



KING EDWARD VI
SHELDON HEATH ACADEMY

Safeguarding Children and Young People Vulnerable to Violent Extremism

Nominated Single Point of Contact (SPOC) is Mrs L Cabena

See also:

Staff Safeguarding Children Policy

Child Protection Policy

Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges
(DfE September 2016)

Friendship
Integrity Benevolence
Honesty **Equality**
Respect Community
Tolerance Aspiration
Our values
Humility Personal responsibility
Justice Dignity Ambition
Co-operation **Humanity**
Excellence Embracing diversity
Belief Empathy Kindness
Understanding Charity
Compassion

This policy was adopted by the Student Welfare Committee in September 2016.
Next review due Autumn Term 2017, or earlier if the need arises.

1. Rationale

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

The purpose of this document is to provide guidance and advice on how to manage and respond to concerns of children and young people being vulnerable to violent radicalisation or being affected by the radicalisation of others through the safeguarding mechanisms already in place within the Local Safeguarding Children Boards and associated arrangements.

2. Ethos

The Academy values freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society's values. Both students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

3. Aims

This policy applies to all those with responsibilities for safeguarding children and young people. It has four aims:

- To signpost to the most relevant national guidance and strategies;
- To provide guidance on establishing appropriate local referral and intervention processes which involve all relevant agencies;
- To provide guidance on the management arrangements to be put in place to support those who work within Children's Services, the police and other partner organisations;
- To provide advice on understanding and recognising risks and vulnerabilities of radicalisation and appropriate, proportionate responses and interventions.

This document recognises that effective implementation will require a multi-agency and partnership approach, (these key components are common to both Safeguarding and the Prevent agenda,) with the joint responsibility for leading and monitoring being with the local Children's Services department and the police. The Local Safeguarding Children Board and local Area Partnership Board for Prevent provide existing arrangements for this.

4. Introduction

Radicalisation is defined as the process by which people come to support terrorism and violent extremism and, in some cases, to then participate in terrorist groups. Radicalisation can involve the exploitation of vulnerable people, including children, young people and vulnerable adults to involve them in terrorism or activity in support of terrorism. Thus radicalisation is viewed as a safeguarding concern.

Violent Extremism is defined by the Crown Prosecution Service (CPS) 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;
- Foster hatred which might lead to inter-community violence in the UK."

There are a number of offences that can be considered when dealing with violent extremism. They include offences arising through spoken words, creation of tapes and videos of speeches, internet entries, chanting, banners and written notes and publications. The main offences employed to date have been soliciting murder and inciting racial hatred.

5. Legislative and Policy Framework

The following legislation and policies have provided the framework for this safeguarding protocol:

- The Children Act 1989; as revised by the Children Act 2004;
- Working Together to Safeguard Children (2015);
- Framework for the Assessment of Children in Need and their Families, Department of Health 2000;
- Channel: Supporting individuals vulnerable to recruitment by violent extremists: A Guide for Local Partnerships, HM Government with Association of Chief Police Officers;
- Recognising and responding to radicalisation. Considerations for policy and practice through the eyes of street level workers. (RecoRa Institute)

6. National Guidance and Strategies

The following are part of the government's counter terrorist strategy, referred to as Contest:

- The Prevent Strategy: A Guide for Local Partners in England - Stopping people becoming or supporting terrorists and violent extremists. The expectation is that within all local authority areas a Prevent multi-agency partnership board is established to plan and manage responses. Children's Services should be involved and participate in the Area Partnership Board for Prevent and kept informed of the particular risks in their area.
- Recognising and Responding to Radicalisation: Considerations for policy and practice through the eyes of street level workers (The RecoRa Institute)
- Channel: Protecting vulnerable people from being drawn into terrorism "A guide for local partnerships" (October 2012). The Channel programme (Birmingham Channel Panel) is an initiative led by the Police and operates in areas identified as having higher levels of risk, to provide support to those at risk of being drawn into violent extremism. The guidance identifies as good practice the importance of having:
 - A clear referral process incorporating a multi-agency panel;
 - An identified co-ordinator or location of expertise for advice, guidance and support;
 - Information sharing protocols.

The Channel: Supporting Individuals vulnerable to recruitment by violent extremists: A guide for local partnerships can be found at:

<http://tna.europarchive.org/20100419081706/http://security.homeoffice.gov.uk/news-publications/publication-search/prevent/channel-guidance?view=Binary>

7. Risk reduction

The Academy governors, Principal and the Designated Safeguarding Lead will assess the level of risk within the Academy and put actions in place to reduce that risk. Risk assessment includes consideration of the Academy's RE curriculum, SEND policy, the use of premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the Academy's profile, community and philosophy.

