



HEBBURN

Comprehensive School

Preventing Extremism and Radicalisation Policy

Review Period	Recommended Annually		
Date of next review	Spring Term 2024	Author	S Burdis
Type of Policy	Statutory	Approval Status	Governing body
Signed by:			
Head Teacher	Mr D Thompson	Date: 24 May 2023	
Chair of Governors	Mr A Ellison	Date: 24 May 2023	

Vision and Values

Our vision at Hebburn Comprehensive School is to have a harmonious community where the emphasis for all is on learning and achievement, where pupils feel safe and happy and where a culture of success and ambition is celebrated and embedded throughout the school and wider community. We aim to raise the aspirations of all our young people, inculcating a respect for one another and for the value of learning and citizenship. Through challenge, partnership and support, we aim to raise standards of achievement; create a genuine sense of community spirit; and enhance our pupils' life chances for the future.

Introduction

Hebburn Comprehensive School is committed to providing a safe environment, where all children feel secure and are kept safe. All adults in our school recognise that safeguarding is everyone's responsibility, irrespective of the role they undertake, as set out in Section 10 (2) of the Children Act 2004.

Our 'Preventing Extremism and Radicalisation Policy' is part of our Child Protection policy, which aims to safeguard and promote the welfare of all children and young people, in line with statutory guidance set out in Section 175 of the Education Act 2002 and Section 157 of the Education Act 2002.

Rationale

The current threat from terrorism and extremism in the United Kingdom must be taken seriously, as it can involve the exploitation of vulnerable people, including children.

This guidance is designed to provide a clear framework for staff and how they should respond to any safeguarding concerns, in relation to children who may be vulnerable to radicalisation or extremism.

All children deserve the opportunity to achieve their full potential. At Hebburn Comprehensive School, we have a commitment to securing the following five outcomes for children:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic wellbeing

These outcomes govern the ethos, values, planning and operational functioning of the school. Our vision and guiding principle are to have a vibrant and caring community, where the focus for all is on learning and achievement and where all pupils feel safe and happy.

Our overriding aims are to raise aspirations and embed ambition in all of all our young people, to inculcate a sense of respect for one another and to raise awareness of any potential threats to their own safety or well-being.

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children Act 1989
- Education Act 1996
- Counter-Terrorism and Security Act 2015
- Childcare Act 2006
- Data Protection Act 2018
- UK GDPR

At Hebburn Comprehensive we will:

- Have a staff body who are committed to children's and young people's welfare and safety;
- Be clear about people's responsibilities to safeguard and promote children's and young people's welfare;
- Make sure staff receive training that helps them do their job well;
- Have robust procedures about how to safeguard and promote the welfare of young people;
- Have agreements and protocols for working with other organisations.

Roles and Responsibilities

The Head Teacher is responsible for:

- The overall implementation and management of this policy.
- Ensuring every staff member is familiar with the scope of this policy.
- Ensuring pupils are taught about British values through the curriculum.
- Ensuring the school is a safe space in which pupils can understand and discuss sensitive topics, including terrorism and extremism, and are able to challenge these ideas.
- Undertaking a risk assessment to determine whether pupils are at risk of being drawn into terrorism.
- Identifying extremist risks in the local area.
- Ensuring any visitors and speakers at the school are appropriate and vetted prior to them having access to pupils.

The DSL, and deputies, are responsible for:

- Handling any referrals to the Channel programme and supporting staff who make referrals to Channel.
- Following up any referrals made to the Channel programme.
- Provide advice and support to staff on protecting pupils from the risk of radicalisation.
- Delivering staff training on the Prevent duty.
- Working with external agencies to support pupils at risk of being drawn into terrorism.
- Providing guidance to other staff members to help them support pupils at risk of being drawn into terrorism.

- Understanding local procedures for making a Prevent referral and making Prevent referrals where appropriate.
- Considering if it would be appropriate to share any information with a new school or college in advance of a pupil leaving, e.g. if the pupil is currently receiving support through the 'Channel' programme and the information would allow the new setting to have support in place for when the pupil arrives.

All staff members are responsible for:

- Being alert to the risk factors of extremism and radicalisation and any changes in a pupil's behaviour which could indicate that they may be in need of help or protection.
- Raising any concerns with the DSL (or any deputies, in their absence).
- Notifying the DSL (or any deputies, in their absence) when they make any referrals to the Channel programme.
- Engaging in staff training on the Prevent duty.
- Using their professional judgement to identify pupils who may be at risk of radicalisation and acting proportionately.

