



School Policies

Preventing Radicalization & Extremism

Mission Statement

Horton Education and Care supports children, young people and adults through their difficulties, fosters their ability to manage their own behaviour, and develops their knowledge, skills and independence, enabling them to live as full and rich a life as possible.

Policy Title:	Preventing Radicalization & Extremism
Policy Reference:	Keeping Children Safe in Education The Prevent Duty-Departmental Advice for Schools and Childcare Providers June 2015 Education Act 2002, SECTION 107 Safeguarding Policy Whistle Blowing Policy Staff Code of Conduct Policy

Other References:

Prevent Duty Guidance:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance__England_Wales_V2-Interactive.pdf
[/publications/protecting-children- from-radicalisation-the-prevent-duty](#)

UK Safer Internet Centre: www.saferinternet.org.uk

1.0 INTRODUCTION

Horton House School is committed to providing a secure environment for students. All staff recognise that safeguarding and creating a safeguarding culture is the responsibility of everyone who works here. This policy has a direct link with the safeguarding policy and recognises recent guidance on providing a safe place for students.

2.0 THE NATIONAL PREVENT STRATEGY

2.1 The Schools support the Home Office '4P' Prevent Strategy to combat radicalisation and terrorism. The 4P's are:

Protect - to strengthen protection against a terrorist attack in the UK or against its interests overseas and so reduce their vulnerability. This work focuses on border security, the transport system, national infrastructure and public places

Prepare - to mitigate the impact of a terrorist attack where that attack cannot be stopped. This includes work to bring a terrorist attack to an end and to increase the UK's resilience to facilitate recovery from its aftermath

Pursue - to stop terrorist attacks by detecting, prosecuting and otherwise disrupting those who plot to carry out attacks against the UK or its interests overseas

Prevent - to stop people from becoming or supporting terrorism. This includes countering terrorist ideology and challenging those who promote it; supporting individuals who are especially vulnerable to becoming radicalised; and working with sectors and institutions where the risk of radicalisation is assessed to be high.

Whilst the first three strands are clearly the remit of the government and security services, the fourth one is one to which schools and those who work with young people in a wider setting such as Youth Workers or Social Services can contribute. The Schools acknowledge this, support the strategy and strive to take an active part of the Prevent section of the strategy both at a whole school and an individual level. Prevent is a strategy that is also endorsed and supported by the Local Authority.

Prevent is a strategy that works to prevent the growth of issues that create a climate which facilitates radicalisation to occur, by creating a climate of mutual trust in which young people grow and develop. This climate works against creating circumstances in which young people feel isolated and become vulnerable to exploitation by those who wish to further a radical agenda. The creation of a school that is a secure and safe place based on appreciation and respect for all has always been a stated aim of Horton House School.

Extremism in all its forms has no place at the schools, as exposure to both extremist materials and influences is detrimental to the development of young people. Extremists of all kinds aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice. Education is a powerful weapon against this as it equips young people with the knowledge, skills and sound judgement to challenge and debate these issues in a safe and secure environment.

2.2 At the schools the Prevent Strategy is furthered by -

1. Raising Awareness of the issue of radicalisation with staff so that those who work with young people appreciate that they are a front line strategy, and act accordingly. This is done through staff training, which is delivered and revisited at appropriate times through the year as opportunities arise. The school staff appreciate how positive relationships created within school can remedy the factors that create the environment for dangers of radicalisation.

2. Raising student awareness through the curriculum, where a clear understanding of history / religion / tradition promotes an appropriate understanding of the origins of movements such as Nazism and promoting an understanding of Islam and other world religions based on peaceful messages and intent. The curriculum is designed to encourage students to want to be part of an inclusive society, and the importance of Citizenship is stressed as students are encouraged through learning to strengthen their sense of belonging. Subjects will when applicable, foster an understanding of

what terrorism is and how it occurs. These issues will also be addresses in assemblies.

3. Creating an inclusive school, which appreciates the importance of SMSC awareness (Spiritual, Moral, Social and Cultural) and delivers it though a shared curriculum for all, encouraging full participation in a broad and balanced curriculum which celebrates the diversity of the school community and aims to make students feel valued and included.

4. Responding to concerns. All concerns raised by staff or other students are investigated as Safeguarding issues according to the school safeguarding protocol and policy. Where a young person is thought to be in need or at risk of significant harm, and where investigations need to be carried out (even though parental consent may be withheld), a referral to Children’s Social Care should be made in line with the school’s Safeguarding Policy. However, it should be recognised that concerns of this nature, in relation to violent extremism, are most likely to require a police investigation (as part of the Channel process). As part of the referral process, the DSL will also raise an electronic referral to Channel (prevent@humberside.pnn.police.uk) 01482 220754.

