South Tyneside

Prevent Toolkit for Schools

A step by step guide to implementing the Prevent duty through a whole school approach

South Tyneside Council

STAY SAFE
BE HAPPY

Summary of Government Definitions

Prevent	Stop people becoming terrorists or supporting terrorism. Safeguarding vulnerable people from radicalisation is no different from safeguarding from other forms of harm.
Extremism	Extremism is 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.
Radicalisation	The process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

About the Toolkit

The Prevent toolkit includes ideas, resources and practical approaches to support primary and secondary school practitioners to understand the principles of the Prevent strategy and implement the Prevent duty as part of a whole school approach.

This toolkit offers suggested guidance developed from the HM Government Department of Education **'Educate Against Hate'** portal and effective best practice developed by schools nationally.

We hope this toolkit provides you with the necessary support to address the new Ofsted inspection framework that sets out new expectations for schools to have an appropriate response to the risks posed by extremism.

Background

What does the Prevent duty mean for schools?

The Prevent Duty is about ensuring that appropriate support is available for individuals who may demonstrate vulnerabilities to radicalisation. **This is an extension of the safeguarding process** in the same way that schools help to safeguard young people from child sexual exploitation, drugs and other forms of harm.
The Prevent duty is the duty in the Counter-Terrorism and Security Act 2015 on specified authorities, in the exercise of their functions, **to have due regard to the need to prevent people from being drawn into terrorism**. (DfE, The Prevent Duty, Departmental advice for schools and childcare providers, 2015).

- Prevent works at the safeguarding stage by using early intervention to encourage individuals and communities to challenge extremist and terrorist ideology and behaviour. Children need to be protected from messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right/Neo Nazi/White Supremacist ideology and extremist Animal Rights movements.
- In order for schools to fulfil the Prevent duty, it is essential that staff are able to **identify** children who may be vulnerable to radicalisation, and **know what to do** when they are identified. Protecting children from the risk of radicalisation should be seen as part of school's wider safeguarding duties and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are a product of outside influences.

What are the risks?

Children and young people can be drawn into violence or exposed to messages of extremist groups by a number of means, including the influences of:

- Family members or friends and/or direct contact with extremist groups and organisations
- The internet and social media to share extremist ideologies and views. This may take the form of a 'grooming' process where the vulnerabilities of a young person are exploited to form an exclusive friendship which draws them away from other influences that might challenge radical ideology
- Exposure to extremist groups increases the risk of a young person being drawn into criminal activity and has the potential to cause significant harm

Step-by-step guide to implementing Prevent

Implementing the Prevent strategy is simple but improper planning can cost you time and result in confusion amongst staff, pupils, parents and the school community. Follow the 6 simple steps below in order to help ensure your approach is successful, sustainable and has buy in from parents, pupils and staff:

Step 1: Organise a Prevent working group and/or identify a Prevent Lead

In order to develop a holistic approach to implementing the Prevent Duty, you will need to involve the whole school community. You can begin this process in the early planning stages by setting up a Prevent working group or by nominating a named Prevent Lead. A nominated Prevent Lead or Prevent working group can begin to set out a clear and shared vision and can include your schools:

- Senior Leaders
- Designated safeguarding lead
- PSHE Coordinator
- CPD/staff training lead
- Governing/parent body
- Student Council

Alternatively ask the Senior Leadership Team or an existing safeguarding forum to incorporate the Prevent duty in their regular meetings and include it as an ongoing agenda item.

Agree on a staff member to be the school Prevent lead – this should be someone with senior leadership responsibility. The key lies in effective communication by the Prevent lead, ensuring that all stakeholders are regularly updated on any developments and given opportunities to share progress or concerns.

Before you begin, consider carrying out a baseline self-assessment to aid compliance with Prevent Duty as a health check for the Senior Leadership Team within school to assess if Prevent has been adopted into the schools mainstream processes (see School Prevent Duty Self-Assessment Tool on page 11).

Step 2: Plan and prepare your policy and practice

When you start planning your next steps it is important to ensure your strategy is embedded into the school culture. You will need to review your school policy and practices around Prevent, and can track this by referring to the Prevent Policy Guidance for Schools:
www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty.

Below is a simple Prevent Policy and practice checklist:

Does your school safeguarding policy make explicit that the school sees the protection from radicalisation and extremist narratives as a safeguarding issue? Department of Education advice states that it is not necessary for schools to have a distinct policy on implementing the Prevent duty but it should at least be incorporated into the existing safeguarding policy.

Are lead Prevent responsibilities clearly identified in your safeguarding policy? As well as nominating a safeguarding/ curriculum lead it is important to recognise who has responsibility for corporate security – with responsibility for checking visitors to the school premises used by visitors to the school and premises used by outsiders, ensuring record keeping is compliant and appropriate checks are done.

Does it specify how British values are addressed through the curriculum and other activities? You will find specific guidance for schools and effective strategies for all schools and early years settings at: **www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc**.