Definitions

What is terrorism?

In the United Kingdom, the Terrorism Act 2000 defines terrorism as:

- The use or threat of action designed to influence the government or an international governmental organisation;
- The deliberate intimidation of the public, or a section of the public for the purposes of advancing a political, religious, racial or ideological cause, including: serious violence against a person; serious damage to property; a threat to a person's life; serious risk to the health and safety of the public; or serious interference with, or disruption to, an electronic system.

What do we mean by the terms radicalisation and extremism?

Radicalisation is defined as: "the process by which people come to support terrorism and extremism and, in some cases, become members of terrorist/extremist groups."

Extremism is defined as: "Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and the 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." **(HM Government Prevent Strategy 2011)**

The process of radicalisation is different for every individual and can take place over an extended period or within a very short time frame.

What do we mean by the term prevention?

Prevention means reducing or eliminating the risk of individuals and/or groups from becoming involved in terrorism. 'PREVENT' involves the identification and referral of those susceptible to extremism into appropriate interventions. These interventions are aimed to stop vulnerable people, including children, from being radicalised.

National Guidance and Strategies

CONTEST is the Government's counter-terrorism strategy.

PREVENT is a key part of the 'CONTEST' strategy which aims to stop people becoming radicalised and supporting terrorism. Early intervention is key to the success of 'PREVENT', in diverting young people away from being drawn into terrorist activity. 'PREVENT' should be triggered before any criminal activity takes place. The aim of the strategy is to recognise, support and protect people who may be susceptible to radicalisation. The three main objectives of 'PREVENT' are:

- To respond to the ideological challenge of terrorism and the threat we face from those who promote it;
- To prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support; and
- To work with sectors and institutions where there are risks of radicalisation which we need to address.

CHANNEL is a key element of the 'PREVENT' strategy and is a multi-agency approach, aiming to protect people at risk from radicalisation. 'CHANNEL' uses existing collaboration between local authorities, the health sector, social services, the police and the local community 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.

'CHANNEL' aims to safeguard children and adults from being drawn into terrorist-related activity.

Multi-Agency Working

'Working Together to Safeguard Children' identifies exposure to, or involvement with, groups or individuals that use violence to promote extreme political ideologies, as a particular risk to some children and young people.

Awareness of 'PREVENT' and an understanding of the risks to which young people are exposed to are essential in schools. Professionals can help identify and refer vulnerable children to the relevant agencies. If a child's behaviour suggests that s/he is being drawn into terrorism or extremism, this must be reported as a safeguarding concern.

Schools should protect children from extremist and violent views in the same way that they safeguard children from drugs, gang violence or alcohol. The overriding principle must be to protect children from any form of harm.

All organisations should have an awareness of the prevent agenda and how to respond to and report concerns.

Policy and Procedures

There is no place for extremist views of any kind in our school. As a school, we recognise that extremism and exposure to extremist materials and influences must be addressed as a safeguarding concern. We also recognise that, if we fail to challenge extremist views, we are failing to protect our pupils. Extremists aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others, based on ignorance or prejudice.

Education is essential in equipping young people with the knowledge, skills and critical thinking to challenge and debate complex issues in an informed way. At Hebburn Comprehensive School, we will, therefore, provide a broad and balanced curriculum that actively promotes fundamental British values, outlined by the DFE, in the hope that all of our pupils understand and become tolerant of different cultures and religions. We will ensure that children at our school thrive, feel valued and do not become marginalised.

As a school, we are aware that young people can be exposed to extremist influences or prejudiced views from an early age. These views can emanate from a variety of sources and media, including the internet. At times, pupils may reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language. Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and, where appropriate, dealt with in line with our Behaviour Policy. Where misconduct by a teacher is proven, the matter will be referred to the National College for Teaching and Leadership for their consideration, as to whether a Prohibition Order is required.

As part of wider safeguarding responsibilities, staff need to be alert to:

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school;
- Graffiti or art work promoting extremist messages or images;
- Pupils accessing extremist material online, including through social networking sites;
- Parental reports of changes in behaviour, friendship or actions and requests for assistance;
- Pupils voicing opinions drawn from extremist ideologies and narratives;
- Use of extremist or 'hate' terms, aiming to exclude others or incite violence;
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture.

