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**Prevent Strategy**

**Risk Assessment**

**Parent Booklet**

In caring about excellence and each other, and in promoting enjoyment and happiness through fulfilment, the members of Longton Primary School community believe in

**CARE through respect, support and togetherness**

**GROW through choice, opportunity and imagination**

**SHINE through challenge, achievement and celebration**

**Preventing Radicalisation in school**

Schools have a vital role to play in protecting children and young people from the risks of extremism and radicalisation. This role is underpinned by the Counter Terrorism and Security Act (2015) to have due regard to the need to prevent people from being drawn into terrorism.

The Prevent Strategy, published by the Government is part of an overall counter terrorism strategy. The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism activity. This has raised a specific need to safeguard children, young people and families from violent extremism and terrorism. Nationally, there have been situations in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views. Such views include justifying political, religious, sexist or racist violence, or to steer individuals into a rigid and narrow ideology that is either vocal or active opposition to fundamental British values including embracing diversity and mutual respect and tolerance of different faiths and beliefs.

Building resilience in our children and the promotion of fundamental British values is at the heart of preventing radicalisation. We do this by providing a safe place in which children can discuss issues, and we aim to give them the knowledge and confidence to challenge extremist beliefs and ideologies.

Our prevent duty, is carried out under the Counter-Terrorism and Security Act, which legally requires us to take steps to prevent pupils from being drawn into terrorism. We take this duty seriously and carry out the four main actions responsibly, namely: risk assessment, working in partnership, staff training and IT policies. If we assess a child as at risk, we will refer to the Channel Programme, which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

In terms of training, staff have received WRAP training. (Workshop to Raise Awareness of Prevent). We also review the Prevent Duty to ensure that all staff are fully up to date. In terms of internet safety, we ensure suitable filters are in place to keep children away from extremist materials, in keeping with Local Authority guidelines.

Longton Primary School is fully committed to safeguarding and promoting the welfare of all children who we work with. We recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. We therefore recognise that we 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 our care.

**What does this mean in practice?**

Many of the things we already do in school to help children become positive, happy members of society also contribute to the Prevent strategy.

These include:

• Exploring other cultures and religions and promoting diversity

• Challenging prejudices and racist comments

• Developing critical thinking skills and a strong, positive self-­identity

• Promoting the spiritual, moral, social and cultural development of pupils, as well as British values such as democracy

We will also protect children from the risk of radicalisation, for example by using filters on the internet to make sure they can’t access extremist and terrorist material, or by vetting visitors who come into school to work with pupils.

Different schools will carry out the Prevent duty in different ways, depending on the age of the children and the needs of the community.

**What we do if there is a concern**

If we have a concern about a particular child we will follow the school’s normal safeguarding procedures, including discussing with the school’s designated safeguarding lead, and where deemed necessary, with children’s social care. If required the school will make a referral to the CHANNEL program which supports young people who may be at risk of radicalisation.

We may also contact the local police force or dial 101 (the non-emergency number). They can talk to us in confidence about concerns and help us gain access to support and advice.

If you have any child safeguarding concerns including radicalisation you can contact Children’s Services and/or the [**NSPCC**](https://www.nspcc.org.uk/).

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. Please note that 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 an emergency situation we will follow the recommended emergency procedures.

This website - [Educate Against Hate - Prevent Radicalisation & Extremism](https://educateagainsthate.com/) offers a great deal of easily accessible information for school and parents.

**Curriculum**

We are committed to ensuring that our children are offered a well rounded curriculum to enable academic and personal growth in preparation as an enabler to live a fulfilled life in modern Britain. We encourage our children to be inquisitive learners who are open to new experiences and are tolerant of others, therefore promoting the fundamental British values. The elected School Parliament and pupil voice groups are a key representation in the school of the importance of democracy and of the need for whole school and small group discussion about actions, values and beliefs. Assembly themes also celebrate and explore the school’s key values and their relevance to being a part of modern day Britain. The Personal, Social and Health Education (PSHE) (jigsaw, class vote, picture news, LPS time to shine etc.) are also central in promoting concepts around democracy and citizenship. They allow the space for sensitive topics, including terrorism and extremism to be discussed. These values support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere. Teaching the schools core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

**Internet Safety**

The internet provides children 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 blocks inappropriate content, including extremist content. We also filter out social media, such as Facebook. Searches and web addresses are monitored and the IT technician will alert senior staff where there are concerns and prevent further access when new sites that are unblocked are found. Where staff, children or visitors find unblocked extremist content they must report it to a senior member of staff. We are aware that children have access to unfiltered internet when using their mobile phones and through regular communication with parents they are alert to the need for vigilance when children are using their phones. The Acceptable Use of IT Policy (AUP) refers to preventing radicalisation and related extremist content. Children are asked to sign the AUP to confirm they have understood what is acceptable. Children and staff know how to report internet content that is inappropriate or of concern.