Are key staff confident to hold difficult conversations with students, or discuss incidents that could give rise to fears and grievances? Please see the PSHE Association guidance that can assist teaching staff in holding conversations and discussing specific incidents with pupils: **www.pshe-association.org.uk/curriculum-and-resources/resources/generic-framework-discussing-terrorist-attack.**

Is your Safeguarding Policy explicit how Prevent concerns should be reported within school? Ensure staff are aware that Prevent referrals involve following your school's existing child protection procedures, using the Notice– Check-Share guidance set out in detail in **'South Tyneside Safeguarding Children Exposed to Extremist Ideology Practice Guidance Booklet' available at www.southtyneside.gov.uk/extremism.**

Has the school ensured its internet security systems prevent access to unauthorised or extremist websites? Schools in England and Wales are required to "ensure children are safe from terrorist and extremist material when accessing the internet in school, including establishing appropriate levels of filtering". The UK Safer Internet Centre has produced a helpful guide, aimed to help schools (and providers) comprehend what should be considered as 'appropriate' filtering and monitoring: **www.saferinternet.org.uk/advice-centre/teachers-and-professionals/appropriate-filtering-and-monitoring.**

It is important to recognise that no filtering system can be 100% effective. Any online security system will need to be supported with good teaching and learning and effective supervision.

Promote British values

In November 2014, the Department of Education produced non-statutory guidance on how schools should promote British values as part of spiritual, moral, social and cultural (SMSC) development.

"Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs".

Ofsted has updated the inspection handbook to set out what inspectors should look for:

Paragraph 138 says inspectors should assess the social development of children by their:

- Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs, they demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Paragraph 141 says that in making the judgement for schools, Inspectors will consider:

- How well the school prepares pupils positively for life in modern Britain and promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

(School Inspection Handbook – updated 23 August 2016)

Ofsted will be looking for evidence of how British values are spread throughout the school. Below are some suggestions, resources and case studies for schools to consider in planning their approach:

How can curriculum subject leaders demonstrate this in lessons?
The curriculum provides many opportunities for promoting British values. Many schools will already be addressing these through subjects such as PSHE, RE, Citizenship, English and Geography.

- Firstly, you may want to identify opportunities across subjects and outside the curriculum where these values can be demonstrated
- Review schemes of work and highlight topics which broadly reflect these values

Beyond the curriculum
A holistic approach can develop a strong school ethos to promote these values, e.g. via:

- Assemblies and collective worship sessions to address how British values are relevant to all pupils
- Circle time to promote critical thinking, opportunities for dialogue to discuss current affairs and topical issues
- International days to celebrate cultural awareness
- Fundraising initiatives to raise awareness and support for global humanitarian issues
- Debating clubs to discuss local, national and global issues

The Department of Education **'Educate Against Hate'** website offers parents, teachers, and school leader's practical advice to protect children from the dangers of extremism, drawing on resources and guidance designed by the Government and charities such as the NSPCC and Childnet: **www.educateagainsthate.com.**

Promote online safety

Online safety is a whole school issue and can only be effectively addressed through collective critical thinking and a social, cultural and educational approach. The following useful online safety resources can help empower your school community with the knowledge and skills to stay safe and build resilience online as part of a whole school approach:

Trust Me: Childnet's Trust Me is designed to promote critical thinking online. It has a primary and secondary pack with lesson plans and activities to empower teachers and young people to discuss themes around Content, Contact and Propaganda. Ideal for PSHE, citizenship and digital literacy with applications across the curriculum: **www.childnet.com/resources/trust-me.**

CEOP Thinkuknow: The CEOP Thinkuknow website has lots of resources for all ages, including cyberbullying, relationships, sex and the internet: **www.thinkuknow.co.uk/.**

Communication

Clear communication and consistent messages will create awareness of your strategy and get buy in from the whole school community. Below are some ideas and activities to help:

- **Run an Inset session**
  Contact South Tyneside Council Community Safety Team and ask for support with the delivery of a staff **Workshop to Raise Awareness of Prevent** (WRAP) session. You can also raise awareness of British values and ask staff to identify opportunities where they can promote these. This can be used by SLT or Prevent Leads to evidence cross curricular delivery, shared with Ofsted and included in your school delivery plan.
- **Reinforce key messages and update staff on developments**
  Regular updates can be shared at staff briefings, CPD sessions and electronically via email or staff message boards, now a requirement in 'Keeping Children Safe in Education' (2016).
- **Ensure staff are all aware of the referral route and key contacts**
  Display the **'South Tyneside Process Map for Reporting a Prevent Concern for a Vulnerable Person'** (see Appendix A).
- **Update your governors**
  Leadership is a theme that appears heavily within Home Office Prevent Duty advice. As well as including developments in your governor reports, you can encourage governors to attend any relevant staff training, parent awareness sessions and assemblies. Invite governors to be your critical friend and regularly scrutinise policy and practice, to ensure the school is practicing the Prevent Duty.
- **Hold regular assemblies**
  These can include a series of themes around building blocks of extremism or radicalisation, e.g. power, control, fairness, respect, faith and other issues contained within the British values concept.
- **Run a circle time discussion**
  You can introduce discussions around the themes introduced in your assembly during circle time, providing a safe space for pupils to exchange ideas, address sensitive issues and reinforce values contained within the British values concept.

