

# The Southover Partnership

## Anti-Radicalisation Policy

<b>Date Adopted</b>	<b>September 2015</b>
<b>Date of review</b>	<b>September 2016 to reflect DFE update: Prevent Duty Guidance March 2016 and KCSIE September 2016</b>
<b>last Review</b>	<b>July 2017</b>
<b>Next review</b>	<b>September 2018 and in line with new guidance</b>

This policy takes due regard the following legislation and guidance:

- The Independent Schools Standards Regulation 2015
- Equalities Act 2010
- The Prevent duty: Departmental advice for schools and childcare providers June 2015
- The Counter-Terrorism and Security Act 2015
- Keeping Children Safe in Education September 2016
- Working Together to Safeguard Children 2015
- Protection of Freedoms Act 2012 •
- The Children Act 1989
- The Children Act 2004
- Education Act 2002 (section 175)
- Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures for the Local Authorities who place children with the school
- The Education Regulations 2005

### **1 Aims**

- To ensure that staff, parents and students are fully engaged in being vigilant about radicalisation and violent extremism
- To overcome the professional belief that radicalisation and extremism will not happen here
- To ensure that our organisation is committed to safeguarding and promoting the welfare of our young people. We recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability.
- To ensure that we work alongside other professional bodies and agencies to keep our young people safe from harm.
- That all staff uphold and promote the fundamental principles of British values (see PSHE policy), including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

## **2 Objectives**

- All staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in our organisation.
- All staff will know what the policy is on anti-radicalisation and extremism and will follow the policy when issues arise.
- All parents/carers and young people will know that the organisation has policies in place to keep pupils safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.

## **3 Definitions**

- Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.
- Extremism is defined as the holding of extreme political or religious views.

## **4 Introduction**

4.1 The Government assesses that the UK is a high priority target for international terrorists aligned with extremist organisation such as Islamic State and is likely to remain so for the foreseeable future. In practice this means a threat from British nationals and UK-based terrorists as well as from foreign terrorists planning attacks from abroad.

4.2 In addition to the severe threat posed by extremist groups, including Islamic State and dissident Irish republican terrorist groups who oppose the Northern Ireland peace process still pose a threat to British interests. Other UK-based extremist groups including racist and fascist organisations and far-right extremist groups also pose a threat to public order and the British multicultural way of life. These groups can aspire to campaigns of violence against individuals, families and particular communities and, if unchecked, may provide a catalyst for alienation and disaffection within particular ethnic communities.

4.3 Evidence suggests that the route to violent far-right extremism often begins with organisations seeking to recruit young people and even arranging specific training activities that include encouraging the use of guns and knives.

4.4 The Security Service's appraisal of terrorist threats currently facing the UK can be found at:

[www.mi5.gov.uk/output/Page16.html](http://www.mi5.gov.uk/output/Page16.html)

4.5 A list of the groups or movements that encourage the use of violence and meet the conditions for being banned – proscribed – under counter-terrorism legislation is at:  
[www.homeoffice.gov.uk/security/terrorism-and-the-law/terrorism-act/proscribed-groups](http://www.homeoffice.gov.uk/security/terrorism-and-the-law/terrorism-act/proscribed-groups)

## 5 What the Government is doing to prevent violent extremism

- The Government has a '**Prevent**' strategy as part of its overall approach to countering terrorism with the aim of **preventing people becoming terrorists or supporting violent extremism**.
- The Prevent strategy has five strands designed to address the factors that research suggests can cause people to become involved in violent extremism. The five strands are:
  - **challenging** the violent extremist ideology and supporting mainstream voices
  - **disrupting** those who promote violent extremism and supporting institutions where they may be active
  - **supporting individuals** who are being targeted and recruited to the cause of violent extremism
  - increasing the **resilience** of communities to violent extremism
  - **addressing grievances**, both genuine and perceived, that ideologues are exploiting. These can stem from national or international issues i.e. foreign policy, or local experiences of racism or community conflict

### The path to violent extremism

6.1 Evidence suggests that the 'radicalisation' process is not linear or predictable and the length of time taken can differ greatly from a few weeks to a few years. It does not always result in violence.

6.2 The secondary school age period is often when the process of radicalisation starts which eventually tips them into choosing to undertake violent or criminal acts.

