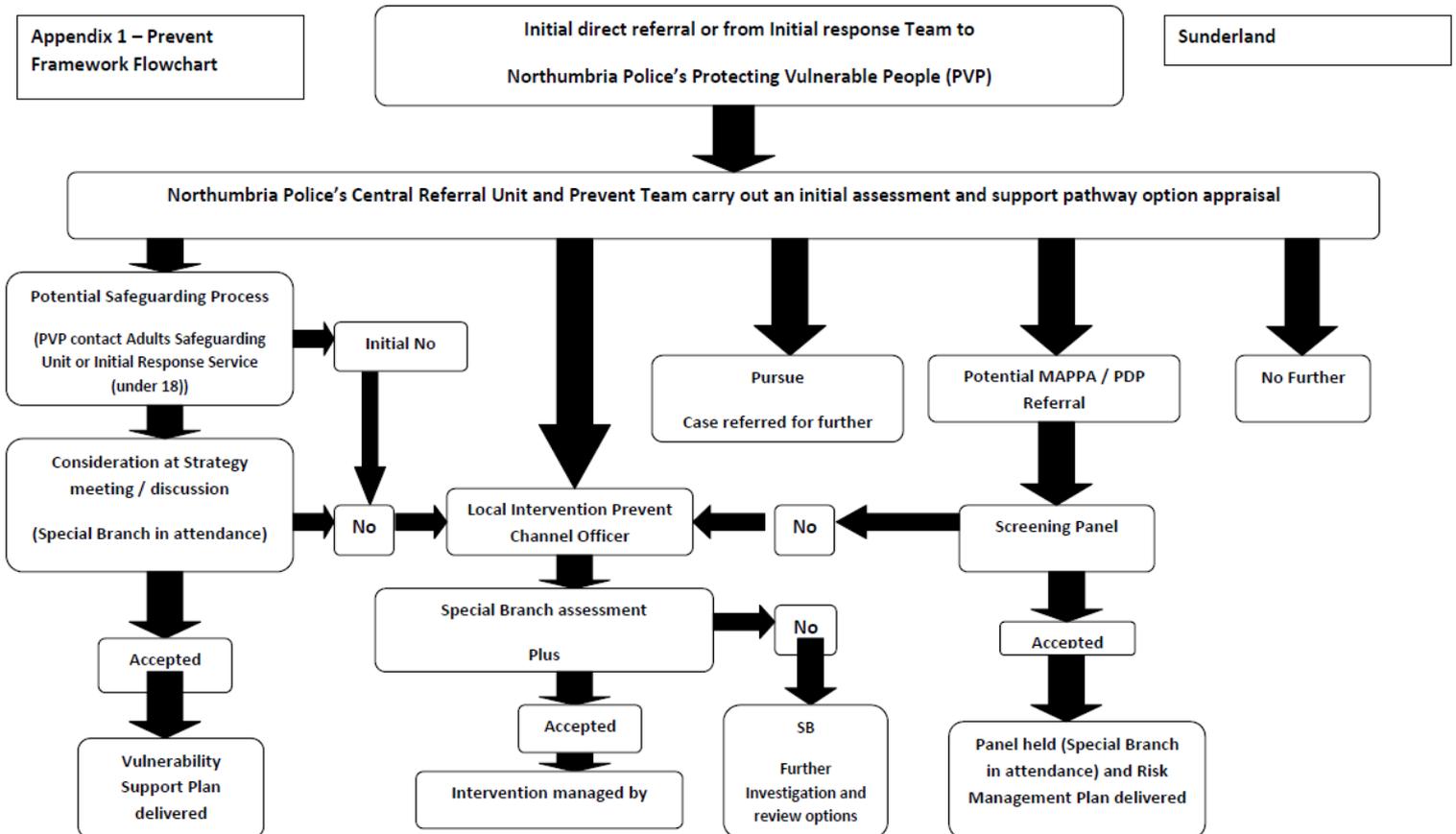
The PREVENT duty DfE June 2015

Keeping Children Safe in Education DfE July 2015

Working Together to Safeguard Children HM Gov March 2015



Appendix 1 - SSCB flow chart for referral



Appendix 2

Preventing violent extremism - Roles and responsibilities of the identified lead

The identified lead for Hetton School is the DSL and Assistant Head, Jane McKeown, supported by the Headteacher, who is responsible for

- Ensuring that staff of the school are aware that she is the point of contact in relation to protecting students from extremism and radicalisation;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students from becoming involved in extremism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of Hetton School in relation to protecting students from extremism and radicalisation;
- Monitoring the effect in practice of the school's curriculum, assembly policy and wider activities to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;



- Raising awareness within the school about the safeguarding processes relating to protecting students from extremism and radicalisation;
- Acting as the first point of contact within the school for case discussions relating to students who may be at risk of extremism and radicalisation;
- Collating relevant information from in relation to referrals of vulnerable students into the Channel* process;
- attending Channel* meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel* Co-ordinator; and
- Sharing any relevant additional information in a timely manner.

Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by Northumbria Police through their “prevent” team and it aims to:

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.