

## Hungerhill School: Preventing Radicalisation Policy



Responsible Committee/Individual	Headteacher
Author	Assistant Headteacher
Target Audience	All stakeholders
Date Policy Agreed	Summer 2022
Review Date	Summer 2023



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## Introduction

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Hungerhill School is committed to providing a secure environment for students, where learners feel safe and are kept safe. All adults at Hungerhill School recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for learners or not.

**'Safeguarding vulnerable people from radicalisation is no different from safeguarding them from other forms of harm' (Home Office, Prevent Strategy –**

This Preventing Radicalisation Policy is part of our commitment to keeping our students safe. Since the Education and Inspections Act 2006 schools have a duty to promote community cohesion. Over the last few years, global events have led to a growth of extremist viewpoints, including advocacy of violent extremism.

Schools have an important part to play in both educating children and young people about extremism and recognising when pupils start to become radicalised. In March 2015, new statutory duties were placed on schools by the Counter Terrorism and Security Act 2015 which means they must work to prevent children being drawn into extremism.

Safeguarding children and adults from all risks of harm is an important part of a school's work and protecting them from extremism is one aspect of that.

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## Aims and Principles

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The main aims of this policy are to ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen here and ensure that we work alongside other professional bodies and agencies to ensure that our students are safe from harm. At Hungerhill School we ensure that through our school vision, values, relationships and small group teaching we promote tolerance and respect for all cultures, faiths and lifestyles.

The principle objectives are that:

- Students are encouraged to adopt and live out our Core Values. These complement the key "British Values" of tolerance, respect, understanding, compassion and harmonious living.
- Students are helped to understand the importance of democracy and freedom of speech, through the SEAL (Social, emotional aspects of learning) assemblies, the PHSE curriculum and through the elected Student Leadership Team members
- Students are taught how to keep themselves safe, in school and when using the internet.
- Students participate in local community events so that they appreciate and value their neighbours and friends who may not share their faith background.
- Student's wellbeing, confidence and resilience is promoted through our planned curriculum, the promotion of good Learning Behaviours and out-of- hours learning opportunities.



- Students are supported in making good choices from a very young age within the Trust, so they understand the impact and consequences of their actions on others.
- Governors, teachers, teaching assistants and non-teaching staff demonstrate an understanding of what radicalisation and extremism are and why we need to be vigilant in school.
- All staff understand Keeping Children Safe in Education 2021, Governors oversight for checking all students and staff are safe from on line and real world threats, with ICT security checks and a robust PREVENT risk assessment in place.

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### Hungerhill School's duty

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At Hungerhill School we recognise our duty to ensure that through our school vision, values, rules, diverse curriculum and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. The governing body also ensures that this ethos is reflected and implemented effectively in the school's policy and practice and that there are effective risk assessments in place to safeguard and promote students' welfare. We have a duty to prepare our children for life in modern Britain and to keep them safe. Students who attend our school have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

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### Staff behaviour

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Within Hungerhill School, all staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

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### Statutory Duties

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The duty to prevent children and young people being radicalised is set out in the following documents which have been used to formulate this policy.

- Counter Terrorism and Security Act (2015)
- Keeping Children Safe in Education (2018)
- Prevent Duty Guidance (2015)
- Working together to Safeguard Children (2015)

Doncaster Childrens Safeguarding Partnership On Line Safeguarding Procedures and Doncaster Channel Panel