### **Frequently Asked Questions**

**How does Prevent relate to British values?**

Schools have been required to promote British values since 2014, and this will continue to be part of our response to the Prevent strategy.

British values include:

• Democracy

• The rule of law

• Individual liberty and mutual respect

• Tolerance of different faiths and beliefs

**Isn’t my child too young to learn about extremism?**

The Prevent strategy is not just about discussing extremism itself, which may not be appropriate for younger children. It is also about teaching children values such as tolerance and mutual respect. The school will make sure any discussions are suitable for the age and maturity of the children involved.

**Is extremism really a risk in our area?**

Extremism can take many forms, including political, religious and misogynistic extremism (prejudice against women). Some of these may be a bigger threat in our area than others. We endeavour to give children the skills to protect themselves from any extremist views they may encounter, now or later in their lives.

**Where to go for more information**

please do not hesitate to contact the school if you have any questions or concerns about the Prevent strategy and what it means for your child.

**External sources**

The following sources may also be useful for further information:

Prevent duty guidance: for England and Wales, HM Government

https://www.gov.uk/government/uploads/system/uploads/attachment\_data/file/417943/Prevent\_Duty\_Guidance\_England\_Wales.pdf

Frequently asked questions, Prevent For Schools

http://www.preventforschools.org/?category\_id=38What is Prevent? Let’s Talk About It

Free Prevent training; [INTRODUCTION TO PREVENT E-LEARNING PACKAGE](https://www.elearning.prevent.homeoffice.gov.uk/screen2)

**KEY TERMS**

Extremism – vocal or active opposition to fundamental British values such as democracy, the rule of law and tolerance of different faiths and beliefs

Ideology – a set of beliefs

Terrorism – a violent action against people or property, designed to create fear and advance a political, religious or ideological cause

Radicalisation – the process by which a person comes to support extremism

Appendix 1: **Indicators of Vulnerability to Radicalisation**

Appendix 2: **Roles and Responsibilities of the Single Point of Contact (SPOC)**

Appendix 3: **Risk Assessment**

Appendix 4: **Parent Leaflet**

**Appendix 1 Indicators of Vulnerability to Radicalisation**

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

2. Extremism is defined by the Government in the 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.

3. Extremism is defined by the Crown Prosecution Service as: The demonstration of unacceptable behaviour by using any means or medium to express views which:

• Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;

• Seek to provoke others to terrorist acts;

• Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or

• Foster hatred which might lead to inter-community violence in the UK.

4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that childcare provider staff are able to recognise those vulnerabilities.

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

Indicators of vulnerability include:

Identity Crisis – the children are distanced from their cultural / religious heritage and experiences discomfort about their place in society;

Personal Crisis – the children may be experiencing family tensions; a sense of isolation; and 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; local community tensions; and events affecting the child’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 children may have perceptions of injustice; a feeling of failure; rejection of civic life;

Experiences of Criminality – including involvement with criminal groups, imprisonment, and poor resettlement / reintegration;

Individual Needs – children may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

7. 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;

• Significant changes to appearance and / or behaviour; and

• Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

• their style of dress or personal appearance to accord with the group

• day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause

• derogatory names for another group

**Appendix 2**

Roles and Responsibilities of the Single Point of Contact (SPOC)

The SPOC for Longton Primary School is Mrs Julie Brown, who is responsible for:

• Ensuring that staff of the childcare provider are aware that you are the SPOC in relation to protecting children from radicalisation and involvement in terrorism;

• Maintaining and applying a good understanding of the relevant guidance in relation to preventing children from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;

• Raising awareness about the role and responsibilities of Longton Primary School in relation to protecting children from radicalisation and involvement in terrorism;

• Raising awareness within the childcare provider about the safeguarding processes relating to protecting children from radicalisation and involvement in terrorism;

• Acting as the first point of contact within the childcare provider for case discussions relating to children who may be at risk of radicalisation or involved in terrorism;

• Collating relevant information in relation to referrals of vulnerable children into the Channel\* process; and

• Attending Channel meetings, where necessary, to support assessment and intervention.

\* Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity.

Channel aims to:

• Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;

• Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and

• Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability

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| **School**  **Longton Primary School** | | **Safeguarding DSl: Julie Brown/Iain Pearson** | | | **Date of Assessment:**  **May 2021** | | **Date for review:**  **May 2022** |
| **Risk Area** | **Hazard** | **Risk/likelihood**  **Rating RAG** | **Existing Measures** | **Proposed Actions** | | **Planned Completion Date and by whom** | |
| Welfare and Safeguarding | Staff or external providers are not aware of the school procedure for handling concerns and/or do not feel comfortable sharing issues internally |  | *Staff have received appropriate training and are familiar with the safeguarding policy.*  *Identity of safeguarding lead is well known.*  *Prevent training undertaken* | * External providers may not be aware of whom to contact with a concern if in the school building | | Linda Masterson add Prevent and Safeguarding information in to lettings pack.  Summer 2021 | |
| Children are radicalised by factors internal or external to the school |  | *Children have received lessons in critical thinking as part of the curriculum*  *Parents have the opportunity to see all policies and come to curriculum afternoon teas.* | * Monitor PSHE curriculum is taught in all classes in relation to equality, prevent, internet safety, British Values | | Autumn 2021  Subject leaders mainly  PSHE, RE and ICT. | |
| The school is not linked in with statutory partners and/or does not feel comfortable sharing extremism related concerns externally |  | *The school is a member of its local community safety/safeguarding forum and communicates regularly with named statutory partners regarding a range of concerns* |  | |  | |
| Curriculum and learning | Children are exposed by school staff or external providers to messaging supportive of extremism or which contradicts ‘British Values’ |  | *Appropriate whistleblowing and safeguarding policies for assessing concerns raised by staff or children*  *Opportunities to promote school values are clearly identified within all curriculum areas* |  | |  | |
| Extreme or divisive behaviours, and cultural adaptions which harm the ability of different groups and individuals to learn and work together are left unchallenged |  | *The school values, and communication of these within the premises and through the curriculum.*  *Governors are confident that the school would never turned a blind eye to such behaviours.* |  | |  | |
| Organisational culture | Governors, Staff or external providers are not aware of /do not subscribe to the values of the school |  | *Recruitment and induction programmes and ongoing staff development* | * External providers may not be aware of the school values | | Linda Masterson add Prevent and Safeguarding information in to lettings pack including behaviour policy.  Summer 2021 | |
| Staff are unable to raise extremism related organisational concerns due to the lack of an appropriate mechanism |  | *Appropriate policy and awareness raising training provided to all staff* |  | |  | |
| Management of space | Children/staff are exposed by visiting speakers to messaging supportive of terrorism- or which contradicts ‘British Values’ of individual liberty and mutual respect and tolerance for those of different faiths and beliefs |  | *Speakers are signed in and collected by a member of staff and are not left alone with children*  *Format and content of material is checked*  *Booking policy specifically excludes behaviour of extremist or divisive nature* |  | |  | |
| Extremist or terrorist related material is displayed within school premises |  | *All displays are inclusive and share equality in a positive light.* |  | |  | |
| Prayer and contemplation space is not equally accessible for all children and/or |  | *This is not something that is currently needed so it is not in place. If there was a requirement then a system would be introduced.* | * *Room booking policy setting out equal rights of access for all bookable rooms* | | Linda to adapt lettings policy to incorporate this  Summer 2021 | |
| School premises are used to host events supportive of terrorism, or which popularise hatred or intolerance of those with particular protected characteristics |  | *This has never been an issue but it is also not in the school* | * *Room booking policy which sets out the notice periods for hire and open source checking arrangements for external organisations* | | Linda to adapt lettings policy to incorporate this information  Summer 2021 | |
| ICT and online study | Children access extremist or terrorist material whilst using school networks |  | *School filtering policies and a code of conduct covering users attempts to subvert network. Safe internet use is part of the school drip drip curriculum.* |  | |  | |
|  | Online/social media communications relating to extremist material feature the school branding |  | *The school has oversight of online communications.*  *Safe internet use is part of the school drip drip curriculum.* |  | |  | |

