Radicalisation and Extremism
Appendix for Safeguarding Policy, 2015
Appendix for Online Safety Policy, 2015

'Prevent Duty' within education settings –

The Department for Education offers advice to coincide with the prevent duty, introduced as part of the [Counter-Terrorism and Security Act 2015](#). From 1st July 2015 organisations including schools must to take steps to prevent people from being drawn into terrorism.

Ofsted's revised common inspection framework for education, skills and early years, which came into effect from 1 September 2015, makes specific reference to the need to have safeguarding arrangements to promote pupils' welfare and prevent radicalisation and extremism. As with managing other safeguarding risks, all staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Schools and childcare providers already play a vital role in keeping children safe from harm, including from the risks of extremism and radicalisation, and in promoting the welfare of children in the care of this school. The prevent duty reinforces existing safeguarding duties in school.

All schools and childcare providers should be aware of the increased risk of online radicalisation, as different organisations seek to radicalise young people through the use of social media and the internet. As with other online risks of harm, every teacher needs to be aware of the risks posed by the online activity of extremist and terrorist groups. The Online safety policy for this school outlines safe appropriate behaviours and how to monitor and support children online, in and away from the school.

General safeguarding principles apply to keeping children safe from the risk of radicalisation as set out in the relevant statutory guidance, **Working together to safeguard children** and **Keeping children safe in education**.

Extremism Risk Indicators

Online activity
- increased time spent online;
- secretive online behaviours;
- becomes obsessive about being online;
- gets angry when he or she can't get online;
- changes screens or turns off computer when an adult enters a room;

Identity
- the student/pupil is distanced from their cultural /religious heritage and experiences;
- discomfort about their place in society;
- personal Crisis – the student/pupil may be experiencing family tensions;
- a sense of isolation;
- low self-esteem;
- they may have dissociated from their existing friendship group and become involved with a new and different group of friends;
- they may be searching for answers to questions about identity, faith and belonging.

Personal Circumstances
- migration;

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- local community tensions; and
- events affecting the student/pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy

Unmet Aspirations
- the student/pupil may have perceptions of injustice;
- a feeling of failure;
- rejection of civic life;

Experiences of Criminality
- involvement with criminal groups
- imprisonment; and
- poor resettlement/reintegration on release

Special Educational Needs
- social interaction
- empathy with others
- understanding the consequences of their actions; and awareness of the motivations of others

More critical risk factors could include:
- being in contact with extremist recruiters;
- accessing violent extremist websites, especially those with a social networking element;
- possessing or accessing violent extremist literature;
- using extremist narratives and a global ideology to explain personal disadvantage;
- justifying the use of violence to solve societal issues;
- joining or seeking to join extremist organisations; and
- significant changes to appearance and/or behaviour;
- experiencing a high level of social isolation, resulting in issues of identity crisis and/or personal crisis.

Members of staff must follow the school's normal safeguarding procedures, including reporting to the school's designated safeguarding lead on the day they have a concern. The designated lead with raise with the safeguarding advisor in Havering and where deemed necessary, with Early Help or MASH.

- The Prevent officer in Havering is PC Greig Urquhart, Greig.Urquhart@met.pnn.police.uk
  Tel: 07766227261
  Workshop to Raise Awareness of Prevent (WRAP) is offered in Havering and has been developed by the Home Office as a core training product for this purpose.
- Anti terrorist hotline 0800 789 321
- The Department for Education has set up a telephone helpline (020 7340 7264) and an email address (counter.extremism@education.gsi.gov.uk) to enable people to raise concerns directly with the department.
- Reporting online extremism http://www.seeitreportit.org/
- To report terrorist content on the web go to https://www.gov.uk/report-terrorism
- Working together to prevent terrorism http://www.ltai.info/