

# THE HAWKSWOOD GROUP

2020-21



## ANTI-RADICALISATION AND PREVENT STATEMENT

**Approved by the Management Committee of  
Hawkswood Group**

**Chair of Management Committee: Mark Whitby**

<b>Date amended &amp; approved by Management Committee</b>	September 2020	Management Committee
<b>Reviewed</b>	Annually	Management Committee

### **The Hawkswood Group**

The Hawkswood Centre | Antlers Hill, Chingford E4 7RT

#### **Associate Headteachers:**

Burnside PRU: Bridget Solecka

Hawkswood Therapeutic PRU: Linda McCaffrey

Hawkswood Primary PRU: Nathalie Fitzgerald

## **PREVENT Safeguarding Policy Statement**

At The Hawkswood Group we are fully aware and committed to the on-going protection and safety of our pupils, staff and wider community in accordance with DfE guidance '*Working together to Safeguard Children*' (2018) and '*Keeping Children Safe in Education*' (2020). An integral part of that work relates to the governments PREVENT strategy and the duties it places on academic institutions.

Our group is committed to providing a secure environment for pupils, where children feel safe and are kept safe. All adults in our PRUs recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not. Staff will be alert to issues including:

- Disclosures by pupils 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
- Pupils accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- 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, homophobia, race, colour or culture

By continually developing our leadership and accountability practices, staff training opportunities (primarily the Home Office developed WRAP Training), referral systems and management of those referrals, we strive to demonstrate a pro-active and diligent approach to this aspect of our responsibilities as educators and safe-guarders.

Aligned with a consistent delivery of a broad and balanced curriculum and use of the Local Authority-approved Self-Assessment framework, we strive to protect our students - and the wider community - against the threats of extremism, through the promotion of both fundamental values and cohesion amongst our communities. The Community Safety team have been integral in supporting us with our curriculum and have delivered workshops for our students.

Protecting children from the risk of radicalisation is part of all of our 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.

We can also build pupils' resilience to radicalisation by promoting our school values, and enabling them to challenge extremist views. We do not intend to stop pupils talking about or debating controversial issues. On the contrary, in school, we want to 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.

### **Preventing radicalisation**

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

**Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

**Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

**Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home). However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with 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. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral. The Hawkswood Group designated safeguarding lead (and any deputies) and all staff in the group have received training and are aware of local procedures for making a Prevent referral.

### **The Prevent duty**

All schools and colleges are subject to a duty under section 26 of the CounterTerrorism and Security Act 2015 (the CTSA 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.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised Prevent duty guidance: for England and Wales, (especially Keeping Children Safe in Education paragraphs 57-76), which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies. There is additional guidance: Prevent duty guidance: for further education institutions in England and Wales that applies to colleges.

### **Channel**

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: Channel guidance.

## **Risk Assessment**

We 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.

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, we 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 judgment 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.**

Procedures are in place for protecting children at risk of radicalisation. These procedures are set out in existing safeguarding policies.

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

Schools of all kinds can play a role in enabling young people to explore issues like terrorism and the wider use of violence in a considered and informed way. We believe that we 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 can facilitate understanding of wider issues within the context of learning about the values on which our society is founded and our system of democratic government. These are important for reasons which go far beyond Prevent but they connect to the Prevent agenda.

We promote the spiritual, moral, social and cultural development of pupils, which is effective in 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 teaches pupils to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing. Finally, we encourage pupils to develop positive character traits through PSHE and SMSC, such as resilience, determination, self-esteem, and confidence.

## **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.
- Local authorities are vital to all aspects of Prevent work. Slough is a priority local authority area, with a dedicated Prevent co-ordinator funded by the Home Office to work with communities and organisations, including schools.
- Working in conjunction with other partners, in particular the police and the Community Safety team may be able to provide advice and support
- Effective engagement with parents / the family is also important as they are in a key position to spot signs of radicalisation. We would look 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.

- Key staff have received special individual training in accordance with their role in school.
- All of our Staff received online training on Prevent as part of our annual safeguarding requirement in September 2020.
- The Community Safety team have also delivered face to face WRAP training to each of our provisions in the last 12 months

### **Online safety**

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate. The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
- contact: being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.

We ensure that suitable filtering is in place, via the London Grid for Learning.

Internet safety is integral to our IT curriculum and is also being embedded in SMSC.