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| What will happen if I talk to you about my concerns?  We know that talking to us about concerns about your child or another child may be difficult for a parent or carer to do.  Unless you agree for your information to be shared your information will be kept confidential. If there are serious concerns around a child being harmed or harming others, the information will be shared with Lancashire’s Safeguarding team in the first instance.  If this happens we will be working with you to keep your child safe and you will be informed throughout the process.  Where the concerns are still developing, you and your child may be supported by Lancashire’s Prevent team and children’s services. Please be reassured that even if your child is assessed as not being at risk of radicalisation, we will still aim to offer you and your family support with any of the concerns you have raised. | Further Information:  NSPCC [www.nspcc.org.uk](http://www.nspcc.org.uk)  The NSPCC is the UK’s leading children’s charity, preventing abuse and helping those affected to recover.  Families Against Stress and Trauma (FAST) [www.familiesmatter.org.uk](http://www.familiesmatter.org.uk)  This site provides information for parents on spotting the signs of radicalisation.  Educate against Hate [www.educateagainsthate.com](http://www.educateagainsthate.com)  This website gives parents practical advice on protecting children from extremism and radicalisation.  Prevent Tragedies [www.preventtradegies.co.uk](http://www.preventtradegies.co.uk)  This site provides information and advice to prevent young people putting themselves at risk  The Child Exploitation and Online Protection Centre (CEOP). [www.ThinkUKnow.co.uk](http://www.ThinkUKnow.co.uk)  This organisation works to protect children online by providing children and parents resources.  Internet Matters [www.internetmatters.org./issuses/radicalisation](http://www.internetmatters.org./issuses/radicalisation)  This organisation aims to help parents keep there children safe online. | PREVENT  Southroyd Primary School - Prevent    Working Together to Prevent Terrorism  Keeping children safe against radicalisation  Information for parents. |

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| Introduction  As a parent you might be worried about how radicalisation might affect your child. We have put together this leaflet to help you understand more about radicalisation and how you can deal with these issues. At Longton Primary we understand what makes children vulnerable and we consider the risk of radicalisation as no different from other forms of harm.  Should I be worried? Despite the high levels of media attention given to these issues, the chances of them affecting you as a parent are very low.  It is important to remember that most people will never support terrorism and that the amount of young people that become involved in terrorism is very small. However terrorists and extremists will try to influence children and young people to radicalise them to their cause.  **Aim**  Our Prevent programme is designed to work closely with families, the local community and professionals.  We want to help children, to prevent them from being drawn into terrorism or extremism. We do this by supporting those who are vulnerable to radicalisation; by challenging extremist ideologies; mentoring them and working with the local community sectors and institutions.  Prevent covers all types of terrorism and extremism, including the extreme right wing, Daesh or Al Qaida groups or other causes | What to look out for  You know your child better than anyone else, and are best placed to notice any changes in their behaviour. It is the job of everyone to prevent the radicalisation of young people. Parents, teachers, friends and family all have a part to play in making sure that extremist ideas are challenged. Encouraging young people to learn about and understand alternative points of view is an essential role of a parent. However if you have a concern, always talk to someone who can help you.  **Remember:**  • Children and young people want to push the boundaries. They are searching for an identity in a confusing world.  • Many terrorists and extremists are increasingly reaching out to children and young people through the internet and social media apps such as snapchat, telegram and Instagram and online gaming consoles.  **Concerns:**  • Unfortunately there is not a checklist of what makes someone become vulnerable to radicalisation. Every individual and their circumstances are unique.  • You may be concerned about your child’s behaviour, social or emotional well-being.  • You may be concerned about your child experimenting with alcohol or drugs.  • You may be dealing with a difficult time in your child’s life.  • You maybe concerned about your child showing an interest in travelling to an area of conflict or may have concerns about your child showing sympathy to a terrorist act or cause. | I have concerns – what should I do, who should I contact?  It is important to seek professional help and advice from someone who can do something to help you, your child and your family. For example, your child’s school or even your GP. When your child moves on from Longton you can still always talk to us.  If you believe there is an immediate threat to your child or others please call the police 999/101.  If you have concerns about somebody but it is not urgent then you can email [**concern@lancashire.pnn.Police.uk**](mailto:concern@lancashire.pnn.police.uk)  or phone  Duty Desk: 01772 412 742 (8am to 6pm weekdays).  Or   * **Children's social care: 0300 123 6720 or out of hours** 0300 123 6722.   Any information, advice or concern will be handled with sensitivity and where possible anonymity will be maintained. Referrals can be made directly to the email inbox by any individual or organisation and will be dealt with discretion. |