Review, monitor and evaluate

It is important that you factor time to review, monitor and evaluate to assess your strategy. Encourage your Prevent Lead or working group to share developments and consider creative ways to gather feedback from the wider school community. This could include:

- **Regular review**
  Your Prevent working group or Prevent Lead should continue to engage with staff at least half-termly to discuss developments. Find out from staff what they feel is working and what could be improved in terms of Prevent and promoting British values. Also ask the student council and governing body for suggestions and feed this back to staff.
- **Evaluate impact**
  At the start, you may have undertaken a Prevent self-assessment and developed a Prevent Action Plan to identify your aims and objectives for the Prevent working group or nominated Prevent Lead. You might want to carry out a staff survey after some time to assess the impact of your strategy, and share results with staff and governors.
- **Monitoring**
  Ensure that you continue to refer to this Step by Step Guide to Implementing Prevent, and use the Prevent Working Group/ Prevent Lead checklist below or your self-assessment and Prevent Action Plan to help keep you on track.

Prevent Working Group/Nominated Prevent Lead Checklist

Step 1. Organise a Prevent working group/identify a Prevent Lead

- ❑ Who will lead on Prevent in school?
- ❑ Who will be part of the Prevent working group?
- ❑ How often will they update staff on Prevent developments?

Step 2. Plan and prepare your policy and practice

- ❑ Have you carried out a survey/risk assessment to identify your aims?
- ❑ Have you updated your policies and are they reflected in your practice?
- ❑ Have you considered training needs for ALL staff?
- ❑ Are staff, students and parents clear about how/where to report concerns and use the 'South Tyneside Prevent Process Map for Reporting a Prevent Concern for a Vulnerable Person' referral process?

Step 3. Promote British values

- ❑ Have you mapped opportunities across and beyond the curriculum?
- ❑ How will you address any gaps identified?
- ❑ Are all staff/students/parents/governors familiar with these values and how they are demonstrated?

Step 4. Promote Online Safety

- ❑ Have you updated your acceptable user policy to reflect changes in technology and legislation?
- ❑ How will you raise awareness of online risk and promote safe practice across and beyond the curriculum?
- ❑ Are all staff, students and parents clear about how/where to report concerns and use the referral process?

Step 5. Communicate

- ❑ Have you planned a staff INSET, including Prevent as part of your new staff induction and as an ongoing item in staff briefings to share developments?
- ❑ Have you considered which topics will be covered in student assemblies and across circle time?
- ❑ Have you arranged a parent safeguarding session to raise awareness of safeguarding issues – including Prevent?

Step 6. Review, monitor and evaluate

- ❑ Is your Prevent Group/Lead sharing developments regularly?
- ❑ Have you carried out a survey to assess the impact of your strategy?
- ❑ Are you referring to your risk assessment model to keep you on track?

Prevent Baseline Survey Planning Suggestions:

Below are suggested questions you could include in your staff baseline survey to identify your aims and objectives for the Prevent working group or Prevent Lead. You might want to carry out a survey after some time to assess the impact of your strategy. These results could be shared with staff and governors.

- Do staff have a basic understanding of the Prevent strategy aims?
- Are staff confident to discuss how vulnerabilities can occur?
- Do staff understand how this can sometimes reveal itself in certain behaviours?
- Do staff understand how advice can be sought and referrals can be made within the school policy?
- Do staff have a basic understanding of the term British values, and the values of the school?
- Do staff understand how these values are promoted within every year group, as part of a whole school approach?
- Do staff understand how these values are promoted within subject areas beyond the curriculum?
- Has the school asked staff where they may need personal development or more information about extremism issues?

Key contacts for South Tyneside schools and colleges:

Community Safety Team - 0191 424 7935

Contact and Referral Service - 0191 424 5010

Early Help Advice Team - 0191 424 6214

Northumbria Police Prevent Team - 101 ext.63854

Department of Education Counter Extremism helpline - 020 7340 7264

Anti-Terrorist Hotline - 0800 789321

If the child/young person is at immediate risk of harm, the matter should be reported to the police straight away on **999** or by calling the **Anti-Terrorist Hotline** on the number above.

School Prevent Duty Self-Assessment

Introduction

Everyone who comes into contact with children and their families has a role to play in safeguarding children. Schools have a duty of care to their pupils and staff which includes safeguarding them from the risk of being drawn into terrorism. This includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of the terrorist ideology and learn how to challenge these ideas.

School staff are particularly important as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance Working Together to Safeguard Children (March 2013) and Keeping Children Safe in Education (October 2014). Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. Radicalisation is listed as a specific safeguarding issue within this statutory guidance and is addressed within the Government Prevent Strategy. The Counter-Terrorism and Security Act 2015 places a duty on Schools to 'have "due regard to the need to prevent people from being drawn into terrorism".