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### Government Approaches

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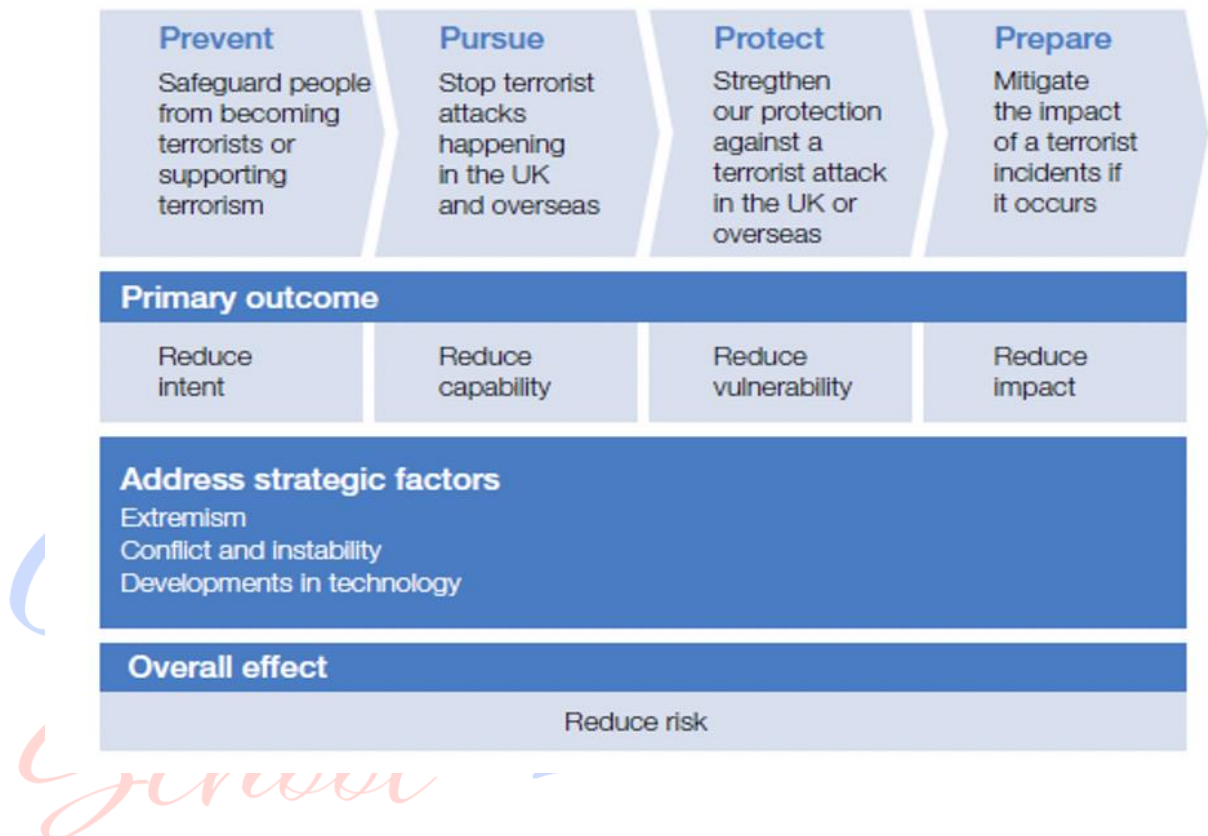
The Office for Security and Counter Terrorism works to counter the threat from terrorism and their work is detailed in the counter terrorism strategy CONTEST.



This strategy is based on four areas of work:

- 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

### CONTEST's Risk Reduction Model



The role of individual academies, is outlined more specifically in the DCSF document 'Learning together to be safe: A toolkit to help schools contribute to the prevention of violent extremism.' This document can be found at the following location:

[https://dera.ioe.ac.uk/8396/1/DCSF-Learning%20Together\\_bkmk.pdf](https://dera.ioe.ac.uk/8396/1/DCSF-Learning%20Together_bkmk.pdf)

Primarily, the focus of work in our school will be concerned with PREVENTION. 'This policy should be read alongside the school's Safeguarding, Child Protection, Equal Opportunities, E-Safety and Anti-bullying policies



Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools, (DfE 2014).

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## Definitions and Indications

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Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

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.

British Values are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Hungerhill School has a zero tolerance approach to extremist behaviour for all community members. We rely on our strong values to steer our work and ensure the pastoral care of our students protects them from exposure to negative influences. Furthermore, our positive promotion of our Code of Conduct and positive behaviour policy equips our students with the skills to reject violence in all its forms.

## Roles and Responsibilities

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### Role of the governing body

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It is the role of the governing body to ensure that the school meets its statutory duties with regard to preventing radicalisation. The Governing Body will have a nominated person (see appendix 1,) who will liaise with the Headteacher and other staff about issues to do with protecting children and adults from radicalisation.

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### Role of the Headteacher

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It is the role of the Headteacher to:

- ensure that the school and its staff respond to preventing radicalisation on a day-to-day basis,
- ensure that the school's curriculum addresses the issues involved in radicalisation
- ensure that staff conduct is consistent with preventing radicalisation.
- ensure that information is available to stakeholders to refer to/raise awareness (see appendix 2/3/4)
- ensure referrals are made to LADO if concerns relate to teacher/staff conduct



- review the PREVENT risk assessment and have strategic oversight for any referrals to the South Yorkshire Police Prevent Team and Doncaster Channel Panel
- ensure all staff understand reporting duties, onsite and offsite.