### ***What happens if there is a concern?***

- We/you may follow the school's normal safeguarding and child protection procedures, including discussing with the school's Designated Safeguarding Lead, or the Deputy Designated Safeguarding Leads. Staff can also discuss concerns with the Executive Lead for Safeguarding and Inclusion, or can contact MASH or the Community Safety Team directly.
- Possible Channel referrals will be discussed by the school Safeguarding Team if appropriate and in accordance with government guidelines.
- We/you may contact our 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 you 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.

We also recognise that further information and support is available from the Multi-Agency Safeguarding Hub (**0208 496 2310**), the Local Authority's Community Safety Team (**0208 496 3000**) and the Citizenship and Cohesion Advisor for WF [sean.thomson@walthamforest.gov.uk](mailto:sean.thomson@walthamforest.gov.uk) **0208 496 3447**.

### **Equality and Diversity**

All developments are intended to ensure that no-one is treated in any way less favourably on the grounds of race, colour, national or ethnic or social origin, race, disability, gender, sexual orientation, gender reassignment, marriage & civil partnership, pregnancy & maternity, age, religion/ belief or political/ other personal beliefs.

### **West London Institute PREVENT ASSESSMENT of Hawkswood Group SEN Prevent Project**

In 2019 Waltham Forest commissioned the West London Institute (WLI) to work with SEN provisions in the borough, to complete a baseline assessment into the schools understanding and operational working of the Prevent agenda, offering bespoke training around their findings. The full report can be found on our website <https://www.hawkswoodgroup.org.uk/>

There were a number of recommendations highlighted which we as a group have listened to and acted upon. The report 'SCHOOL SUMMARY' is as follows:

*"Burnside, Hawkswood Primary, Hawkswood therapeutic and Forest Pathway (hereafter Hawkswood group), are very well placed to deal with any immediate concerns relating to their general safeguarding duties.*

*The Hawkswood group have a strong emphasis on safeguarding and this is clearly embedded in the working culture of the schools; and which is appropriate to the profile of the school's learners. The schools have a dedicated and conscientious leadership team that promotes this way of working. A common understanding prevails about the benefits of sharing information and discussion is promoted amongst staff when incidents arise, facilitating a positive way of dealing with safeguarding matters. Very effective systems of reporting and managing causes of concern are operational. Electronic systems of reporting have simplified this process and added efficiency, whilst the electronic reporting systems provide immediate access about the demographic profile of each learner.*

*Hawkswood's workforce is also well positioned to understand and respond to future changes in trends relating to Prevent. During the assessment day the workforce demonstrated a strong awareness about the different risks that their learners are likely to be exposed to. They had a strong appreciation of the importance of factors that are likely to have the greatest influence on learners and how these could be external to the school environment. This is particularly important at Burnside given the prevalence of gang-related crime and violence in the surrounding area.*

*Although some teachers felt there were areas that they were less confident in dealing with (such as Islamist extremism), the overarching impression is that they are adequately capable, and indeed extremely aware of a broad range of 8 issues that can be precipitating factors to a young person being radicalised. Due to the nature of the teaching arrangements, their small class sizes, and more importantly their confidence and willingness to address matters relating to radicalisation and extremist ideology, Burnside, and Hawkswood Primary and therapeutic are particularly well positioned to be able to ensure those who are vulnerable are identified, cared for, and appropriately challenged."*

There were a number of actions recommended in the report and many of these are already completed; some are in progress.

### **Related Policies**

- Safeguarding and Child Protection Policy
- Equal Opportunities Policy
- E-Safety Policy

## Appendix 1: Changes made to policy since 2019

Changes made to policy since 2019	Detail of change
Reference to West London Institute report into Hawkswood Group Prevent Assessment	Referenced throughout
Reference to Keeping Children Safe in Education	2020 (was 2019)
Name of Chair of Governors	Mark Whitby (was Nathalie Fitzgerald )
Name of Headteacher	Nathalie Fizgerald at PRIMARY (was Marie Gentles)
Removal of reference to AP and FPC as both provisions are no longer under HWG.	Removal of reference to AP and FPC as both provisions are no longer under HWG
Updated training dates for WRAP and Home Office Online Prevent training	Various dates updated
<p>Additional Paragraphs:</p> <p><i>What is Extremism?</i></p> <p><i>Risk Assessment</i></p> <p><i>Building children’s resilience to radicalisation</i></p> <p><i>Working in partnership</i></p> <p><i>Staff training</i></p> <p><i>IT policies</i></p> <p><i>What happens if there is a concern?</i></p> <p><i>Equality and Diversity</i></p> <p><i>Related Policies</i></p>	Information added under each paragraph.