3.0 TACKLING EXTREMISM AT HORTON HOUSE SCHOOL

At Horton House School, we are aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times learners may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language. Any prejudice, discrimination or extremist views, including derogatory language, displayed by learners or staff will always be challenged and dealt with in line with the relevant policies on student behaviour or staff conduct.

3.1 As part of wider safeguarding responsibilities staff will be alert to and report using the Horton House School Safeguarding protocol -

- Disclosures by students of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups
- Graffiti symbols, writing or art work promoting extremist messages or images
- Students accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Other local schools, local authority services, and police reports of issues affecting their students

- Learners voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, sexuality, race, colour or culture
- Attempts to impose extremist views or practices on others
- Anti-Western or Anti-British views

We will strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches young people may experience elsewhere may make it harder for them to challenge or question these radical influences.

We will strive to ensure that our support and approaches will help our students build resilience to extremism and give them a positive sense of identity through the development of critical thinking skills.

We will provide staff training to ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution.

We will also work with local partners, families and communities in our efforts to ensure the students understand and embrace our local context and values in challenging extremist views, and to assist in the broadening of young people's experiences and horizons.

We will help support learners who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a student is being directly affected by extremist materials or influences we will refer the student through the Channel reporting process for help and support.

3.2 Use of External Agencies and Speakers

External agencies or speakers can enrich the experiences of our students, however we will endeavour to ensure that we do not unwittingly use agencies that are inconsistent with, or are in complete opposition to Horton House School values and ethos.

The member of staff inviting the speaker must assess the risk of the speaker bringing terrorist or extremist material into the school or exposing our students to the threat of radicalisation. Checks on speakers could include internet searches, personal recommendations and working with respected public organisations. Where a risk

assessment indicates that a speaker may warrant closer attention, their invitation should be discussed with the Executive Headteacher and a referral to the Police may be appropriate.

3.3 The Role of the Curriculum

Our curriculum promotes respect, tolerance and diversity. Students are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others.

Our PSHCE (Personal, Social, Health, Citizenship Education) and SMSC (Spiritual, Moral, Social and Cultural) provision is embedded across the curriculum and through the wider school life, and it underpins the inclusive ethos of the schools.

It is recognised that students with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our students with confidence, self-belief, resilience, respect and tolerance as well as setting high standards and expectation for themselves.

Whilst following the Prevent Strategy the School also maintains its mission for diversity to be a core part of all that it does. The school places a strong emphasis on the common values that all communities share. Pupils are taught to respect and value diversity as well as understanding how to make safe, well-considered decisions.

Classroom practices include:

- developing questioning techniques to open safe debate;
- building confidence to promote honesty about a plurality of views;
- ensuring freedom of expression;
- debating fundamental moral and human rights principles;
- promoting open respectful dialogue;
- affirming multiple identities. Personal, Social, Health and Citizenship lessons are an effective way of providing pupils with time to explore sensitive or controversial issues, and equipping them with the knowledge and skills to understand and manage difficult situations.
- promoting knowledge, skills and understanding to build the resilience of learners;
- exploring controversial issues.
- recognising local needs.

- challenging extremist narratives.
- promoting universal rights;
- promoting critical analysis.

Students are regularly taught how to stay safe when using the Internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the Internet.

3.4 Staff Training

The school will use the Home Office training Workshop for Raising Awareness of Prevent (WRAP) to ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on. We will ensure that the schools is able to respond to potential issues by careful assessment of any risk and the provision of support.

3.5 Working in Partnership

The Prevent duty builds on existing local partnership arrangements. Local Safeguarding Children Boards (LSCBs) are responsible for co-ordinating what is done by local agencies for the purposes of safeguarding and promoting the welfare of children in their local area. The School's safeguarding arrangements already take into account the policies and procedures of the East Riding Children's Safeguarding Partnership. Other partners the school will work with are the police and also civil society organisations, who may be able to provide advice and support to the school on implementing the duty. Effective engagement with parents / the family is also important as they are in a key position to spot signs of radicalisation. The school to assist and advise families who raise concerns and be able to point them to the right support mechanisms.