6.3 Young people will generally become involved in violent extremist movements under the influence of others. Initial contact could be via peers, older siblings, other family members or acquaintances. The process can often be a social one, where interaction is more likely to be outside school settings, often in unsupervised environments i.e. gyms, café's, or in private homes.

6.4 Evidence suggests that the internet is now playing a much more important role. Both violent extremist videos and propaganda can be accessed via websites or contact via social networking sites.

6.5 Violent extremists *of all persuasions* usually attract people to their cause through a persuasive narrative. Extremist narratives have the potential to influence views to varying degrees: inspiring new recruits, helping to embed beliefs of those with established extreme views, or persuading others of the legitimacy of their cause.

## 7 Factors that make a young person susceptible to adopting extremist views and supporting violence

Available evidence suggests there is no single profile of a person likely to become involved in extremism, or single indicator of when a person might move to adopt violence in support of extremist ideas. However it does appear the decision by a young person to become involved in violent extremism may:

- begin with a search for answers to questions about identity, faith and belonging

- be driven by the desire for ‘adventure’ and excitement
- be driven by a desire to enhance the self-esteem of the individual and promote their ‘street cred’
- be likely to involve identification with a charismatic individual and attraction to a group which can offer identity, social network and support

7.2 Adolescents exploring issues of identity can feel both distant from their parents’ cultural and religious heritage and uncomfortable with their place in society around them. Extremist ideas can help provide a sense of purpose or feeling of belonging.

7.3 The young person may have experienced a personal crisis where significant tensions within a family produce a sense of isolation for the young person, from the certainties of family life.

7.4 Migration, local tensions or events affecting families in countries of origin may contribute to alienation from UK values and a decision to cause harm to symbols of the community or state.

7.5 Young people may perceive their aspirations for career and lifestyle undermined by limited school achievement or employment prospects. This can translate to a generalised rejection of civic life and adoption of violence as a symbolic act.

7.6 A young person may have been involved in group offending or, on occasion, have been linked to organised crime and be drawn to engagement in extremist, potentially criminal, activities

7.7 Other factors include – ideology and politics/ provocation and anger /a need for protection/ fascination with violence, weapons and uniforms/ youth rebellion, seeking family and father substitutes/ seeking friends and community and seeking status and identity.

## **8 The role education can play**

8.1 Education can play a powerful role in encouraging young people to challenge ideas, think for themselves and take responsibility for their actions.

8.2 Staff need to ensure they know their pupils, listening and responding to their changing needs. If members of staff have concerns about behaviour patterns, they should seek advice from the designated safeguarding lead (DSL) other partners and use their professional judgement to consider whether a young person might be at risk.

8.3 Our curriculum promotes respect, tolerance and diversity. Children 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.

8.4 Our PSHE (Personal, Social, Health and Education ), Citizenship and SMSC ( Spiritual, Moral, Social and Cultural ) provision is embedded across the curriculum, and underpins the ethos of the school.

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

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

8.7 Through INSET opportunities in school, we will 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.

### **Signs or behaviour to look out for**

There are a number of signs or behaviours that may cause staff concern which would require them to use their professional judgement to determine whether a response is needed. Staff will need to take into consideration how reliable or significant signs are and whether there are other factors or issues that could indicate vulnerability.

What staff might see or hear:

- Graffiti symbols, writing or art work promoting extremist messages or images
- Pupils accessing extremist material online, including through social networking sites
- Parent/carer reports of changes in behaviour, friendship or actions and requests for assistance, hostility towards former associates and family.
- Partner schools, local authority services, and police reports of issues affecting pupils in other schools
- Pupils voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms to exclude others or incite violence Possession of extremist literature: possession of material regarding weapons, explosives or military training.
- Staff should also be vigilant around the behaviour and viewpoints of other adults in the organisation. For example, staff, agency staff and visitors may express views, bring material into the school, use or direct pupils to extremist websites, or act in other ways to promote violent extremist views. Their actions might constitute a breach of the relevant professional standards or may be illegal. In such an event, staff would be asked to leave the premises and the police and local authority may be contacted.

### **10 The school will:**

- Strictly apply its safer recruitment procedures which include DBS checks and references which are in light with '*Keeping children safe in Education, 2015*'
- Ensure that teachers do not use teaching materials which may encourage intolerance
- Ensure pupils are not actively encouraged by teachers or visitors to the school to support extremist views of any form.
- Provide regular staff training, including newly appointed staff when undergoing induction on the practice of this policy within the school

- Regularly monitor staff conduct and where necessary, i.e. in extreme cases where it is felt that the staff is a cause for concern, the school will contact the relevant authorities (central Prevent Team, local Police enforcement, etc) for advice on the matter.