This risk assessment is reviewed as part of the annual S175 return that is monitored by the local authority and the local safeguarding children board.

8. Identification

There is no obvious profile of a person likely to become involved in extremism or a single indicator of when a person might move to adopt violence in support of extremist ideas. The process of radicalisation is different for every individual and can take place over an extended period or within a very short time frame. It is important to note that most individuals, even those who hold radical views, do not become involved in violent extremism.

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism. It is important to consider these factors in order to develop an understanding of the issue. It is also necessary to understand those factors that build resilience and protect individuals from engaging in violent extremist activity. It is important to be cautious in assessing these factors to avoid inappropriately labelling or stigmatising individuals because they possess a characteristic or fit a specific profile.

Three main areas of concern have been identified for initial attention in developing the awareness and understanding of how to recognise and respond to the increasing threat of children/young people being radicalised:

- Increasing understanding of radicalisation and the various forms it might take, thereby enhancing the skills and abilities to recognise signs and indicators amongst all staff working with children and young people;
- Identifying a range of interventions - universal, targeted and specialist - and the expertise to apply these proportionately and appropriately;
- Taking appropriate measures to safeguard the well-being of children living with or in direct contact with known extremists.

It is vital that all professionals who have contact with vulnerable individuals are able to recognise those vulnerabilities and help to increase safe choices. It is necessary to remember that violent behaviour operates on many levels in the absence of protective factors and that individuals largely act within the context of their environment and experiences.

9. Understanding and Recognising Risks and Vulnerabilities of Radicalisation

Children and young people can be drawn into violence or they can be exposed to the messages of extremist groups by many means. These can include through the influence of family members or friends and/or direct contact with extremist groups and organisations or, increasingly, through the internet. This can put a young person at risk of being drawn into criminal activity and has the potential to cause Significant Harm.

The risk of radicalisation is the product of a number of factors and identifying this risk requires that staff exercise their professional judgement, seeking further advice as necessary. It may be combined with other vulnerabilities or may be the only risk identified.

Potential indicators include:

- Use of inappropriate language;
- Possession of violent extremist literature;
- Behavioural changes;
- The expression of extremist views;
- Advocating violent actions and means;
- Association with known extremists;
- Seeking to recruit others to an extremist ideology.

Research shows that indicators of vulnerability can include:

- 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.
- Special Education Needs – Issues with social interaction and empathy with others; understanding the consequences of their actions; a lack of 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 exploitation for the purposes of violent extremism.

More critical risk factors could include:

- Being in contact with extremist recruiters;
- Articulating support for violent extremist causes or leaders;
- 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;
- Significant changes to appearance and/or behaviour.
- Experiencing a high level of social isolation, resulting in issues of identity crisis and/or personal crisis.

10. Response

The Academy has a Prevent Single Point of Contact (SPOC) who is the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC and to the Designated Safeguarding Lead if this is not the same person.

11. Roles and Responsibilities of the Single Point of Contact (SPOC)

The nominated single Point of Contact is Mrs L Cabena. The SPOC is responsible for:

- Ensuring that other staff in the organisation are aware who the SPOC is in relation to protecting individuals from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing individuals from becoming involved in terrorism, 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 the organisation in relation to protecting individuals from radicalisation and involvement in terrorism;
- Raising awareness within the organisation about the safeguarding processes relating to protecting individuals from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the organisation for case discussions relating to individuals who may be at risk of radicalisation or involved in terrorism;
- Making referrals of individuals at risk to Children Services, the Police or the Channel Co-ordinator as appropriate in line with this and the Academy's safeguarding policy;
- Collating relevant information in relation to referrals of vulnerable children and young people or adults 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.

12. Referral and Intervention Processes

The Association of Chief Police Officers (ACPO) guidance provides a model referral process for children and young people who are vulnerable to radicalisation and/or who may be at risk through living with or being in direct contact with known extremists. A model flowchart for referral of Children and Young People for Concerns of Radicalisation in Children's Services can be found in Appendix 1. Staff working with children should use this model to assist them in identifying and responding to concerns about children who may be vulnerable to being drawn into violent extremist activity.

Any member of staff who identifies such concerns, for example as a result of observed behaviour or reports of conversations to suggest the child supports terrorism and/or violent extremism, must report these concerns to the named Designated Lead Person for Child Protection, who will consider what further action is required.

As set out in the flowchart, the named or designated professional must discuss any such concerns with the local police. After consultation with the police and in light of any further information gathered about the child and the family, if it is considered there are grounds for further involvement, a multi-agency assessment meeting (usually

involving the child, parents and relevant professionals) should be convened to determine the appropriate response and how this should be delivered.