Our school will follow any locally-agreed procedures and criteria for safeguarding individuals vulnerable to extremism and radicalisation, as set out by the Local Authority and/or our Safeguarding Children Partnership. In the event of concerns being raised about a person becoming radicalised, consideration will be given to using the Local Authority's 'Channel' process. Channel is a bespoke panel which meets to address issues of individuals who have been identified as being at risk of radicalisation but have not committed any terrorist offence. The panel meets when a referral has been made.

Making a Referral

In accordance with the school's Child Protection and Safeguarding Policy, if any member of staff has any concerns about a pupil, they will raise this with the DSL.

Parents will be contacted to discuss the issue and investigate where there are any mitigating home circumstances, unless doing so would put the pupil at further risk of harm. A decision will be made at this meeting to determine whether a referral should be made to the Channel programme. In most cases, the DSL will refer the case to the Channel programme where there is a radicalisation concern, as appropriate.

Staff members may make referrals to the Channel programme if they deem it necessary – the DSL will be notified in all cases and will support staff members who do so. Staff members will be informed that they may be asked to attend a Channel panel to discuss the pupil who has been referred to determine whether support is required. The LA's Channel panel will decide which support, if any, is required and arrange for this support to be implemented.

The DSL will follow up any referrals and the pupil will be monitored for a period of time to determine whether there have been any changes in behaviour. Parents will be consulted during this period, unless doing so would put the pupil at further risk of harm.

If any concerns are raised, the DSL will contact the Channel programme to discuss further steps.

The DSL will record and retain all incidents for school records in accordance with the Data Protection Act 2018 and the UK GDPR, as outlined in the Data Protection Policy.

#Safer Recruitment

The arrangements for recruiting all staff, both on a permanent basis and as volunteers, will follow national guidance for safer recruitment best practice in education settings, including, but not limited to, ensuring that DBS checks are always made at the appropriate level, that references are always received and checked, maintaining a single central record of such vetting checks.

Promoting Fundamental British Values

Through the curriculum, the school will:

- Teach our pupils a broad and balanced international history.
- Represent the cultures of all of our pupils.
- Teach a wide range of English and non-English literature.
- Discuss the UK's relations with the rest of Europe, the Commonwealth and the wider world.

Through our social, moral, spiritual and cultural programme, the school will:

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence.
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England.
- Encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.
- Enable pupils to acquire a broad general knowledge of, and respect for, public institutions and services in England.

- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of, and respect for, their own and other cultures.
- Encourage respect for other people.
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

The school will do this by:

- Including material on the strengths, advantages and disadvantages of democracy, and how democracy and the law work in Britain as part of our curriculum.
- Ensuring that all pupils within the school have a voice that is listened to, e.g. by demonstrating how democracy works via a school council whose members are voted for by the pupils.
- Using opportunities such as general or local elections to hold mock elections to offer pupils the chance to engage in politics from an early age.
- Using teaching resources from a wide variety of sources to help pupils understand a range of faiths.

Teaching Approaches

We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where children may experience narrow or extremist views elsewhere which may make it difficult for them to challenge or question these potentially radical influences. In our school, this will be achieved through good teaching, primarily via PSHE, but also by adopting the methods outlined in the Government's guidance: 'Teaching approaches that help build resilience to extremism among young people' DfE 2011.

We will ensure that our teaching approaches help pupils to build resilience against radicalisation and extremism, giving all pupils a positive sense of identity. We will ensure that all staff are equipped to recognise extremism and are skilled and confident enough to challenge it. We will adapt our teaching approaches, as appropriate, to address specific issues that are relevant to the current issues of extremism and radicalisation. Through good teaching, we will equip our pupils with the appropriate skills, knowledge and understanding to become resilient learners.

The school will work with multi-agencies and families to ensure that everyone in our school community understands and embraces our values in challenging extremist views. We will help support pupils who may be vulnerable to such influences, as part of our wider safeguarding responsibilities. Where we believe a child is directly affected by extremist materials or influences, we will ensure that that he/she is given specific mentoring and support. Additionally, in such instances, our school will seek external support from the Local Authority and/or local partnership agencies to help prevent extremism.

At Hebburn Comprehensive School, we will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. We will teach and encourage pupils to respect one another and to respect and tolerate difference. It is our fundamental responsibility to keep our pupils safe and prepare them for life in modern, multicultural Britain.

Use of External Agencies and Speakers

We encourage the use of external agencies and guest speakers to enrich the learning experiences of our pupils, and we always vet any external agencies, individuals or speakers who come into school. Vetting is

important to ensure that we do not use agencies or speakers that are inconsistent with, or are in complete opposition to, the school's values and ethos.