#### **11 Staff will:**

- Wherever possible, challenge racist or extremist views or behaviour. This could be in the form of removing hate-related graffiti, challenging views expressed through discussions, or supporting pupils in a key work session or through the restorative justice process.
- Record any minor incident on an incident report and given to their line manager where they will be dealt with and filed in the pupil's personal file but also in the school's racist incidents and/or bullying log. (Recording the incident creates a chronology of what happened and when it happened. It also shows a history of events and allows analysis of any patterns over time which is crucial in determining if the young person is seriously at risk. This also provides evidence of events when working other agencies).
- Report any major concerns. If staff feel that there are signs that the young person's behaviour or views could be an indicator of their vulnerability to radicalisation or extremism, then the procedure follows that of the Safeguarding Policy as outlined below.
- Make an immediate verbal report to the headteacher or Designated Safeguarding Lead (DSL) if out of hours by telephone if necessary.
- As soon as possible, ***make a full written report for the attention of the (DSL)***. (Remember that your report will form the basis for any further investigation, and needs to be able to be read and understood by professionals from other agencies).
- Ensure that the words of the young person are used in the report and not the interpretation or understanding of those words by a member of staff.

#### **12 Reporting – Managers will:**

Take any further steps needed to ensure the immediate safety of children, which may include the re-location of children, re-location of staff, calling in additional staff, suspending staff. (If it is judged to be necessary to suspend a member of staff, the staff member being suspended must be told in person where possible, by the headteacher, reminded of the conditions of suspension and immediately escorted from the premises).

#### **Our named officers are:**

1. Carol Frankl, Chair of Trustees
2. Dayo Okunlola, Headteacher - DSL
3. Karen Gubbay, Deputy Head Teacher (Kingsbury Site)
4. Jenny Merryweather, Deputy Head Teacher (Southgate site)
5. Heather Ellis, Deputy Head Teacher (Finchley site)

**If issues relate to staff:** During office hours call the Local Authority Designated Officer (LADO) for the relevant authority:

Barnet: 0208 359 6056

Brent: 0208 937 4300 (option 1)

Enfield: 0208 379 2746/2850

Refer to DSL to contact Central Referral Tasking Unit (CRTU).

**If issues relate to a young person:** Refer to DSL to contact CRTU.

**If issues relate to a visitor:** Refer to DSL to contact CRTU.

- Inform the Police if immediate intervention is necessary i.e. if a member of staff or visitor refuse to leave the site or evidence for a crime scene needs securing.
- Set up a folder, to contain a tracker form, and all incident reports and documents relating to the referral.
- Inform the allocated social worker and/or placing authority of each child/young person involved of the reported concern by phone or fax.
- Care only - Send completed form to Ofsted, the allocated Social Worker, the allocated administration officer, and the Designated Safeguarding Officer  
Distribution list **(NB: The administration officer must ensure the information is stored in the appropriate folder.**
- Inform the child/young person's parents or carers, unless there is good reason to delay doing so (e.g. family member is subject of concern). Before contacting parents, check the young person's file to ensure this course of action is in line with the child's legal status and placement plan.
- Log and file copies of all reports in a confidential child protection file. When completed, retain the VTR file on site, unless the matter relates to a member of staff and therefore the files needs to be transferred to the HR department for filing. A File note needs to go into the child/young person's file to show a VTR file is in existence.

### **13 What happens after a referral is made**

- The Central Referral Tasking Unit (CRTU) will carry out an initial screening process and will notify the Channel Co-ordinator.
- Channel is a Multi-agency Process, which provides support to those who may be vulnerable and being drawn into terrorism. Channel uses existing collaboration between partners to support individuals and protect them from being drawn into terrorism.
- The Channel Co-ordinator will conduct an initial review, contact partners and undertake a continuous risk assessment process. Where the individual is under the age of 18 they will liaise with the local CAF co-ordinator, safeguarding manager or social care officer in Children and Young People's Services, as well.
- Channel operates alongside such safeguarding mechanisms such as MAPPA (Multi-Agency Public Protection Arrangements) and is not designed to replace this. A Channel Strategy Meeting will take place, on a needs basis and will involve a wider range of partners such as education and housing. It is chaired by the County Safeguarding Manager.
- A support package will be provided, if deemed necessary and the case will be reviewed at regular intervals. Once the risk has been successfully reduced or managed, the panel will recommend that the case exists the process.

