



BOUNDARY OAK SCHOOL FAREHAM

Safeguarding pupils who are vulnerable to Radicalisation/Extremism

Our aim

Boundary Oak School values freedom of speech and the expansion of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

Risk

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Boundary Oak is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Boundary Oak seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

Boundary Oak also aims to build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. We provide a safe environment to debate controversial issues and help pupils understand how they can influence and participate in decision-making. British values are promoted in, but not limited to, PSHE lessons. Further advice on promoting British values can be found here: [Advice on promoting fundamental British values in schools is available](#)

And for Early Years here:

[good practice examples demonstrating what promoting fundamental British Values means in the early years](#)

Risk Reduction

The Proprietors, the Head Teacher and the Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RS curriculum, SEND policy, assembly content, the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.



At Boundary Oak we must pay particular attention to visiting speakers, whether invited by staff or the pupils themselves. All staff must ensure external speakers and visitors are suitable and appropriately supervised. Where necessary suitable references and/or research into the speaker, be it online or otherwise, must be carried out. All external speakers must be approved by the Head prior to visiting Boundary Oak.

Our school, like all others, is required to identify a 'Prevent Single Point of Contact' (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead, currently Caroline Phillips. The SPOC will undertake regular Prevent awareness training and will provide advice and support to other members of staff on protecting children from the risk of radicalisation. Other staff will be required to read this policy and further training will be given at staff meetings/INSET days including [Channel General Awareness Training](#) on how to identify factors that can make people vulnerable to radicalisation, and case studies illustrating the types of intervention that may be appropriate.

Staff who observe behaviour of concern in pupils vulnerable to radicalisation must report, as with all safeguarding issues to the SPOC.

This risk assessment will be reviewed as part of the annual review by the Proprietors.

Recognising Risks and Vulnerabilities of Radicalisation

Children and young people can be drawn into violence or they can be exposed to the messages of extremist groups by many means. These can include through the influence of family members or friends and/or direct contact with extremist groups and organisations or, increasingly, through the internet. This can put a young person at risk of being drawn into criminal activity and has the potential to cause significant harm. Children and young people are vulnerable to exposure to, or involvement with, groups or individuals who advocate violence as a means to a political or ideological end. Examples of extremist causes that have used violence to achieve their ends include animal rights, the far right, internal terrorist and international terrorist organisations;

Most individuals, even those who hold radical views, do not become involved in extremism. Numerous factors can contribute to and influence the range of behaviours that are defined as extremism. It is important to consider these factors in order to develop an understanding of the issue. It is also necessary to understand those factors that build resilience and protect individuals from engaging in violent extremist activity.

Safeguarding children and young people from radicalisation is no different from safeguarding them from other forms of harm. Indicators for vulnerability to radicalisation are the same as those you are already familiar with:

- family tensions
- sense of isolation
- migration
- distance from cultural heritage



- experience of racism or discrimination
- feeling of failure etc.

Those in the process of being radicalised may become involved with a new group of friends, search for answers to questions about identity, faith and belonging, possess extremist literature or advocate violence actions, change their behaviour and language, seek to recruit others to an extremist ideology.

It is important to note that children and young people experiencing these situations or displaying these behaviours are not necessarily showing signs of being radicalised. There could be many other reasons for the behaviour including those you are already familiar with alcohol or drug abuse, family break down, domestic abuse, bullying etc or even something more minor.

It is important to be cautious in assessing these factors to avoid inappropriately labelling or stigmatising individuals because they possess a characteristic or fit a specific profile. It is vital that all professionals who have contact with vulnerable individuals are able to recognise those vulnerabilities and help to increase safe choices.

The risk of radicalisation is the product of a number of factors and identifying this risk requires that practitioners exercise their professional judgement, seeking further advice as necessary. It may be combined with other vulnerabilities or may be the only risk identified.

Some children may be at risk due to living with or being in direct contact with known extremists. Such children may be identified by the police or through Multi Agency Public Protection Arrangements (MAPPA) processes. (See Processes for Managing Risk Procedure).

Vulnerability/ Risk Indicators

NB - The following lists are not exhaustive and all or none may be present in individual cases of concern. Nor does it mean that vulnerable people/ young people experiencing these factors are automatically at risk of exploitation for the purposes of extremism. The accepted view is that a complex relationship between the various aspects of an individual's identity determines their vulnerability to extremism. Over-simplified assessments based upon demographics and poverty indicators have consistently demonstrated to increase victimisation, fail to identify vulnerabilities and, in some cases, increase the ability of extremists to exploit, operate and recruit.

There is no such thing as a 'typical extremist' and those involved in extremism come from a range of backgrounds and experiences. The following indicators have been provided to support professionals in NL to understand and identify factors that may suggest a child, young person or their family may be vulnerable or involved with extremism.