Our school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to pupils are consistent with the ethos of the school and do not marginalise any communities, groups or individuals;
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies;
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work;
- Activities are matched to the needs of pupils;
- Activities are carefully evaluated by teachers to ensure that they are effective.

Where there are concerns of extremism or radicalisation, pupils and staff will be encouraged to make use of our internal safeguarding systems to raise any issues in confidence.

The Designated Safeguarding Lead works in adherence with the responsibilities set out at Annex A of the DfE Guidance 'Keeping Children Safe in Education'. The Designated Safeguarding Lead is the focus person and local 'expert' for school staff, and others, who may have concerns about an individual child's safety or well-being and is the first point of contact for external agencies, in line with Recommendation 2 of Peter Clarke's Report. The role of the Designated Safeguarding Officer and Deputy Designated Safeguarding Officer will now be extended to include the responsibilities of the 'PREVENT' strand of the Government's counter-terrorism strategy.

Whole-school training on Safeguarding and Child Protection will be organised for staff at least every three years and will comply with the arrangements agreed by the Local Authority and the Safeguarding Children Board and will, in part, include training on extremism and radicalisation and its safeguarding implications.

The Designated Safeguarding Lead and Deputy will attend training courses at least every two years; again, this will include training on extremism and radicalisation and their safeguarding implications.

Understanding and Recognising Risks and Vulnerabilities of Radicalisation

Most individuals, even those who hold radical views, do not necessarily become involved in extremism. Numerous factors can contribute to the range of behaviours that are defined as extremism. It is important to consider these factors, in order to develop an understanding of this complex issue.

The risk of radicalisation is the product of a number of factors; identifying this risk requires practitioners to exercise their professional judgement, seeking further advice where necessary.

Vulnerability Factors

Identity Crisis: Distance from cultural/ religious heritage and uncomfortable with their place in the society around them.

Personal Crisis: Family tensions; 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: Experiences of imprisonment; poor resettlement/ reintegration, previous involvement with criminal groups

Access to Extremism / Extremist Influences

Questions to Ask:

- Is there reason to believe that the child is associated with those known to be involved in extremism?
- Is there evidence that a child is accessing the internet for the purpose of extremist activity?
- Is there reason to believe that the child has been, or is likely to be, involved in extremist training camps?
- Is the child known to have possessed or distributed extremist literature which could incite racial or religious hatred?
- Does the child sympathise with or support proscribed groups?

Possible Experiences, Behaviours and Influences:

- Has the child encountered peer, social, family or faith-group rejection?
- Is there evidence of extremist ideological, political or religious influence on the child?
- Have international events in areas of conflict and civil unrest had a personal impact on the child, resulting in a noticeable change in behaviour?
- Has there been a significant shift in the child's behaviour or outward appearance that suggests a new political or religious influence?
- Does the child support terrorist attacks, either orally or in written work?
- Has the child witnessed or been the perpetrator of a religious hate crime or sectarianism?

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.

Referral and intervention process :

Where there is an identified risk or potential risk that a child may be involved in supporting or following extremism, a police investigation will be required.

Any member of staff who identifies any concerns must report these concerns to the Lead or Deputy Child Protection Officer.

The Child Protection Officers, in liaison with the Head Teacher, will consider whether the situation requires immediate police contact. Professional judgement and common sense should be used to identify whether an emergency situation applies.

Where a child is thought to be at risk of significant harm, and where an investigation needs to be carried out, a referral to the Referral and Assessment Team will be made immediately. However, it should be recognised that concerns of this nature in relation to violent extremism are most likely to require a police investigation, as part of 'CHANNEL', in the first instance. Some children/ young people who are at risk of being drawn into extremist activity may pose a risk to others. There must not be a conflict between the welfare needs of the child/ young person and the victim: all agencies have a duty to safeguard both.

Responsibilities and Contact

HEAD TEACHER	Mr D R Thompson
DSL	Mrs S Burdis
DDSLs	Mr M Bingham
DESIGNATED GOVERNOR	Mrs A Ellison
LOCAL AUTHORITY DESIGNATED OFFICER (LADO)	Angela Nolan
PREVENT DUTY LA CONTACT	Mr Graeme Littlewood
STSCB BUSINESS MANAGER	Mrs Jackie Nolan

South Tyneside Process Map for Reporting a Prevent Concern for a Vulnerable Person