The aim is to ensure an early identification of children's vulnerabilities and promote a coordinated response, wherever possible within universal provision or through targeted interventions and the CAF process. The emphasis should be on supporting vulnerable children and young people, rather than informing on or "spotting" those with radical or extreme views. Appendix 2 (which has been reproduced from the ACPO Guidance) gives examples of the range of responses where concerns of radicalisation have been identified.

In exceptional cases, it may be considered that a child or young person is involved or potentially involved in supporting or pursuing extremist behaviour. This may be, for example, where the child is part of a family with known extremists (e.g. people who are currently subject to criminal proceedings or who have been convicted of terrorism related offences.) Where this is the case, a referral must be made to Children's Services under the Referrals Procedure and the police must be informed. Further investigation by the police will be required, prior to other assessments and interventions.

While the nature of the risk may raise security issues, the process should not be seen as different from dealing with the likelihood of Significant Harm or vulnerability due to the exposure to other influences.

Consideration should be given to the possibility that sharing information about the concerns with the parents may increase the risk to the child and therefore may not be appropriate at the referral stage - see Information Sharing and Confidentiality Protocol.

Consideration should also be given to the need for an emergency response - this will be extremely rare but examples are where there is information that a violent act is imminent or where weapons or other materials may be in the possession of a young person or member of his or her family. In this situation a 999 call must be made.

Where there is involvement as a result of the concerns, any provision of services should be subject to regular reviews until it is deemed appropriate to end the agreed response.

13. Assessment

CAF remains the primary vehicle for assessing vulnerable young people, including those who may be vulnerable to violent extremist messages. However, where a referral is made to Children's Services, given the complexity of this issue and the need to access materials that may only be available within the appropriate Counter-Terrorism Unit, cases will be subject to an initial Vulnerability Assessment as identifying vulnerabilities is necessary for effective intervention and the understanding of individual risk management.

Information received from the Channel Team will be used to guide the decision-making process (Appendix 3).

Most children and young people do not become involved in violent extremism. Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism. Therefore, in many cases interventions identified

through the Channel process may not appear to be specific to the threat of radicalisation. For example, they might relate to other needs of the individual such as in respect of mental health support, housing, relationships, offending behaviour or drug and alcohol issues. There may however sometimes be a need for specialist interventions in relation to de-radicalisation and disengagement. These will be commissioned as required (See Appendix 4: Additional Assessment Considerations).

14. Information Sharing and Confidentiality

There is a statutory duty for workers to share information where there are concerns about the safety or well-being of a child or vulnerable adult. Numerous pieces of legislation place a power or duty on local authorities to share information safely and actively in specific circumstances including:

- The Data Protection Act 1998;
- The Human Rights Act 1998;
- The Common Law Duty of Confidence;
- The Crime and Disorder Act 1998;
- The Children Act 2004 Sections 10 and 11;
- The Caldicott Principles.