The Prevent Strategy has three main objectives:

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

This self-assessment tool has been developed to aid compliance with the Prevent Duty as a health check for the Senior Leadership Team within a school to assess if Prevent has been adopted into their institution's mainstream processes.

School Prevent Duty Self-Assessment				
Objective: Adoption of Prevent into Mainstream Processes				
Governance				
No		**Owner**	**Evidence**	**RAG**
1.1	Does the Institution have a nominated Staff (and Governor) Prevent Lead			
Risk Assessment				
No		**Owner**	**Evidence**	**RAG**
2.1	Do the Senior Leadership team and Governors have an understanding, shared with partners, of the potential risk in the local area to assess the risk of pupils being drawn into terrorism, including support for the extremist ideas that are terrorist ideology?			
2.2	Is Prevent included within the Institution's Safeguarding Policy?			
2.3	Is Prevent included within the Institution's Safer Recruitment Policy?			
2.4	Is Prevent included within the Institution's venue hiring policy? Are due diligence checks conducted on groups/individuals seeking to hire/use school premises?			
2.5	Is Prevent included within the Institution's Visitor's Policy? Are due diligence checks conducted on visitors to the school? Does the policy set out clear protocols for ensuring that any visiting speakers – whether invited by staff or by pupils themselves – are suitable and appropriately supervised within school?			
2.6	Is Prevent included within the Institution's Contractor's Policy? Are due diligence checks conducted on contractors working at the school or providing extracurricular activities? Does the policy set out clear protocols for ensuring that any visiting contractors are suitable and appropriately supervised within school?			
2.7	Is Prevent an agenda item of relevant meetings/planning processes?			
2.8	Is there a clear referral route for vulnerable individuals to receive support through the Channel process?			
2.9	Are fundamental British values promoted in the delivery of the curriculum and extra curriculum activities and reflected in the general conduct of the school?			

Working in Partnership				
No		**Owner**	**Evidence**	**RAG**
3.1	Does the Institution have engagement with the wider Prevent work through a regional Prevent Partnership?			
3.2	Is Prevent included within information sharing protocols/MOU?			
3.3	Is the Institution included in a regional Prevent Partnership Communication Policy?			
3.4	Do the safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the locally agreed inter-agency procedures put in place by the Local Safeguarding Children Board LSCB?			
3.5	Do the child protection policies describe procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the LSCB?			
Staff Training				
No		**Owner**	**Evidence**	**RAG**
4.1	Does the Institution have an annual policy and training review process in place?			
4.2	Does the Institution regularly assess Prevent Training needs to raise their awareness of Prevent issues with staff and the Governing body? Do staff members have sufficient training to give them knowledge and confidence to identify children at risk of being drawn into terrorism and challenge extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups?			
4.3	Are staff members aware of Prevent issues and the referral process into the Channel process?			
Safety Online				
No		**Owner**	**Evidence**	**RAG**
5.1	Does the school IT system have appropriate levels of filtering to ensure children are safe from terrorist and extremist material when accessing the Internet in school?			
5.2	What processes and procedures are in place to ensure children use the Internet responsibly? Do staff, pupils and carers receive any Internet Safety Awareness training?			

School Prevent Duty Action Plan Template

Area of responsibility	Actions to be taken	Outcome	Deadline	Update
Leadership and values	• Creation of a 'Statement of Values' that respects learner and staff diversity, encourages freedom and openness and promotes learner voice • Development of rigorous recruitment policies which include core school values • Key individuals are appointed amongst governors, managers and staff with responsibility for safeguarding and understand the risk of extremism/radicalisation • Inclusion of radicalisation or extremism within the corporate risk register and the maintenance of an up to date risk assessment	• A safe learning environment is created across the school, behaviours which harm the ability of different individuals and groups to work together are challenged • All new staff are aware of the school's expectations and subscribe to its values • The school leadership takes ownership of extremism and radicalisation concerns and appropriate oversight is provided • Extremism/radicalisation is considered as a risk at a leadership level within the organisation with concerns relating to hate crime/harassment, extremism and radicalisation being reported promptly to Senior Leadership Team		
Partnership	• Creation of a single point of contact for radicalisation and extremism enquiries internally and arrangements to coordinate information sharing between different departments and curriculum areas • Development of links between key school staff/governors and external partners, including the Local Authority and Police	• School communications and the sharing of concerns relating to extremism or radicalisation are coordinated effectively • The school is able to benefit from existing best practice and resources • The school shares information and is able to access statutory assistance where necessary to support vulnerable individuals		