Vulnerability

- Identity Crisis - Distance from cultural/ religious heritage and uncomfortable with their place in the society around them



- Personal Crisis – Family tensions; sense of isolation; adolescence; low self esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging
- Personal Circumstances – Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
- Unmet Aspirations – Perceptions of injustice; feeling of failure; rejection of civic life
- Criminality – Experiences of imprisonment; poor resettlement/ reintegration, previous involvement with criminal groups

Access to extremism / extremist influences

- Is there reason to believe that the child/young person associates with those known to be involved in extremism - either because they associate directly with known individuals or because they frequent key locations where these individuals are known to operate? (e.g. the child/young person is the partner, spouse, friend or family member of someone believed to be linked with extremist activity)
- Does the child/young person frequent, or is there evidence to suggest that they are accessing the internet for the purpose of extremist activity? (e.g. Use of closed network groups, access to or distribution of extremist material, contact associates covertly via Skype/email etc)
- Is there reason to believe that the child/young person has been or is likely to be involved with extremist/ military training camps/ locations?
- Is the child/young person known to have possessed or is actively seeking to possess and/ or distribute extremist literature/ other media material likely to incite racial/ religious hatred or acts of violence?
- Does the child/young person sympathise with, or support illegal/illicit groups e.g. propaganda distribution, fundraising and attendance at meetings?
- Does the child/young person support groups with links to extremist activity but not illegal/illicit e.g. propaganda distribution, fundraising and attendance at meetings?

Experiences, Behaviours and Influences

- Has the child/ young person encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the child/ young person from within or outside UK?
- Have international events in areas of conflict and civil unrest had a personal impact on the child/ young person resulting in a noticeable change in behaviour? It is important to recognise that many people may be emotionally affected by the plight of what is happening in areas of conflict (i.e. images of children dying) it is important to differentiate them from those that sympathise with or support extremist activity
- Has there been a significant shift in the child/ young person's behaviour or outward appearance that suggests a new social/political or religious influence?
- Has the child/ young person come into conflict with family over religious beliefs/lifestyle/ dress choices?



- Does the child/ young person vocally support terrorist attacks; either verbally or in their written work?
- Has the child/ young person witnessed or been the perpetrator/ victim of racial or religious hate crime or sectarianism?

Travel

- Is there a pattern of regular or extended travel within the UK, with other evidence to suggest this is for purposes of extremist training or activity?
- Has the child/ young person travelled for extended periods of time to international locations known to be associated with extremism?
- Has the child/ young person employed any methods to disguise their true identity? Has the child/ young person used documents or cover to support this?

Social Factors

- Does the child/ young person have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the child/ young person experience a lack of meaningful employment appropriate to their skills?
- Does the child/ young person display a lack of affinity or understanding for others, or social isolation from peer groups?

Does the child/ young person demonstrate identity conflict and confusion normally associated with youth development?

- Does the child/ young person have any learning difficulties/ mental health support needs?
- Does the child/ young person demonstrate a simplistic or flawed understanding of religion or politics?
- Does the child/ young person have a history of crime, including episodes in prison?
- Is the child/young person a foreign national, refugee or awaiting a decision on their immigration/ national status?
- Does the child/ young person have insecure, conflicted or absent family relationships?
- Has the child/ young person experienced any trauma in their lives, particularly any trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other in the child/young person's life has extremist view or sympathies?

More critical risk factors include:

- Being in contact with extremist recruiters
- Articulating support for extremist causes or leaders
- Accessing extremist websites, especially those with a social networking element
- Possessing extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining extremist organisations
- Significant changes to appearance and/or behaviour



Referral and Intervention Process

Early identification of support required should result in responses being made through universal service provision Tier (1) or where concerns are identified through targeted interventions Tier (2). 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.

In a few cases the concerns around the child/ young person may go beyond being vulnerable to extremism to concerns to involvement in supporting or following extremist behaviour. This should result in responses at Tier (3).

The named or designated safeguarding professional, in discussion with other professionals as appropriate, will need to determine the most appropriate level and type of support to offer the child/ young person and their family.

Hampshire Constabulary can be contacted on prevent.engagement@hampshire.pnn.police.uk, on the Hampshire Constabulary non-emergency number **101** or alternatively call the Anti-Terrorism Hotline on **0800 789 321**.

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 which case the normal emergency procedures should be followed.