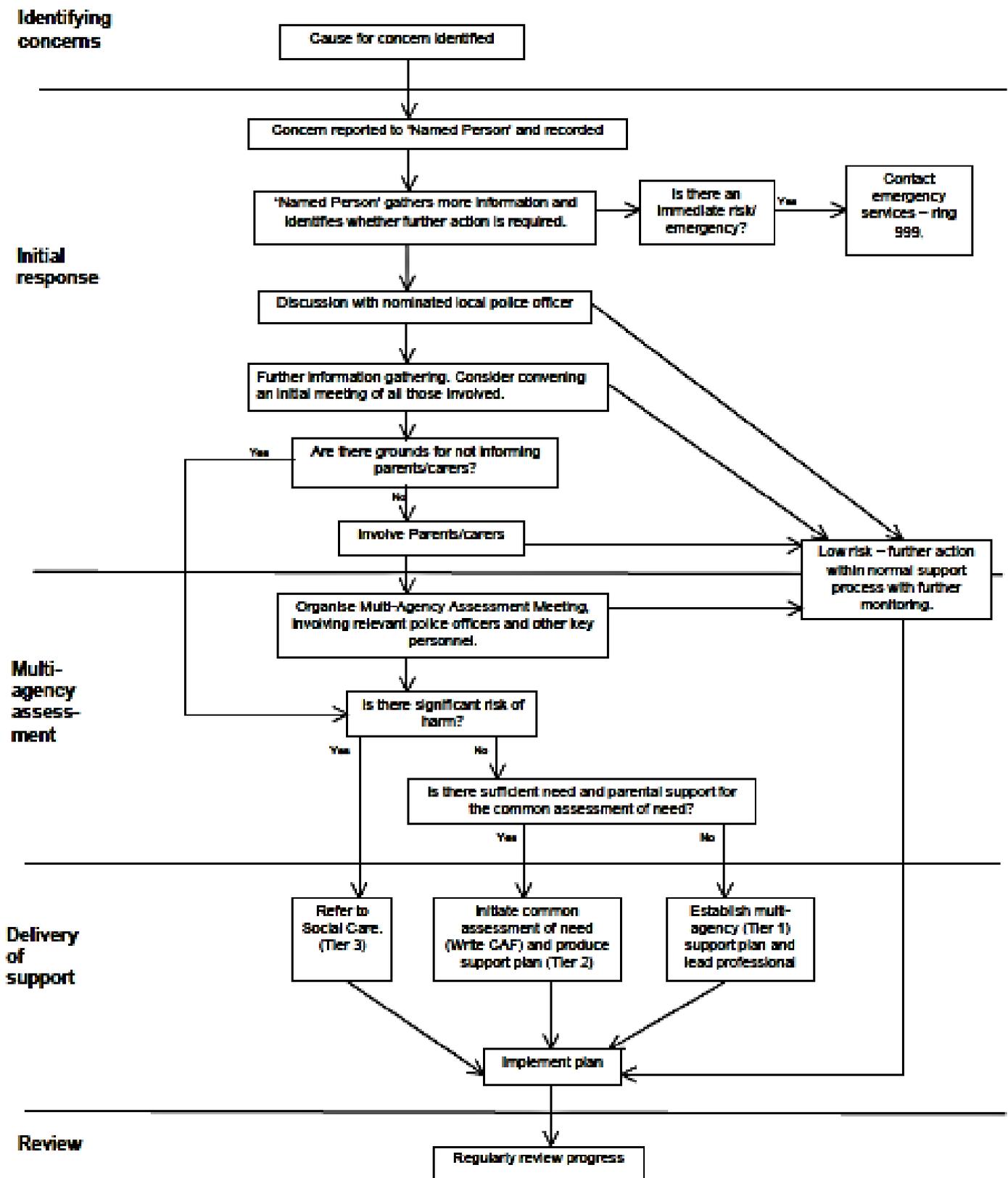
All information sharing must be conducted in accordance with a relevant legal power of duty, and be proportionate and relevant to the circumstances presented.

15. Local Support

Locally, the following organisations are able to provide additional advice and guidance in relation to safeguarding individuals vulnerable to radicalisation and children who may be at risk through living with or being in direct contact with known extremists:

- Police Anti-Terrorist Hot Line number: 0800 789 321 and text phone 0800 0324 539
- West Midlands Police Counter Terrorism Unit - Deb McGrath, Security and Partnerships Officer - 07825 112407 or dmgrath@west-midlands.pnn.police.uk

APPENDIX 1: Model flow chart for referral of children and young people for concerns of radicalisation in children services (e.g. schools, colleges, youth settings)



APPENDIX 2: Prevent and safeguarding guidance supporting individuals vulnerable to violent extremism

D2. Appropriate, proportionate responses and interventions

Intervention Panels - each area develops the understanding and expertise to deploy a range of responses and interventions to be used when concerns of radicalisation are identified. The table below gives some examples.

<p>Specialist Interventions With Young People Already Engaged In Or Linked To Extreme Violence</p>	<p>Managing Risks Intensive Family Support Programmes Family Therapy / Child and Adolescent Mental Health Service (CAMHS) programmes Youth Offending Team(YOT) / Youth Inclusion Support Panel (YISP) programmes Rapid Response support Police Prevent team support Specialist intervention programmes</p>
<p>Targeted Work With Those At Risk</p>	<p>Pupil Support and Challenge Individual Common Assessment Framework (CAF) action plan Youth Inclusion Support Panel (YISP) crime prevention programmes Support from school attached police officer Formal behaviour support / anger management programmes Positive Activities for Young People (PAYP) programme Specialist programmes Intervention panels</p>
<p>Universal Provision</p>	<p>The Curriculum Work on anti-violence addressed throughout curriculum Focussed educational programmes Citizenship programmes Open discussion and debate The Extended Curriculum Positive out of school hours programmes Youth clubs and holiday programmes Increased adult support, supervision and encouragement Parenting programmes Teaching and Learning Styles and Pedagogy Pastoral support Attendance support Behaviour support / anger management work in school Positive buddying programmes 1 to 1 or group counselling Community cohesion programmes Learning, social and emotional skills Social and Emotional Aspects of Learning Anti-bullying work Support from Partner Organisations Connexions Personal Advisor support Schools police officer work on safety, risk and crime prevention Links with relevant voluntary or religious organisations</p>

Appendix 3: Further information on Preventing Radicalisation

Protecting children from the risk of radicalisation should be seen as part of the Academy's wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

Prevent

From 1 July 2015 specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), in the exercise of their functions, to 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. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015 ("the Prevent guidance"). Paragraphs 57-76 of the Prevent guidance are concerned specifically with schools (but also cover childcare). It is anticipated that the duty will come into force for sixth form colleges and FE colleges early in the autumn.