Area of responsibility	Actions to be taken	Outcome	Deadline	Update
Safeguarding and pastoral care	• Inclusion of radicalisation and extremism within safeguarding policy and procedure including reference to the Channel process • Development and implementation of rolling cross-organisation training plan to increase organisational awareness • Consideration of a school safeguarding panel to assess and manage concerns relating to extremism and radicalisation • Inclusion of a whistle blowing mechanism within safeguarding procedures • Inclusion of sub-contracted education providers within the safeguarding procedures	• All are aware of the safeguarding procedure and that radicalisation is included within it • All understand what is meant by the terms radicalisation and extremism and are comfortable sharing concerns about radicalisation and extremism • A whole school approach is taken to the support of learners who may be vulnerable to violent extremist radicalisation • Staff feel confident and protected in raising any concerns which may place the safety of learners at risk • Learners are protected whilst they are studying or working externally to the school		
Student and learner resilience	• Include activities within existing lesson structure to enhance student and learner resilience for example, internet safety sessions and activities to improve critical thinking skills • Raise awareness and confidence amongst tutors and enrichment colleagues about the importance of critical thinking skills • Raise awareness of all colleagues and students or learners about their personal responsibility in the online space, particularly around freedom of speech • All staff receive appropriate training to educate and challenge on the principals of mutual respect and tolerance and encourage democratic participation • Opportunities to promote values are identified and utilised within the curriculum and within enrichment activities	• Students and learners have good critical engagement skills and understand how to verify information online and the reasons why they should • Students and learners feel comfortable sharing any concerns they have about behaviour or information in the online space with colleagues at the school • All are aware of their individual responsibilities in the online space, especially regarding freedom of speech • All learners are encouraged to respect others with particular regard to protected characteristics and are educated in the options for civic engagement • Learners understand what the school values mean in practice		

Area of responsibility	Actions to be taken	Outcome	Deadline	Update
Internet safety	• Inclusion of reference to terrorist and/or extremist material within ICT code of conduct, together with protections for legitimate study of this material • Deliver awareness raising training to library and ICT colleagues about what terrorist and extremist material looks like • Raise awareness of colleagues and students or learners about updated code of conduct, reasons why and an explanation of how the policy was developed • Appropriate filtering is in place to ensure that learners are unable to access terrorist and extremist material online through school servers	• Colleagues understand what terrorist/extremist material looks like and are confident to share concerns through the appropriate processes if they do encounter access to this material • Learner study of extremist and terrorist material for legitimate purposes is protected • Students and learners understand the risks attached to accessing terrorist and extremist material online and understand the institution's duty and process in these areas • Learners are safe from accessing extremist or terrorist materials whilst using school servers		

Area of responsibility	Actions to be taken	Outcome	Deadline	Update
Reputation and brand	• Development of policies which outline when the school's branding can be used and the responsibilities which come with its use • Development of a protocol for monitoring the school's online presence which includes reference to terrorism and extremism • Delivery of awareness raising training to communications colleagues • Delivery of awareness raising to all administration, teachers and students or learners advising of responsibility in the online space	• Any references to the school online are picked up quickly and referred for action if they have links to terrorist/extremist material • School administration, tutors and learners are aware of their responsibility in the online space regarding the school's brand and reputation		
School Environment	• Development of policies governing events organised by staff, learners or visitors on school premises • Creation of a code of conduct policy and communication plan for setting expectations on learner behaviour • Development of a policy governing the display of materials internally at the school • Development of a protocol to manage the layout, access and use of any space provided for the purposes of prayer and contemplation including an oversight committee or similar	• The school does not host events or speakers supportive of, or conducive to, terrorism • Learners are aware of the conduct expected by the School in creating a safe space for all groups on site • A safe learning space is created, avoiding the display of inappropriate materials • Prayer and contemplation space is accessible to all learners on an equal basis and the school is aware of an able to manage any risks associated with the space		

Resources

Prevent Strategy
www.gov.uk/government/publications/prevent-strategy-2011

Keeping children safe in education - Statutory guidance for schools and colleges on safeguarding children and safer recruitment.
www.gov.uk/government/publications/keeping-children-safe-in-education--2

Protecting children from radicalisation: the prevent duty - Departmental advice for schools and childcare providers on preventing children and young people from being drawn into terrorism
www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty

Guidance on promoting British values in schools - Strengthened guidance on improving the spiritual, moral, social and cultural development of pupils
www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc

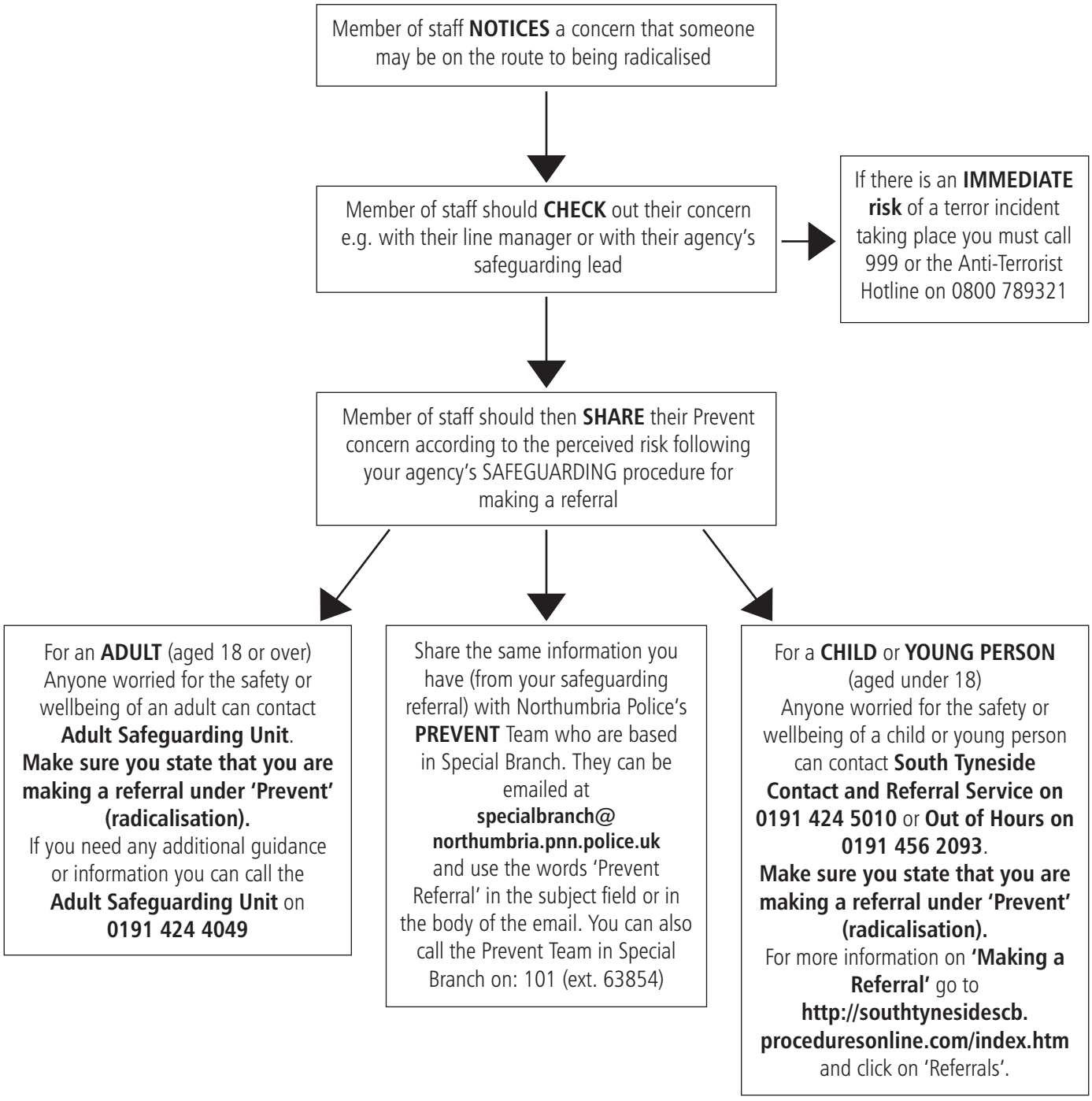
Department of Education - Has a dedicated telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly. Concerns can also be raised by email to
counter.extremism@education.gsi.gov.uk

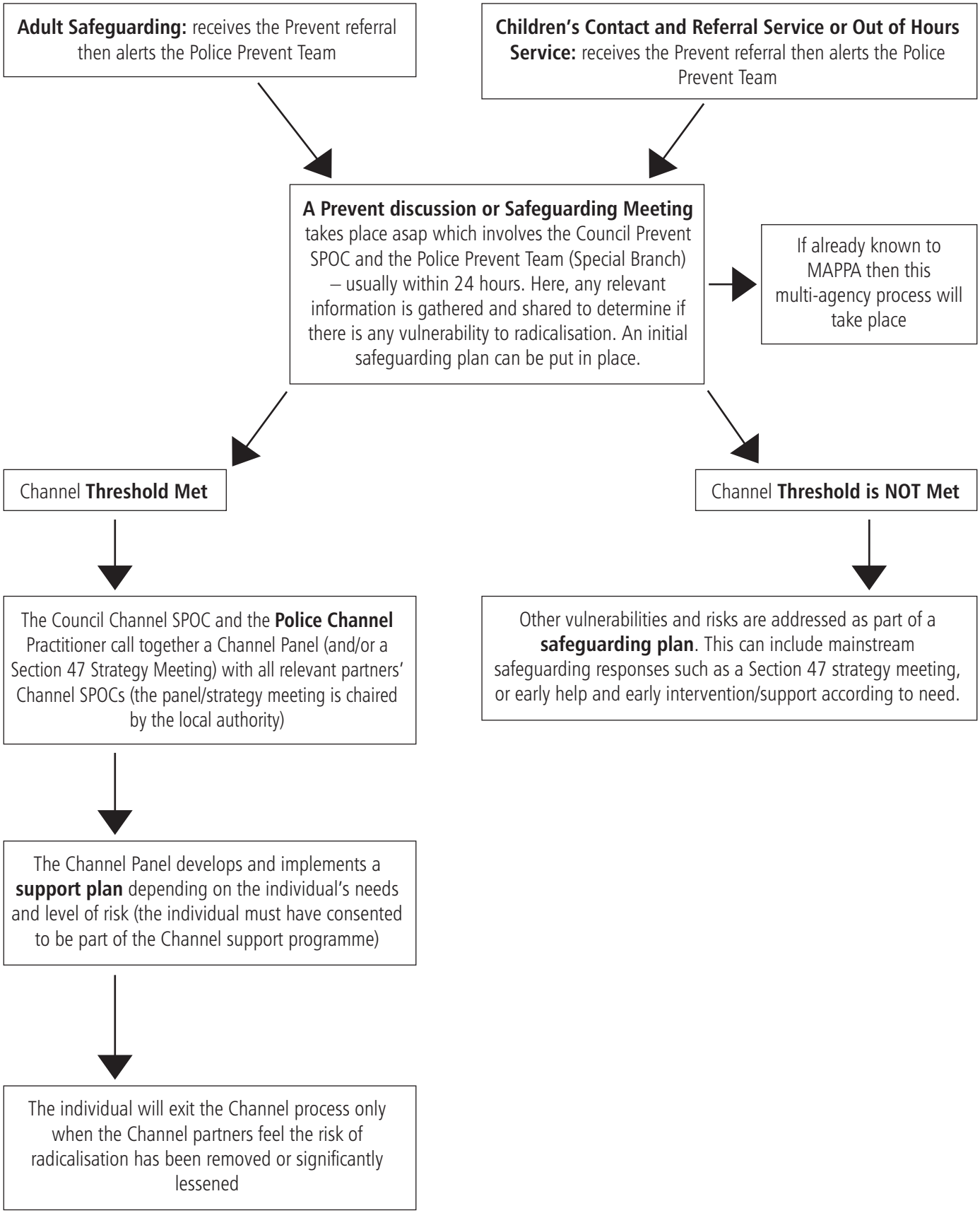
Educate Against Hate
The Department of Education 'Educate Against Hate' website offers parents, teachers and school leaders practical advice to protect children from the dangers of extremism, drawing on resources and guidance designed by the government and charities such as the NSPCC and Childnet
www.educateagainsthate.com