**14 This document should be read in conjunction with:-**

- The Safeguarding Policy and Procedure
- The Anti-bullying Policy
- The Behaviour Policy

And further recommended reading includes:

- Learning together to be safe: A toolkit to help schools contribute to the prevention of violent extremism, Department for Children, Schools and Families
- Guidance on Managing Persons believed to be Vulnerable to Radicalisation (VTR) or Influenced by Extremism.

**Designated Child Protection Officers:**

Carol Frankl

Dayo Okunlola

**Kingsbury:** Karen Gubbay

**Finchley:** Heather Ellis

**Southgate:** Jenny Merryweather

I confirm that I have read the Anti-radicalisation Policy and understand the content.

Name: .....

Signed by .....

Print Name .....Date.....

Appendix

# **The Prevent duty**

**Departmental advice for schools and  
childcare providers**

**June 2015 <sup>2</sup>**

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## **Summary**

### **About this departmental advice**

This is departmental advice from the Department for Education. This advice is non-statutory, and has been produced to help recipients understand the implications of the Prevent duty. 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.

### **Expiry or review date**

This advice will next be reviewed before September 2016.

### **Who is this advice for?**

This advice is for:

- Governing bodies, school leaders and school staff in maintained schools (including nursery schools), non-maintained special schools, proprietors of independent schools (including academies and free schools), alternative provision academies and 16-19 academies
- Management committees and staff in pupil referral units
- Proprietors and managers and staff in registered childcare settings

It will be of particular interest to safeguarding leads.

### **Main points**

The main points of this advice are to:

- explain what the Prevent duty means for schools and childcare providers;
- make clear what schools and childcare providers should do to demonstrate compliance with the duty; and
- inform schools and childcare providers about other sources of information, advice and support.

## Introduction

From 1 July 2015 all schools must have regard to the statutory guidance. Paragraphs 57-76 of the guidance are concerned specifically with schools and childcare providers. 1, registered early years childcare providers<sup>2</sup> and registered later years childcare providers<sup>3</sup> (referred to in this advice as ‘childcare providers’) are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies

<sup>1</sup> Including early years and later years childcare provision in schools that is exempt from registration under the Childcare Act 2006.

<sup>2</sup> Those registered under Chapter 2 or 2A of Part 3 of the Childcare Act 2006, including childminders.

<sup>3</sup> Those registered under Chapter 3 or 3A of Part 3 of the Childcare Act 2006, including childminders.

<sup>4</sup> “Radicalisation” refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. During that process it is possible to intervene to prevent vulnerable people being drawn into terrorist-related activity.

This advice complements the statutory guidance and refers to other relevant guidance and advice. It is intended to help schools and childcare providers think about what they can do to protect children from the risk of radicalisation<sup>4</sup> and suggests how they can access support to do this. It reflects actions that many schools and childcare providers will already be taking to protect children from this risk. <sup>5</sup>

## **The Prevent duty: what it means for schools and childcare providers**

In order for schools and childcare providers 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 schools' and childcare providers' 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 the product of outside influences.

Schools and childcare providers can also build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremists views. It is important to emphasise that the Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, schools should provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. For early years childcare providers, the statutory framework for the Early Years Foundation Stage sets standards for learning, development and care for children from 0-5, thereby assisting their personal, social and emotional development and understanding of the world.

<sup>5</sup> "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. Terrorist groups very often draw on extremist ideas developed by extremist organisations.

The Prevent duty is entirely consistent with schools' and childcare providers' existing responsibilities and should not be burdensome. Ofsted's revised common inspection framework for education, skills and early years, which comes into effect from 1 September 2015, makes specific reference to the need to have safeguarding arrangements to promote pupils' welfare and prevent radicalisation and extremism. The associated handbooks for inspectors set out the expectations for different settings. The common inspection framework and handbooks are available on GOV.UK.

The statutory guidance on the Prevent duty summarises the requirements on schools and childcare providers in terms of four general themes: risk assessment, working in partnership, staff training and IT policies. This advice focuses on those four themes.