Useful Guidance

Prevent Duty Guidance: for England and Wales (March 2015)

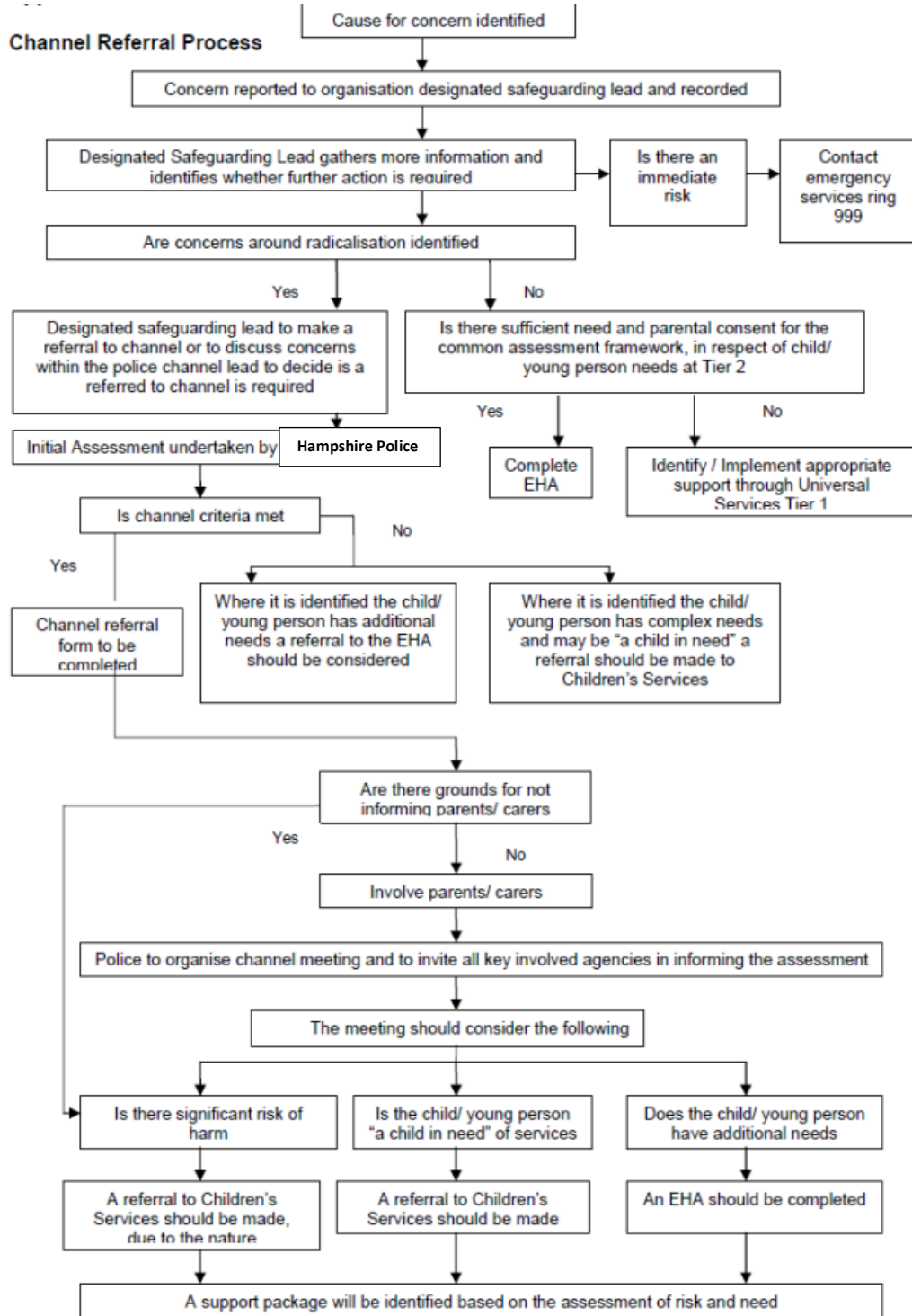
The Prevent duty: Departmental advice for schools and childminders (June 2015)

[Use of social media for online radicalisation](#) (July 2015)



Appropriate, proportionate responses and interventions

SPECIALIST INTERVENTIONS WITH YOUNG PEOPLE ALREADY ENGAGED IN OR LINKED TO EXTREME VIOLENCE	Managing Risks Intensive Family Support Programmes Family Therapy / Child and Adolescent Mental Health Service (CAMHS) programmes Youth Offending Team (YOT) / Youth Inclusion Support Panel (YISP) programmes Rapid Response support Police Prevent team support Specialist intervention programmes Intervention Panels
TARGETED WORK WITH THOSE AT RISK	Pupil Support and Challenge Individual Early Help Assessment (EHA) action plan Youth Inclusion Support Panel (YISP) crime prevention programmes Support from school attached police officer Formal behaviour support / anger management programmes Positive Activities for Young People (PAYP) programme Specialist programmes Intervention panels
UNIVERSAL PROVISION	The Curriculum Work on anti-violence addressed throughout curriculum Focussed educational programmes Citizenship programmes Open discussion and debate The Extended Curriculum Positive out of school hours programmes Youth clubs and holiday programmes Increased adult support, supervision and encouragement Parenting programmes Teaching and Learning Styles and Pedagogy Pastoral support Attendance support Behaviour support / anger management work in school Positive buddying programmes 1 to 1 or group counselling Community cohesion programmes Learning, social and emotional skills Social and Emotional Aspects of Learning Anti-bullying work Support from Partner Organisations Connexions Personal Advisor support Schools police officer work on safety, risk and crime prevention Links with relevant voluntary or religious organisations



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