Show Racism the Red Card
Show Racism the Red Card educates and encourages young people and adults in school to challenge and prevent racism.
Contact Show Racism the Red Card Head Office on 0191 257 8519 or
email info@theredcard.org
www.srtrc.org

Appendices

Appendix A: South Tyneside Process Map for Reporting a Prevent Concern for a Vulnerable Person




Adult Safeguarding: receives the Prevent referral then alerts the Police Prevent Team
Children's Contact and Referral Service or Out of Hours Service: receives the Prevent referral then alerts the Police Prevent Team
A Prevent discussion or Safeguarding Meeting takes place asap which involves the Council Prevent SPOC and the Police Prevent Team (Special Branch) – usually within 24 hours. Here, any relevant information is gathered and shared to determine if there is any vulnerability to radicalisation. An initial safeguarding plan can be put in place.
If already known to MAPPA then this multi-agency process will take place
Channel **Threshold Met**
Channel **Threshold is NOT Met**
The Council Channel SPOC and the **Police Channel** Practitioner call together a Channel Panel (and/or a Section 47 Strategy Meeting) with all relevant partners' Channel SPOCs (the panel/strategy meeting is chaired by the local authority)
Other vulnerabilities and risks are addressed as part of a **safeguarding plan**. This can include mainstream safeguarding responses such as a Section 47 strategy meeting, or early help and early intervention/support according to need.
The Channel Panel develops and implements a **support plan** depending on the individual's needs and level of risk (the individual must have consented to be part of the Channel support programme)
The individual will exit the Channel process only when the Channel partners feel the risk of radicalisation has been removed or significantly lessened

More information

There is a lot of advice on how you can protect your family from unsuitable content on the internet. A good place to start is:

www.ceop.police.uk - information, help and advice about internet safety

www.gov.uk/report-terrorism - report online terrorist material

Peer interaction

Young people at risk may display extrovert behaviour, start getting into trouble at school or on the streets and mixing with other children who behave badly. However, this is not always the case.

Sometimes those at risk may be encouraged, by the people they are in contact with, not to draw attention to themselves. As part of some forms of radicalisation parents may feel their child's behaviour seems to be improving: children may become quieter and more serious about their studies; and mix with a group of people who seem to be better behaved than previous friends.

TV and media

The media provide a view on world affairs. However, this is often a very simple version of events which are in reality very complex. Therefore children may not understand the situation fully or appreciate the dangers involved in the views of some groups.

Getting help and prevention

If you have any concerns that your child may be being influenced by others get help - talk to someone you can trust.

If you feel there is a risk of a child leaving the country, consider what precautions you could take to prevent travel. You should also consider what access your child has to saving accounts or gifts of money from family and friends. You might want to consider taking the precaution of locking their passport in a safe place.

Some young people think they need to use a passport for confirming their age - they do not - they can apply for an identification card. To obtain an official photo ID for the UK visit:

www.validateuk.co.uk.
For more information telephone: 01434 634996

Confidential helpline

The Active Change Foundation (ACF) provides a confidential helpline to prevent British nationals from travelling to conflict zones.