### **Risk assessment**

The statutory guidance makes clear that schools and childcare providers are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a

specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.

The general risks affecting children and young people may vary from area to area, and according to their age. Schools and childcare providers are in an important position to identify risks within a given local context. It is important that schools and childcare providers understand these risks so that they can respond in an appropriate and proportionate way. At the same time schools and childcare providers should be aware of the increased risk of online radicalisation, as terrorist organisations such as ISIL seek to radicalise young people through the use of social media and the internet. The local authority and local police will be able to provide contextual information to help schools and childcare providers understand the risks in their areas.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. The Prevent duty does not require teachers or childcare providers to carry out unnecessary intrusion into family life but as with any other safeguarding risk, they must take action when they observe behaviour of concern.

Schools and childcare providers should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools and childcare settings to have distinct policies on implementing the Prevent duty. General safeguarding principles apply to keeping children safe from the risk of radicalisation as set out in the relevant statutory guidance, Working together to safeguard children and Keeping children safe in education.

School staff and childcare providers should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. Detailed guidance on Channel is available.

An online general awareness training module on Channel is available. The module is suitable for school staff and other front-line workers. It provides an introduction to the topics covered by this advice, including how to identify factors that can make people 7

vulnerable to radicalisation, and case studies illustrating the types of intervention that may be appropriate, in addition to Channel.

## **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. Safeguarding arrangements should already take into account the policies and procedures of the LSCB. For example, LSCBs publish threshold guidance indicating when a child or young person might be referred for support.

Local authorities are vital to all aspects of Prevent work. In some priority local authority areas, Home Office fund dedicated Prevent co-ordinators to work with communities and organisations, including schools. Other partners, in particular the police and also civil society organisations, may be able to provide advice and support to schools 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. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms.

## **Staff training**

The statutory guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. The Home Office has developed a core training product for this purpose – Workshop to Raise Awareness of Prevent (WRAP). There are a number of professionals – particularly in safeguarding roles - working within Local Authorities, the Police, Health and Higher and Further Education who are accredited WRAP trained facilitators. We are working to build capacity within the system to deliver training.

Individual schools and childcare providers are best placed to assess their training needs in the light of their assessment of the risk. As a minimum, however, schools should ensure that the Designated Safeguarding Lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation. We recognise that it can be more difficult for many childcare providers, such as childminders, to attend training and we are considering other ways in which they can increase their awareness and be able to demonstrate that. This advice is one way of raising childcare providers' awareness. 8

## **IT policies**

The statutory guidance makes clear the need for schools to ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place.

More generally, schools have an important role to play in equipping children and young people to stay safe online, both in school and outside. Internet safety will usually be integral to a school's ICT curriculum and can also be embedded in PSHE and SRE.

General advice and resources for schools on internet safety are available on the UK Safer Internet Centre website.

As with other online risks of harm, every teacher needs to be aware of the risks posed by the online activity of extremist and terrorist groups.

## **Building children's resilience to radicalisation**

As explained above, schools can build pupils' resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making. Schools are already expected to promote the spiritual, moral, social and cultural development of pupils and, within this, fundamental British values. Advice on promoting fundamental British values in schools is available.

Personal, Social and Health Education (PSHE) can be 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. The subject can be used to teach pupils to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing. They can also develop effective ways of resisting pressures, including knowing when, where and how to get help. Schools can encourage pupils to develop positive character traits through PSHE, such as resilience, determination, self-esteem, and confidence.

Citizenship helps to provide pupils with the knowledge, skills and understanding to prepare them to play a full and active part in society. It should equip pupils to explore political and social issues critically, to weigh evidence, to debate, and to make reasoned arguments. In Citizenship, pupils learn about democracy, government and how laws are made and upheld. Pupils are also taught about the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding. A number of resources are available to support schools in this work.

These include products aimed at giving teachers the confidence to manage debates about contentious issues and to help them develop their pupils' critical thinking skills.

Local authorities and the local police may be able to advise on the resources which are available. In some cases these resources may be charged for, particularly where they are 9 . 10

## **What to do if you have a concern**

As explained above, 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 discussing with the school's designated safeguarding lead, and where deemed necessary, with children's social care. In Prevent priority areas, the local authority will have a Prevent lead who can also provide support.

You can also contact your local police force or dial 101 (the non-emergency number). They can talk to you in confidence about your concerns and help you 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](mailto: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. 11

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