Protecting Children from Radicalisation Policy

Outcomes First Group prioritises its safeguarding duties and responsibilities.

Outcomes First Group recognises the growing risk in relation to the radicalisation and extremism of vulnerable young people, particularly those who are looked after or have emotional and/or mental health difficulties. For this reason, Outcomes First Group has high expectations in relation to the safeguarding of young people in our care, and the prevention of radicalisation. This policy should be read in conjunction with Outcomes First Group's safeguarding policy.

1.0   What is the Prevent Duty?

1.1   From 1 July 2015, all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This is known as the Prevent duty.

1.2   Extremism is defined in the 2011 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'.

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

1.4   Staff must have an awareness and understanding of radicalisation, including being able to identify those young people who may be at risk of radicalisation. Radicalisation is similar to other forms of exploitation and involves grooming and coercing young people, sometimes with violence and aggression being used.

1.5   School's have a duty to protect pupils from the risks of radicalisation, as they would with any other form of exploitation. Staff must educate pupils around the risks of radicalisation and ensure that they create a safe space where pupils are able to debate issues relating to radicalisation. This is part of educating them around the risks.

1.6   School's must take a preventative approach to safeguarding pupil's by building their resilience and promoting fundamental British values. British values are defined as democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. For further resources to use with pupils in the classroom staff can access **www.protectagainsthate.com**.

1.7   Staff must remember that radicalisation refers to not just one religion or faith. Young people can be groomed into holding extremist views politically as well as religiously. Staff have a duty to ensure that they promote an environment within the school which is diverse and multicultural, but where views which are outside of mainstream society and which single out a particular faith, religion, race or gender will not be tolerated. Staff must challenge any form of discriminatory language.

1.8   All staff must read;

- Keeping Children Safe in Education (2020) Part 1 and Annex A.
- Outcomes First Group Safeguarding and Child Protection policy
- Outcomes First Group Web Filtering policy
- Safer recruitment policy
- CONTEST Strategy 2018

1.9 Head Teachers/Principals must read Working Together to Safeguard Children (2018) and DfE Protecting Children from Radicalisation: the Prevent Duty (2015), and CONTEST Strategy 2018.

1.10 All staff must have training around radicalisation and Prevent.

2.0 Risk Assessing

2.1 'Peer relationships are increasingly influential during adolescence, setting social norms which inform young people's experiences, behaviours and choices and determine peer status. These relationships are, in turn, shaped by, and shape, the school, neighbourhood and online contexts in which they develop. So if young people socialise in safe and protective schools and community settings they will be supported to form safe and protective peer relationships. However, if they form friendships in contexts characterised by violence and/or harmful attitudes these relationships too may be anti-social, unsafe or promote problematic social norms as a means of navigating, or surviving in, those spaces' (Contextual safeguarding Briefing, Carlene Firmann, 2017).

2.2 Young people's peer groups, communities and social media activity are either key risk factors or key protective factors. For example, if a young person socialises with peers who have a positive influence on their thinking and behaviours, this will more than likely protect them within their communities and neighbourhoods. Likewise, if young people socialise with peers who are themselves involved in risky activities or who hold extremist views, this too may impact on the young person's safety and wellbeing in the community and their neighbourhoods.

2.3 Schools have a duty to assess the risk presented to pupils in their schools around the risks of being drawn into extremism. This means that staff must be aware of pupil's vulnerabilities, their family contexts as well as the risks in the local communities. Staff must have an understanding of how to support those pupil's who are at risk or extremism.

2.4 Partnership working is vital. Staff must ensure that they know and understand local procedures for preventing radicalisation and extremism.

2.5 As with managing other safeguarding risks, staff should be alert to changes in children's behaviours which could indicate that they may be in need of help or protection. 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.