The ACF confidential helpline is 020 8539 2770

You can also contact Crimestoppers anonymously and for free on **0800 555 111**

Anyone with concerns for the safety or wellbeing of a child or young person can contact:

Early Help Advice Team on **0191 424 6214**

Contact and Referral Service (9am-5pm) on **0191 424 5010** or

Out of office hours on **0191 456 2093**.

If there is an immediate threat of harm to others or information on imminent travel contact the Police **999** or Anti-Terrorist Hotline **0800 789 321**.

You can remain anonymous, and you may save lives.

Report terrorism online via: www.gov.uk/report-terrorism

Further sources of support and information

School - If you have a concern, please talk to your child's class teacher or another person in the school that you trust as soon as possible. They will be able to help and can access support for you and your child.

If you know someone who needs this information in a different format, for example large print, Braille or a different language, please call Marketing and Communications on 0191 427 1717.

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Keeping children and young people safe against radicalisation and extremism

Proud to Protect

South Tyneside Council

STAY SAFE BE HAPPY

Keeping children and young people safe against radicalisation and extremism

Radicalisation is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist groups.

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.

Extremism is 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 (HM Government Prevent Strategy 2011).

Violent extremism is a real threat to all communities - violent extremists actively aim to damage community relations and create division. That is why it is vital that we all work together to support those who are vulnerable in this way.

Why has this leaflet been produced?

To offer advice and guidance to parents and carers who may have concerns about their children following recent high-profile cases involving young people who have become involved in dangerous extremist activity.

This leaflet provides advice on the understanding of radicalisation and the various forms it might take, providing parents, carers and any staff working with children and young people with the ability to recognise signs and indicators.

South Tyneside Council and its partners including schools, police and other organisations have an integral role to play working with local communities to support those most at risk of being drawn into violent extremism and divert people away from potential risk at an early stage.

What is terrorist material?

- Articles, images, speeches or videos that promote terrorism
- Chat forums with postings calling for people to commit acts of terrorism or violent extremism
- Content encouraging people to commit acts of terrorism
- Websites made by terrorist organisations
- Videos of terrorist attacks

Recognising extremism - signs may include:

- Out of character changes in dress, behaviour and peer relationships
- Secretive behaviour
- Losing interest in friends and activities
- Showing sympathy for extremist causes
- Glorifying violence
- Possessing illegal or extremist literature
- Advocating messages similar to illegal organisations such as Muslims Against Crusades or other non-proscribed extremist groups such as the English Defence League

Supporting children and young people to stay safe - tips for parents

- Know where your child is, who they are with and check this for yourself
- Be aware of your child's friends and their families
- Keep lines of communication open, listen to your child and talk to them about their interests
- Encourage them to take up positive activities with local groups that you can trust
- Talk to your child about what they see on the TV or the internet and explain that what they see or read may not be the whole picture
- Allow and encourage debate and questioning on local and world events and help them see different points of view
- Encourage your child to show an interest in the local community and show respect for people from all faiths and backgrounds
- Help your child to understand the dangers of becoming involved in situations about which they may not have the full information
- Teach them that expressing strong views and trying to change things for the better is fine but they should not take violent action against others or support those that do
- Be aware of your child's online activity and update your own knowledge
- Know what social media and messaging sites your child uses
- Remind your child that people they contact over the internet may be pretending to be someone else or telling them things that are not true
- Explain that anyone who tells them to keep secrets from their family or teachers is likely to be trying to do them harm or put them in danger

Keeping children and young people safe

The parent/child relationship is the foundation to keeping children safe and supporting their social development and educational attainment.

Parenting can be a challenging task. Maintaining a positive relationship can sometimes be difficult as children grow and develop and seek an identity that may be different from that of their own family.

Children and young people have a natural curiosity which, as parents and carers, we want to encourage. However, as our children grow up we have to take different steps to ensure their safety.

Currently, a number of young girls and boys from across the UK have been persuaded to leave the country against the wishes of their families, or in secret, putting themselves in extreme danger.

Why might a young person be drawn towards extremist ideologies?

- They may be searching for answers to questions about identity, faith and belonging
- They may be driven by the desire for 'adventure' and excitement
- They may be driven by a need to raise their self-esteem and promote their 'street cred'
- They may be drawn to a group or individual who can offer identity, social network and support
- They may be influenced by world events and a sense of grievance resulting in a need to make a difference

How might this happen?

Online

The internet provides entertainment, connectivity and interaction. Children may need to spend a lot of time on the internet while studying and they use other social media and messaging sites such

as Facebook, YouTube, Twitter, Instagram, Vine or Whatsapp. These can be useful tools but we need to be aware there are powerful programmes and networks that use these media to reach out to young people and can communicate extremist messages.

What can I do to prevent this?

You can make the Internet safer for your family by restricting access to risky sites. You can also report extremist content that you find online.

All the major Internet Service Providers (such as Sky, BT, Talk Talk and Virgin Media) offer security and parental control packages. These services let you control or block access at home to specific sites or types of content, such as chat rooms, as well as protecting your computer from viruses and other people accessing your personal data. Contact your Internet Service Provider for more information.