4.0 Reporting Concerns, Channel Referral Process

If a member of staff in a school has a concern about a particular pupil they should follow the school's normal safeguarding procedures, including discussions with the school's designated safeguarding lead, and where deemed necessary, with children's social care. The DSL can also contact the local police force or dial 101 (the non-emergency number). They can talk to the school in confidence about the concerns and help gain access to support and advice. The Department for Education has dedicated a 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. The helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

Some concerns which are identified may have a security dimension to them. For this reason, it is important that liaison with the police forms an early part of all investigations. (please see the appropriate for in the appendix). Humberside Police will carry out an initial assessment and, if appropriate, set up a multi- agency meeting to agree actions for supporting the individual. If it is deemed that there are no concerns around radicalisation, appropriate and targeted support will be considered for the young person.

Telephone Police: 101

Channel - 01482 220754

Email: prevent@humberside.pnn.police.uk

EHASH (Early Help and Safeguarding Hub) – for young people under18

Telephone: (01482) 395500.

5.0 Recruitment and staff conduct

The arrangements for recruiting all staff, permanent and volunteers, to our schools will follow guidance for safer recruitment best practice in education settings, including, but not limited to, ensuring that DBS checks are always made at the appropriate level, that references are always received and checked and that we complete and maintain a single central record of such vetting checks. We will apply safer recruitment best practice principles and sound employment practice in general and in doing so will deny opportunities for inappropriate recruitment or advancement.

We will be alert to the possibility that persons may seek to gain positions within our schools so as to unduly influence our schools' character and ethos. We are aware that such persons seek to limit the opportunities for our pupils thereby rendering them vulnerable to extremist views and radicalisation as a consequence. Therefore, by adhering to safer recruitment best practice techniques and by ensuring that there is an on-going culture of vigilance within our schools and staff team we will minimise the opportunities for extremist views to prevail.

Appendix

Channel Referral Form (Restricted - when complete)

This form **should** be completed with the details of the person(s) for whom the referring officer/agency has concerns over in relation to their vulnerability to radicalisation for extremist or terrorist purposes. The form must then be sent electronically by E-mail to: prevent@humberside.pnn.police.uk

LOCAL AUTHORITY AREA || **DATE** ||

1. DETAILS OF PERSON MAKING THE REFERRAL / COMPLETING FORM:

Name

Organisation / Dept.

Role

Tel:

E:Mail

2. DETAILS OF THE YOUNG PERSON / ADULT THE REFERRAL RELATES TO (where known):

Surname

Forenames

DOB

Gender

Ethnicity / Nationality

Address

First / Preferred language

School/ Occupation

Any specific needs/ Disability/ other Issues

3. PARENT / CARER / SPOUSE / PARTNER / OTHER DETAILS (where known):

Surname

Forenames

DOB

Gender

Ethnicity / Nationality

Address

Disability / other Issues

Relationship to Subject

4. AGENCIES INVOLVED WITH THE YOUNG PERSON / ADULT (if applicable):

Organisation

Contact name

Telephone/ Email

Reason for involvement

Tel : Mob: E-Mail:

Tel : Mob: E-Mail:

Assessments/work undertaken

11

6. SUMMARY OF INCIDENT(S) / REASON(S) FOR CONCERN (include details of other agencies that have been contacted)

7. ACKNOWLEDGEMENT OF CONSENT TO SHARE INFORMATION

By providing this information you are allowing Humberside Police to share information, as appropriate, with other agencies.

Vulnerability (select ONE option - where known/suspected)

8. AREA OF VULNERABILITY	Y/N	REASON (for future risk assessments and audit it is important to explain why this area of vulnerability has been chosen)
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Domestic Extremism / Extreme Right Wing / Extreme Left Wing (e.g. Norway Massacre, National Front, Combat18, (Animal Rights / Environmentalists [extreme factions] / Obvious Anti-Ethnic minority sentiment etc...))		
International (e.g. Al Qaeda / AQ Inspired Terrorism / Obvious anti-Western sentiment, Al-Shabaab etc...)		
Irish Terrorism (e.g. IRA Related - PIRA, CIRA, UVF etc...)		

Audit Trail

Version	Change	By Whom	Date	Review Date
1.0	New Policy	Eka Fallon	February 2016	
1.1	Policy Reviewed	Principal Plus (SJH)	August 2016	
1.2	Policy Reviewed	Executive Manager and the Directors	September 2017	
1.3	Review of Policy and Accuracy Check	Head Teacher and School Secretary	July 2018	July 2021
1.4	Policy Reviewed and Amended	Executive Manager/head Teacher	July 2021	July 2024