2.6 Personal vulnerabilities or local factors can make a young person more susceptible to extremist messages, including:

- Sense of not belonging or struggling with their sense of identity
- Behavioural problems or difficulties socialising

- Emotional difficulties
- Issues at home or family issues
- Lack of self-esteem
- Criminal activity
- Being involved with gangs
- Becoming distanced from their cultural or religious background
- Questioning their place in society
- Experiencing a traumatic event
- Experiencing racism or discrimination
- Lacking empathy
- Difficulty in understanding the consequences of their actions
- Community tension
- Events affecting the country or region where they or their parents are from
- Socialising with friends or family who have joined extremist groups.
- Exposure to one-sided points of view

2.7 Early indicators of radicalisation or extremism may include:

- Showing sympathy for extremist causes
- Glorifying violence, especially to other faiths or cultures
- Making remarks or comments about being at extremist events or rallies outside college
- Evidence of possessing illegal or extremist literature
- Advocating messages similar to illegal organisations or other extremist groups
- Out of character changes in dress, behaviour and peer relationships (there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent)
- Secretive behaviour
- Online searches or sharing extremist messages or social profiles
- Intolerance of difference, including faith, culture, gender, race or sexuality
- Graffiti, art work or writing that displays extremist themes
- Attempts to impose extremist views or practices on others
- Verbalising anti-Western or anti-British views
- Advocating violence towards others

3.0   Online Safety

3.1   Children do not need to meet people to become involved in extremist views and beliefs. The internet and the use of social media is increasingly being used by extremist groups to radicalise young people. These groups will often offer young people solutions to their feelings of being misunderstood, not listened to, or being treated unfairly.

3.2   All staff must read the Outcomes First Group Web Filtering Policy. The school has an appropriate web filtering system in place. However, staff must be vigilant when pupils use their mobile phones. Any concerns of website content must be reported immediately to the Designated Safeguarding Lead.

3.3   The Head Teacher/Principal must ensure that there are arrangements in place for the monitoring of pupils use of the internet. Any concerns regarding inappropriate or unsafe internet use must be immediately reported to the Designated Safeguarding Lead and documented onto the schools electronic recording system.

3.4 All staff must ensure that pupils are supported and helped to understand about keeping safe online.

4.0 What to do if you have concerns

4.1 The Head Teacher/Principal must ensure that the school and its staff respond to preventing radicalisation on a day to day basis; that the school's curriculum addresses the issues involved in radicalisation and that staff conduct is consistent with preventing radicalisation. Any concerns or issues must be shared within Governance and Senior Leadership Team meetings.

4.2 Head Teachers and Designated safeguarding Leads must ensure that their approach is in line with the CONTEST Strategy best practice guidance, and that the 'four P' approach is understood;

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

4.3 The Designated Safeguarding Lead must ensure that staff understand the issues of radicalisation, that they are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. The Designated safeguarding Lead must receive all safeguarding concerns about pupils who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation. The Designated safeguarding Lead will be the main point of contact for referring concerns about radicalisation to the appropriate agencies, including Prevent.

4.4 The Designated Safeguarding Lead must ensure that they are aware of any local or community issues which may impact on possible radicalisation. They must ensure that they share any local information with the staff team.

4.5 The Designated Safeguarding Lead must report any concerns regarding radicalisation to the Chair of Governors for the school (Insert Name) and the Group Head of Safeguarding, Nicola Thomas.

4.6 Staff must understand the issues of radicalisation and be able to recognise the signs of vulnerability and radicalisation.

4.7 Staff must refer all concerns about students who show signs of vulnerability or radicalisation to the Designated Safeguarding Lead within one working day.

4.8 If there are immediate concerns regarding the safety of the pupil, staff must report concerns to the Designated Safeguarding Lead immediately where they will be supported to refer their concerns to the police. All concerns must be documented on the schools electronic recording system. When there are significant concerns about a student, the Designated Safeguarding Lead in liaison with the Head Teacher/Principal will make a referral to the local Prevent team.

5.0   The local procedures are

For all referrals regarding radicalisation the DSL or DDSL will follow the prevent strategy and/or radicalisation referral processes for the Local Authority within which the pupil of concern resides.

Useful local numbers shared by Bromley Children's Safeguarding Partnership:

Bromley Prevent Police: ChannelProject@met.pnn.police.uk

London Borough of Bromley Community Safety: prevent@bromley.gov.uk

If there is an immediate risk call 999 e.g intent to harm or travel abroad

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