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### Role of the Designated Safeguarding Lead

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It is the role of the designated safeguarding lead to:

- ensure that staff, young people and families understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. Encourage the use of the ACT app.
- receive safeguarding concerns about children and young people who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation
- make referrals to appropriate agencies with regard to concerns about radicalisation
- liaise with partners, including the local authority PREVENT leads, early help, DCST and South Yorkshire Prevent Team.
- report to the governing body on these matters.

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### Role of Staff

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It is the role of staff to understand the issues of radicalisation and know how to refer their concerns. They should have confidence to challenge radicalisation and extremist views when they are encountered in the classroom or academy environment.

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### The role of the curriculum

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The curriculum at Hungerhill School promotes respect, tolerance and diversity. Children are encouraged to express themselves through discussions, debates and consultations. The R.E, PSHE (Personal, Social and Health Education), Citizenship and SMSC (Spiritual, Moral, Social and Cultural) provision is embedded across the curriculum, and underpins the ethos of the school. Children learn about all major faiths, visit places of worship and are taught about how to stay safe when using the Internet. Students are explicitly taught to develop strong learning behaviours which include the ability to listen to and question opinions and ideas, and the development of resilience and know how to recognise and report concerns.



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## Online Safety

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The internet provides children and young people with access to a wide-range of content, some of which is harmful. Extremists use the internet, including social media, to share their messages. The filtering systems used in our school is Smoothwall UTM firewall and web filtering system. Smoothwall is a market leader for digital security, especially in education. Smoothwall detects the users who are signed in on the school network and will apply the relevant web filtering policy based on whether they are staff/student. Below is information provided direct from Smoothwall.

*Smoothwall are the pioneers of dynamic content-aware analysis. Smoothwall's granular web filtering for schools allows IT teams to create and manage policies using various categories such as user group, content category, time, quota and location. This puts your school in full control of filtering, ensuring all students receive age-appropriate internet access whilst preventing over-blocking.*

Hungerhill School also use a live action monitoring system called Securus. Securus is installed on every student machine in school and runs silently in the background and monitors all activity on the machine. It will take snapshots of any activity that would flag as a safeguarding concerns and alerts the designated members of staff (currently ICT Support who would then raise it with the DSL).

Where staff, children or visitors find unblocked extremist content they must report it to a senior member of staff. We are aware that children and young people have access to unfiltered internet when using their mobile phones and staff are alert to the need for vigilance when students are using their phones. The Acceptable Use of ICT Policy (AUP) refers to preventing radicalisation and related extremist content. Students and staff are asked to sign the AUP annually to confirm they have understood what is acceptable. Students and staff know how to report internet content that is inappropriate or of concern.

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## Staff Training

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Through Safeguarding updates and in-school CPD, we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation/exploitation; are aware of the process of radicalisation/exploitation and how this might be identified early on.

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## Safer Recruitment

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We ensure that the staff we appoint to the school are suitable, our recruitment procedures are rigorous and we follow the statutory guidance published in part 3 of Keeping Children Safe in Education (2020). Vetting and barring checks are undertaken on relevant people, including governors and volunteers. Our staff code of conduct covers personal views and expectations for behaviour inside and outside school.



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## Visitors

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Visitors to Hungerhill School are made aware of our safeguarding and child protection policies on arrival at the school and are given information about what to do if they are concerned about any aspect of child welfare. Visitors who are invited to speak to pupils will be informed about our preventing extremism policy and relevant vetting checks are undertaken. We undertake due diligence to ensure that visiting speakers are appropriate. Speakers will be supervised at all times and will not be allowed to speak to children without a member of staff being present.

Staff must not invite speakers into school without first obtaining permission from the Headteacher.

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## No platform for extremists

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The school is vigilant to the possibility that out-of-hours hire of the school premises may be requested by people wishing to run an extremist event. The school does not accept bookings from individuals or organisations that are extremist in their views.

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## Signs of vulnerability

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There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are a number of signs that together increase the risk.

Signs of vulnerability include:

- underachievement
- being in possession of extremist literature
- poverty
- social exclusion
- traumatic events
- global or national events
- religious conversion
- change in behaviour
- extremist influences
- conflict with family over lifestyle
- confused identity
- victim or witness to race or hate crimes
- rejection by peers, family, social groups or faith

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## Recognising Extremism

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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 school
  - evidence of possessing illegal or extremist literature
  - advocating messages similar to illegal organisations or other extremist groups
- Reviewed March 2019
- out of character changes in dress, behaviour and peer relationships (but 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

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## Preventing Extremism

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We will engage with parents and families as we are in a key position to spot signs of radicalisation and we will assist and advise those families who do raise concerns and point them in the direction of support mechanisms i.e. the Local Authority, Policy and/or the Channel Programme. We will provide a link, via our school website, to the Doncaster DSCP website which provides information on radicalisation for children and young people, their parents/ carers and professionals.