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty.

The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children Boards (LSCBs).

The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place. It is also important that schools teach pupils about online safety more generally.

The Department for Education has also published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

Channel

Channel is a multi-agency approach that provides support to individuals who are at risk of being drawn into terrorist related activity. Channel seeks 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;
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

It is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them, their families and their communities. Refer to the Considerations below in Appendix 3: Additional Assessment Considerations when deciding whether to refer to Channel.

'Any person who is susceptible to radicalisation through a range of social, personal and environmental factors that may lead to the person demonstrating or exhibiting violent extremist behaviour. This will also include violent domestic extremism'. As a minimum there must be information evidencing a concern that the individual is either moving towards support for terrorism, or an attraction to terrorism or a vulnerability to radicalisation.

School staff should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the CTSA 2015 as partners required to cooperate with local Channel panels.

Appendix 4: Additional Assessment Considerations

(To be considered against unique personal circumstances of referred individual.)

The list is not exhaustive and all or none may be present in individual cases of concern. Nor does it mean that vulnerable people experiencing these factors are automatically at risk of exploitation for the purposes of violent extremism.

Section 1 - Access to Extremism / Extremist Influences

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

Section 2 - Experiences, Behaviours and Influences

- Has the subject encountered peer, social, family or faith group rejection?
- Is there evidence of ideological, political or religious influence on the subject from within or outside UK?
- Have international events in areas of conflict and civil unrest had a personal impact on the subject resulting in a noticeable change in behaviour? Note it is important to recognise that many people may be emotionally affected by the plight of what is happening in areas of conflict (i.e. images of children dying) it is important to differentiate them from subjects that sympathise with or support extremist activity;
- Has there been a significant shift in the subject's behaviour or outward appearance that suggests a new social / political or religious influence?
- Has the subject come into conflict with family over religious beliefs/lifestyle choices?
- Does the subject vocally support terrorist attacks?
- Has the subject witnessed or been the perpetrator/victim of racial or religious hate crime or sectarianism?

Section 3 - Travel

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

Section 4 - Social Factors

- Does the subject have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the subject suffer a lack of meaningful employment appropriate to their skills?
- Does the subject display a lack of affinity or understanding for others, or social isolation from peer groups?

- Does the subject demonstrate identity conflict and confusion normally associated with youth development?
- Does the subject have any learning difficulties/ mental health support needs?
- Does the subject demonstrate a simplistic or erroneous understanding of religion or politics?
- Does the subject have a history of crime, including episodes in prison?
- Is the subject a foreign national, refugee or awaiting a decision on their immigration/national status?
- Does the subject have insecure, conflicted or absent family relationships?
- Has the subject experienced any trauma in their lives, particularly any trauma associated with war or sectarian conflict?

Appendix 5: Practical advice for the Academy

1. Academy Leaders

In preventing violent extremism Academy leaders need to:

i) Uphold a clear ethos which:

	Potential Evidence/Actions
Is based on the promotion of human rights, equalities and freedoms under the law.	Explicit value statements that are inclusive of all students. Curriculum and pupil participation and support processes.
Promotes critical scholarship and informed moral purpose in engaging pupils with local, national and international issues and grievances.	Development of critical personal thinking skills. Use of curriculum opportunities including small group work.
Recognises and meets the social and emotional learning needs of pupils and staff.	Social and emotional aspects of learning.
Promotes a shared culture of openness and pluralism in the school and with the wider community, regardless of the specific status, location or faith affiliation of the Academy.	Exploring and promoting diversity and shared values between and within communities. Challenging Islamophobia, anti-Semitism and other prejudices.
Promotes a strong sense of belonging, shared community care and responsibility for others.	Focused support on those at risk of being isolated, building ties with all local communities, seeking opportunities for linking with other schools.
Challenges any behaviours which harm the ability of individuals and groups to work together and models ways to recognise grievance and repair harm.	'Safe to learn' anti-bullying strategies to minimise hate and prejudice based bullying using restorative approaches to repair harm caused.

ii) Promote the core values of a democratic society and model the processes by

	Potential Evidence/Actions
Upholding the rights to equality under the law by people regardless of gender, age, race, belief, class, ability or disability, sexual orientation.	Including clear statements in the induction of pupils, staff, governors and in the curriculum. Following the UNICEF Rights Respecting Schools approach.
Promoting the use of due processes to resolve disagreement and to protect the vulnerable.	Ensuring fair processes which protect those harmed or affected.
Modelling participatory and representative democracy by engaging and examining views expressed.	Modelling freedom of speech through pupil participation, while ensuring protection of vulnerable pupils and promoting critical analysis of evidence.
Modelling positive problem solving.	Promoting active citizenship to model how perceived injustice can be peacefully challenged. Developing restorative approaches to resolve personal conflicts and so repair harm caused.

iii) Build staff understanding of their roles and confidence in their skills:

	Potential Evidence/Actions
To build staff awareness of local issues.	Reviewing routines for briefing and engaging staff and governors on local issues.
To provide the safe place for discussion which can deal with grievances.	Developing teaching skills for dealing with controversial issues. Providing opportunities for small group supported discussion.
To promote the wellbeing of pupils including when vulnerable to group pressures linked to violent extremism.	Raising awareness amongst staff of pupil support processes. Enforcing safe behaviours in the use of the internet.
To play relevant roles in targeted and specialist provision.	Ensuring relevant staff are engaged in linking with local provision.
In responding to events which affect the school, pupils or local communities:	Promoting opportunities for informed discussion. Directing pupils and staff to sources of help.

iv) Deepen engagement with the communities the school serves by:

	Potential Evidence/Actions
Openness to hearing and understanding tensions within the communities served by the school.	Promoting ways for pupils, staff, parents and others to channel concerns to those who can help.
Being an active partner in community leadership (with other school leaders, statutory agencies and with community groups).	Reviewing how the school and local authority partners are engaged in support for different communities Developing links with local faith communities and supplementary schools Understanding how pupils from all communities can access extended school provision.
Encouraging pupils as citizens to support the vulnerable and to use democratic and lawful vehicles for protest.	Modelling how pupils can express their views for example on media coverage of local or national issues, or through involvement with local decision making processes.
Respectful engagement with families and community groups which also, when necessary, challenges unacceptable views and models ways to solve problems.	Developing school and school partnership understanding of community issues and finding respectful ways to promote school values to local communities.

In contributing to the prevention of violent extremism, Academy leaders should work in partnership with other schools and colleges, the local authority and other agencies, including the police (through safer schools partnerships, safer neighbourhood teams or their equivalent):

- to understand local issues, share knowledge about support and prevention;
- for specific teaching and learning activities and professional development strategies;
- for individual case support, safeguarding, prevention programmes, family strategies, community safety and tension monitoring.

Teaching, Learning and the Curriculum

The Academy can contribute to preventing violent extremism through:

- a curriculum which is adapted to recognise local needs, challenge extremist narratives and promote human rights;
- teaching and learning strategies which explore controversial issues in a way which promotes critical analysis and pro-social values;
- the use of external programmes or groups to support learning while ensuring that the input supports the Academy's goals and values.

In using teaching, learning and the curriculum to build resilience to violent extremism, the Academy can build on what it already does to:

- help pupils to develop knowledge of religion, history, geography, citizenship, English (particularly the critical study of the media) and analyse current issues of concern;
- help pupils to develop the skills needed to evaluate effectively and discuss potentially controversial issues;
- provide safe spaces for pupils to discuss openly issues that concern them including exploring their own identities and how these relate to the diversity of the society in which they live;
- provide opportunities for pupils to understand, meet and engage with people from different backgrounds in ways which promote the common values while recognising diversity within communities.

Violent extremists use narratives that mix fact or selected fact with assertions, subjective opinion and emotion to justify their actions and promote violence. The narratives do not allow for alternative interpretations and deny contradictory factual evidence or analysis. Violent extremism, and racial or hate-driven discrimination of all forms, also relies on sustaining and exaggerating divisions in society, often by exploiting people's fears or lack of understanding of others.

Education in a democracy should encourage each issue to be critically discussed and debated on its own merits with proper intellectual and ethical rigour. It should also promote the rights of citizens to lawful protest.

2. The curriculum

The core aims of the National Curriculum are to produce pupils who are:

- responsible citizens – which includes understanding identity, valuing diversity, working cooperatively to promote positive change;
- confident individuals – which includes developing independence, self-awareness and moral judgements;
- successful learners – which includes developing enquiring minds, and engaging with the big issues of our world.

i) Using and adapting the curriculum

The role of religious education (RE), citizenship and history will be particularly critical in developing a stronger shared understanding of and respect for culture, belief and heritage, across all communities and dealing explicitly with aspects of violent extremist narratives. Opportunities to challenge myths and to discuss issues related to violent extremism may also arise in other lessons and in informal discussions in school with pupils or staff.

ii) Cross-curricular dimensions

Three cross-curricular dimensions can contribute particularly to preventing violent extremism:

- media and technology – becoming critical users of media messages;
- global dimension and sustainable development – becoming global citizens;
- identity and cultural diversity – becoming comfortable with self-identity in a plural community.

iii) Developing relevant skills

The development of personal, learning and thinking skills supports pupils in resisting the messages of violent extremists, in particular the skills of independent enquiry and effective participation:

- independent enquirers – evaluating evidence to take reasoned decisions while recognising the beliefs of others
- effective participators – responsible participants to engage issues and help improve school and community

3. Teaching and learning strategies

The Ajegbo report 'Identity and Diversity: A Curriculum Review' (DCSF 2007) highlighted that 'engaging pupils in sometimes controversial but deeply relevant issues will excite them, involve them, develop their thinking skills and both raise standards and make our country an even better place'.

Effectively addressing controversial issues will also help to challenge misinformed views and perceptions amongst pupils, challenge commonly held 'myths' and build understanding and appreciation about others. This requires:

- questioning techniques to open up safe debate;
- confidence to promote honesty about pluralist views;
- ensuring both freedom of expression and freedom from threat;
- debating fundamental moral and human rights principles;
- promoting open respectful dialogue;
- affirming the multiple dynamic identities we all have.

4. Pupil Support and Challenge

This section addresses how the Academy can support the welfare of individuals and groups of pupils through:

- using normal pupil support approaches but, when relevant, being confident to seek further support;
- using informed professional judgement to implement strategies in individual cases;
- drawing on wider support from the community and other local partners to work with individuals or groups of pupils.

Responsibilities

The professional standards for teachers, contractual and safeguarding frameworks for all adults working with children and young people all require the exercise of a duty of care and, where necessary, the taking of actions for safeguarding and crime prevention. This includes challenging unacceptable behaviour such as racism or bullying that can impact on the wellbeing of individual or groups of pupils and supporting those who may be vulnerable to being drawn into violent extremist activity.

Understanding what is happening

There are a number of signs or behaviours that the Academy may come across that may cause staff concern and which would require them to use their professional judgement to determine whether a response is needed. Staff will need to take into consideration how reliable or significant signs are and whether there are other factors or issues that could indicate vulnerability.

What staff might see or hear about:

- Graffiti symbols, writing 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.
- Partner schools, local authority services, and police reports of issues affecting pupils in other schools.
- Pupils voicing opinions drawn from extremist ideologies and narratives.

- Use of extremist or 'hate' terms to exclude others or incite violence.

5. Challenge and support processes

Responses could be in-house actions (for example removing hate-related graffiti, challenging views expressed through classroom discussion or supporting pupils through normal pupil welfare strategies) or involve external agencies to ascertain whether there are other risk factors to be taken into account and determine an appropriate support plan. It may be that a pupil is facing multiple challenges in their life, of which exposure to violent extremist influences is just one. The Academy should contribute to a multi-agency assessment where appropriate in line with the local authority protocols.

Recent examples of concerns that have arisen in schools:

- A number of pupils bring into school far-right literature encouraging violence towards a local ethnic community given out by a group who were at the school gates and in the school car park the previous night.
- A primary age pupil in the playground starts talking about the 'duty of all true Muslims to prepare for jihad war as we grow up' and talks of the '7/7 martyrs' with admiration.
- A supply teacher leaves a book in the school library which has a lengthy passage about martyrdom including a phrase 'this indicates that seeking to be killed and pursuing martyrdom are legitimate and praiseworthy acts'.
- During a primary school circle time a number of pupils say that they have been involved in physical attacks on children outside school 'to make them go back to their own country'.

6. Engaging targeted and specialist support for young people

The Academy may identify a need for specific support programmes for individuals or groups of pupils such as mentoring, or access to experts who can provide guidance on issues of faith. These could be within the Academy or in partnership with others – for example school partnerships, local authority services, community partners, Youth Offending Teams, the police or other voluntary or statutory organisations.

Problem solving and repairing harm

Support to meet individual or group needs is often well developed within a school. Pupils also need to be helped to develop techniques for personal support, resolving conflict and repairing harm. Helping pupils and adults access support Pupils, parents and families, school staff and other professionals engaging with schools may need to have access to personal advice and understand who they can turn to for support in relation to preventing violent extremism issues.

7. Managing Risks

Although there are very few instances of young people being exposed to violent extremist messages within the Academy, this is a risk of which the Academy needs to be aware. Risks could arise from:

- harmful influences on pupils – for example from governors, staff, parents, external groups or other pupils;
- inappropriate use of ICT systems;
- external groups using school premises.

Harmful influences on pupils

Academy governors and staff may express views, bring material into the school, use or direct pupils to extremist websites, or act in other ways to promote violent extremist views. Their actions may constitute a breach of the relevant professional standards or may be illegal. In such an event they should be subject to the relevant disciplinary procedures and, as appropriate, schools should ensure that issues are referred to the local authority and police. The Independent Safeguarding Authority (ISA) from 2009 (currently the Vetting and Barring scheme) may also need to be informed.

The Academy should regularly review:

- whether its recruitment and induction arrangements (including for governors) make explicit the role of all staff and governors in keeping pupils safe from harm;
- that it is operating in accordance with the relevant regulations for the conduct and vetting of staff, including DBS checks, General Teaching Council registration and referral and, from 2009, ISA registration;
- whether effective arrangements are in place for monitoring and reporting racist incidents, prejudice-related bullying and hate crime.

Accessing inappropriate content through the use of ICT

Websites and social networking sites are important vehicles for violent extremists to promote their message and to encourage engagement. The Academy should do all that it can to promote effective and responsible use of ICT and to prevent staff or pupils from accessing illegal or inappropriate material through school ICT systems, including having appropriate monitoring systems in place with recourse to police and other partners as necessary.

The ICT policy and practice must:

- ensure that hardware and software systems used in the Academy are accredited through Becta's accreditation schemes (www.schools.becta.org.uk/esafety). These require providers to block illegal content and at least 90% of inappropriate content. The definition of illegal content Becta uses includes racist and hate material, and material that promotes violence or attack on individuals or institutions on the basis of religious, racial or gender grounds;
- review the Acceptable Use Policy of the Academy for pupils and staff to ensure that use of material related to violent extremism is prohibited; and ensure pupils, staff and governors are clear on the policy, monitoring practices and the sanctions;
- ensure that staff, pupils and parents are aware of the issues regarding risk and responsible use and are discerning and discriminating consumers of on-line information.

External groups using school premises or facilities

There have been examples of groups linked to violent extremism trying to use school premises for campaigning or other events. The Academy is aware of this risk and ensures that its lettings policy sets out the Academy's values and makes clear that any group whose aims are counter to those values may not hire the facility.

The Academy may liaise with the local authorities or police to check the bona fides of groups if it has any concerns. This will then allow time for sensitive handling of particular applications for use of Academy premises.

Violent extremism is unlikely to affect most schools directly. However, the Academy is aware that some schools and their communities have been affected by:

- national incidents such as the 7/7 bombings (which had a particular impact on schools in London and Leeds);
- international politics linked to and events such as the invasion of Iraq, the situation in Afghanistan, Somalia or other scenes of conflict;
- domestic political events in other countries relevant to particular diaspora communities within the UK;
- local counter terrorism operations and related community tensions;
- media reports on political or faith groups which are seen as biased;
- high profile trials of those accused of terrorist related offences.

The Academy understands its community and is aware of what may impact on pupils and is prepared to respond.

8. Events in the local, national or international news

In the aftermath of an event or an incident the Academy may choose to undertake whole Academy, year group or class-based sessions to promote opportunities for informed discussion including:

- getting the facts clear – evidence versus rumour;

- understanding motivations;
- promoting human rights and legal protection – freedom of speech and due process to raise grievances

The Academy also ensures personal support is in place for staff and pupils most affected by incidents. Local authority and partner services may be drawn on for:

- advice, briefings or support from police or other agencies;
- educational psychology service support for Academy leaders in responding to incidents;
- individual pupil case work;
- corporate services for media management;
- human resources support for staff issues.

9. Information relating to extremism issues

Anti-defamation League

Information on graphic and numerical symbols used by far-right groups.

www.adl.org/hate_symbols/Unser.asp

Educating Against Extremism – Lynn Davies, Trentham Books, 2008

Looks at the processes that can lead individuals to extreme beliefs or the use of violence and suggests ways in which education can help.

Improvement and Development Agency (IDeA)

The 'knowledge' section of the IDeA website provides policy updates, information, useful links and resources on preventing violent extremism.

www.idea.gov.uk/idk/core/page.do?pageId=7890410

Security Service

Information on the radicalisation process and extremist groups, including Al Qaida.

www.mi5.gov.uk/output/Page19.html