<https://dscp.org.uk>

As with other safeguarding risks, staff will be alert to changes in children and young people's behaviour which could indicate that they may be in need of help or protection. Staff will use their judgement in identifying children and young people who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel Program through the Crime and Community Safety Theme Manager.



The 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. Referrals to the Channel panel in Doncaster are via the Crime and Community Safety Theme Manager 01302 737469 or email: Rachel.Long@doncaster.gcsx.gov.uk

More information on Prevent and Channel is contained in Annex A of Keeping children Safe in Education (2018) and <https://dscp.org.uk/professionals/prevent>

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### Procedures for Referral

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Staff are reminded to suspend any professional belief that instances of radicalisation ‘could not happen here’ and to refer any concerns through the appropriate channels (currently via the Designated Safeguarding Lead through CPOMS).

When there are significant concerns about a student the Designated Safeguarding Lead in liaison with the Headteacher will make a referral to the LA Prevent lead – see appendix 1.

This policy is strictly adhered to should issues arise.

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### Policy Review

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The Preventing Radicalisation policy statement will be reviewed annually as part of the overall Child Protection and Safeguarding policy review.



Appendix 1 – Key People

Name	Role	Photograph
Mrs Josephine Laidlaw	Designated Safeguarding Lead	
Mrs Sara Bagshaw	Deputy Designated Safeguarding Lead	
Miss Carlene Holden	Governor with Specific responsibility for Safeguarding	



## Appendix 2

### Key Contacts

#### South Yorkshire Police Prevent Team:

Business Hours:

Out of Hours - Emergency 999

Out of Hours - Non-emergency 101

Prevent Staff operate via the 101 service 24 hours a day, 7 days a week, 365 days a year

Prevent internal email: [Prevent\\_Inbox@southyorks.pnn.police.uk](mailto:Prevent_Inbox@southyorks.pnn.police.uk)

#### Prevent Inspector and Channel Lead:

Inspector Jennifer Lax

0114 2961374 / 07748761136

#### Prevent Sergeants

PS 3712 Joanne Batty

Ext 714275 / 0114 2964275 / 07770 823772

#### PS 3942 John Morris

Ext 714801 / 0114 2964801 / 07584 617167

#### Prevent Officers

PC 2025 Dave Roberts

Ext 714346 / 0114 2964346 / 07775 007410

#### PC Michael Clifton

Ext 714346 / 0114 2964346 / 07768 818317

#### PC Sarinder Dev

01142 523210

#### PC 2708 Lindsey Howard

Ext 714346 / 0114 2964346 / 07584 113601

#### Rachael Clarke

Ext 718893 / 0114 2523893

#### Additional Resources / References:

Prevent Tragedies: [www.preventtragedies.co.uk](http://www.preventtragedies.co.uk)

Report Extremist Material: <https://www.gov.uk/report-terrorism>

Preventing Terrorism: [www.ltai.info](http://www.ltai.info)

Stay Safe Advice: [www.npcc.police.uk/staysafe](http://www.npcc.police.uk/staysafe)

North East Counter Terrorism Unit: [www.northeastctu.police.uk](http://www.northeastctu.police.uk)



UK Anti-Terrorist Hotline Number: 0800 789 321

NaCTSO website is [www.nactso.gov.uk](http://www.nactso.gov.uk) (lockdown & protected space guidance)

**Prevent Contacts for training / guidance:**

- **Doncaster MBC** – Rachael Long, Crime and Community Safety Theme Manager, 01302 737469
- **Doncaster MBC** – Bill Hotchkiss, Head of Service, Community Safety 01302 737831
- **Doncaster MBC** – Karen Johnson, Prevent Lead, 01302 862507
- **Education** – Sarah Stokoe, Lead Advisory Officer, Safeguarding Education 01302 736743
- **Doncaster Children’s Services Trust** – Kate Anderson/MAAP Team Manager, Head of Service Safeguarding and Standards, 01302 734523
- **St Leger Homes of Doncaster** – Julie Jablonski, Housing Safeguarding Partnership Manager, 01302 736381
- **RDASH** – Karen Whitby, Safeguarding Adults Lead, 01302 796769
- **Clinical Commissioning Group** – Ian Boldy, Designated Nurse, Safeguarding Adults, 01302 566300
- **Home Office** - 020 7035 4848 (Monday – Friday)



Appendix 3

The diagram below shows the different stages within the Channel process, for information:

