



Introduction

Hopefields is committed to providing a secure environment for all of our learners, staff and stakeholders.

The current threat from terrorism and/or extremism in the United Kingdom can involve the exploitation of vulnerable people, including children, young people and vulnerable adults to involve them in terrorism or activity in support of terrorism.

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism.

The 2011 Prevent Strategy has three specific objectives:

- Respond to the ideological challenge of terrorism and the threat we face from those who promote it
- Prevent people from being drawn into terrorism and ensure they are given appropriate advice and support
- Work with sectors and institutions where there are risks of radicalisation that we need to address

As of July 1st 2015 there is a statutory duty for educators to report on extremists behaviours or act upon concerns they have related to extremism. Section 26 of the Counter-Terrorism and Security Act 2015 places a duty on certain bodies in the exercise of their functions to have “due regard to the need to prevent people from being drawn into terrorism”.

There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Hopefields values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both learners 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



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speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

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 extremism and terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation.

Hopefields is clear that this exploitation and radicalisation should be viewed as a safeguarding concern, with the same referral process which is detailed in both our safeguarding policy and the referral process flowchart.

Hopefields Preventing Extremism and Radicalisation Policy also draws upon the guidance contained in the "Prevent Duty Guidance for England and Wales, March 2015"; DfE Guidance "Keeping Children Safe in Education, 2015" and "Working together to safeguard children, March 2015".

In adhering to this policy, and the procedures therein, staff, governors, volunteers and visitors will contribute to Hopefields delivery of the outcomes to all children, as set out in the Children Act 2004.

Hopefields Ethos and Practice

There is no place for extremist views of any kind in our organization, whether from internal sources – learners, staff or governors, or external sources – community, external agencies or individuals.

It is imperative that our young people and parents/care givers see our Provision as a safe place where they can discuss and explore controversial issues safely and in an unbiased way and where our teachers and all staff encourage and facilitate this.

As an educational organization, we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for our students. We also recognise that if we fail to challenge extremist views we are failing to protect our young people.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful



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weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

Therefore, at Hopefields we will provide a broad and balanced curriculum, delivered by skilled professionals, so that our young people are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalised.

We are aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times students may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by learners, staff, visitors or parents/care givers will always be challenged and where appropriate dealt with. Where misconduct by a teacher or staff member is proven, the matter will be referred to the National College for Teaching and Leadership for their consideration as to whether to a Prohibition Order is warranted.

As part of wider safeguarding responsibilities Hopefields staff will be alert to:

- Disclosures by learners of their exposure to the extremist actions, views or materials of others outside of Hopefields, such as in their homes or community groups, especially where students have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images
- The accessing of extremist material online, including through social networking sites.
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Local schools, Local Authority services, and police reports of issues affecting pupils in other schools or settings
- Young people voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- Attempts to impose extremist views or practices on others
- Anti-Western or Anti-British views.



Teaching Approaches

We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches children may experience elsewhere may make it harder for them to challenge or question these radical influences. In Hopefields, this will be achieved by good teaching, primarily during PSHE and Citizenship lessons; but also by adopting the methods outlined in the Government's guidance ['Teaching approaches that help build resilience to extremism among young people'](#) DfE 2011.

We will ensure that all of our teaching approaches help our young people build resilience to extremism and give learners a positive sense of identity through the development of critical thinking skills. We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

We will be flexible enough to adapt our teaching approaches, as appropriate, so as to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation.

Embedding Practice and Promoting Thought

This approach will be embedded within the ethos of Hopefields so that young people know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our approach to the spiritual, moral, social and cultural development of pupils as defined in OfSTED's School Inspection Handbook and will include a programme of detailed teaching, workshop activities and visiting speakers, dedicated to promoting fundamental British values to help further promote this rounded development of Hopefields young people.

We will also work with local partners, families and communities in our efforts to ensure Hopefields understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our learner's experiences and horizons. We will help support young people who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a young person is being directly affected by extremist materials or influences, we will ensure that that student is offered attunement input. **In addition, a process referral will be made to the Safeguarding Team.**



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We will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage young people to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our learners safe and prepare them for life in modern multi-cultural Britain and globally.

Use of External Agencies and Speakers

Hopefields encourage the use of external agencies or speakers to enrich the experiences of our young people; however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our learners.

Such vetting is to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in complete opposition to, Hopefields values and ethos. We must be aware that in some instances the work of external agencies may not directly be connected with the rest of the curriculum so we need to ensure that this work is of benefit to our learners.

Our school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to learners support fundamental British Values
- Any messages communicated to learners are consistent with the ethos of Hopefields and do not marginalise any communities, groups or individuals
- Any messages communicated to learners do not seek to glorify criminal activity or violent extremism or seek to radicalise young people through extreme or narrow views of faith, religion or culture or other ideologies
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication.
- Activities are matched to the needs of young people

We recognise, however, that the ethos of Hopefields is to encourage learners to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this.



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Therefore by delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we will strive to ensure our young people recognise risk and build resilience to manage any such risk themselves, where appropriate, to their age and ability but also to help students develop the critical thinking skills needed to engage in informed debate.

Risk reduction

The DSL and the DDSL will assess the level of risk within the Hopefields and put actions in place to reduce that risk. Risk assessment may include consideration of the RE curriculum, E-Safety policy, visiting speakers, the use of premises by external agencies, anti-bullying policy and other issues specific to Hopefields profile, community and philosophy.

Hopefields will screen staff, visitors and volunteers to ensure that they will not deliver messages of extremism or radicalisation.

Response

Hopefields Alternative Provision, 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. The responsibilities of the SPOC are described in the Safeguarding Policy. The DSL, Emily Greenhalgh, is also the SPOC and can be contacted at Hopefields.

Staff at Hopefields will be alert to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue, there may be some instances where a child or young person may be at direct risk of harm or neglect. For example; this could be due to a child displaying risky behaviours in terms of the activities they are involved in, or the groups they are associated with or staff may be aware of information about a child's family that may equally place a child at risk of harm.

Therefore, all adults working in Hopefields (including visiting staff, volunteers, contractors and students on placement) are required to report instances where they believe a young person may be at risk of harm or neglect, or if they have concerns that a learner may be at risk of radicalisation or involvement in terrorism. They should speak with the SPOC, Emily Greenhalgh or to the DDSL Alison Laws. **Disclosures should be reported without delay in line with guidance in our safeguarding policy and referral process.**



Appendix

Indicators of vulnerability to radicalisation

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

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.'

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

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.

Young people 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 education staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- Identity Crisis – the young people is distanced from their cultural / religious heritage and experiences discomfort about their place in society



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- Personal Crisis – the young person 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 learner'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 young person may have perceptions of injustice
- A feeling of failure; rejection of civic life
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration
- Special Educational Need – young people 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.

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; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.



Appendix 2

Preventing violent extremism

Roles and responsibilities of the single point of contact (SPOC):

The SPOC for Hopefields is Emily Greenhalgh, Director, who is responsible for:

- Ensuring that staff are aware that you are the SPOC in relation to protecting young people from radicalisation and involvement in terrorism
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing young people 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 Hopefields in relation to protecting young people from radicalisation and involvement in terrorism
- Monitoring the effect in practice of the Hopefields RE/Cultural Studies curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs
- Raising awareness within the provision about the safeguarding processes relating to protecting learners from radicalisation and involvement in terrorism
- Acting as the first point of contact within Hopefields for case discussions relating to young people who may be at risk of radicalisation or involved in terrorism
- Sharing any relevant additional information in a timely manner

Vulnerability

Alongside the specific safeguarding issues listed below staff should consider children who may be particularly vulnerable to abuse and may require early help: There are many factors that can increase vulnerabilities, and include any children with additional needs including:

- children with special educational needs / disabled children (SEND)
- children facing housing issues such as frequent moves and homelessness
- those living in families with chaotic lifestyles



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- families with increased stress, parental mental health and/or drug and alcohol dependency
- those children living elsewhere, with friends, relatives, are in care or are leaving care
- asylum seekers / refugees
- those vulnerable to discrimination on the basis of their sexuality, race, religion, ethnicity or disability
- children at risk from neglect or abuse including specific issues such as FGM, CSE, forced marriage, radicalisation and living in households with domestic abuse
- children with communication difficulties
- children without adequate parenting / supervision which could lead to abuse, risk-related behaviour and sexual exploitation.

This is not an exhaustive list but merely an example of vulnerabilities that staff must consider when identifying safeguarding concerns. For more information on specific safeguarding issues please refer to Part 1 and Annex A of Keeping Children Safe in Education 2019.

Child sexual exploitation

The following list of indicators is not exhaustive or definitive, but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behavior
- sexually risky behaviour, 'swapping' sex
- repeated sexually transmitted infections
- in girls, repeated pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile phone
- having unaffordable new things (clothes, mobile phone) or expensive habits (alcohol, drugs)



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- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people into exploitative situations
- truancy, exclusion, disengagement with the academy, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual, mood swings, volatile behaviour, emotional distress)
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime / police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault

Child Criminal Exploitation/ County Lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines. Criminal networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for purposes of transporting drugs. A referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county line exploitation:



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- can affect any child or young person (male or female) under the age of 18 years
- can affect a vulnerable adult over the age of 18 years
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence
- can be perpetrated by individuals or groups, males or females, and young people or adults
- is typified by some form of power imbalance in favour of those perpetrating the exploitation.

Whilst age may be the most obvious, this power imbalance can also be linked to gender, cognitive ability, physical strength, status and access to economic or other resources.

Signs and Symptoms may include:

- Persistently going missing from home or education
- being found out of area
- unexplained acquisition of money, clothes or mobile phone
- excessive receipt of calls and text messages
- relationships with older controlling individuals
- associated with gangs
- leaving home or care without explanation
- suspicion of self-harm, physical assault or unexplained injuries
- parental concerns
- significant decline in academy performance
- significant changes in emotional wellbeing

Child Belief and faith-related abuse - Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM. FGM involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.



There are four types of procedure:

1. Clitoridectomy: partial/total removal of clitoris
2. Excision: partial/total removal of clitoris and labia minora
3. Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia
4. All other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

FGM is carried out due to a belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- preserves a girl's virginity
- part of being a woman / rite of passage
- upholds family 'honour'
- cleanses and purifies the girl
- gives a sense of belonging to the community
- fulfils a religious requirement
- perpetuates a custom/tradition
- helps girls be clean / hygienic
- is cosmetically desirable
- mistakenly believed to make childbirth easier.

FGM is illegal in most countries and in the UK. It is internationally recognised as a violation of human rights of girls and women.

Circumstances and occurrences that may point to FGM happening are:

- child talking about getting ready for a special ceremony
- family taking a long trip abroad



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- child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- knowledge that the child's sibling has undergone FGM
- child talks about going abroad to be 'cut' or to prepare for marriage.

Signs that may indicate a child has undergone FGM could be:

- prolonged absence from the academy and other activities
- behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- bladder or menstrual problems
- finding it difficult to sit still and looking uncomfortable
- complaining about pain between the legs
- mentioning something somebody did to them that they are not allowed to talk about
- secretive behaviour, including isolating themselves from the group
- reluctance to take part in physical activity
- repeated urinal tract infection
- disclosure.

The 'One Chance' rule:

As with forced marriage there is the 'One Chance' rule. It is essential that educational establishments take action without delay. As KCSIE now states: 'Under section 5B of the Female Genital Mutilation Act 2003 (as inserted by sect 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover that FGM appears to have been carried out on a girl under 18. Those falling to report such cases will face disciplinary sanctions.'

Further information: www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genitalmutilation



So-called 'honour-based' violence

So-called 'honour-based violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including: breast ironing, FGM and forced marriage.

Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and the additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the Designated Safeguarding Lead (or deputy). Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Forced marriage

Forcing a person into marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into the marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Educational establishments can play an important role in safeguarding children from forced marriage.

Signs and symptoms may include:

- pupils may appear anxious, depressed and emotionally withdrawn with low self-esteem
- they may have mental health disorders and display behaviours such as self-harming, self cutting or anorexia



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- sometimes they may come to the attention of the police having been discovered shoplifting or taking drugs or alcohol
- often pupils' symptoms can be exacerbated in the periods leading up to the holiday season
- pupils may present with a sudden decline in their performance, aspirations or motivation
- they may be subject to excessive restrictions and control at home
- some pupils may not be allowed to attend any extra-curricular or after-academy activities
- girls and young women may be accompanied to and from the academy, and even during lunch breaks
- non attendance
- homework is incomplete or appears rushed; this may be the result of being actively discouraged from doing it by family members
- pupils may do their homework late at night, which frequently shows in the academy because they are lethargic, unable to concentrate and have a general appearance of tiredness
- professionals being told that the student is out of the country
- there are occasions when older siblings (usually brothers) and cousins keep a close eye on girls to make sure that they do not meet anyone or talk to friends
- conflict between the student and their parents about whether the student will be allowed to continue their education
- family history of older siblings leaving education early and marrying early.

How education professionals can help:

- signposting, where appropriate, to forced marriage materials or where further support and advice can be accessed
- displaying relevant information e.g. details of the NSPCC Helpline, Childline, and appropriate local and national support groups on forced marriage
- ensuring that a private telephone is made available should pupils need to seek advice discreetly



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- educating teachers, lecturers and other staff about the issues surrounding forced marriage and the presenting symptoms – appropriate training should be included in continuing professional development (CPD)
- encouraging young people to access appropriate advice, information and support.

Radicalisation

The Counter Terrorism and Security Act 2015 was published on 12th March 2015. Section 26 of the Act places a duty on academies in England (and Wales) to prevent people being drawn into terrorism. This duty applies to all academies, whether publicly-funded or independent, and organisations covered by the Early Years Foundation Stage framework.

Schools Leaders must:

- establish or use existing mechanisms for understanding the risk of extremism
- ensure staff understand the risk and build capabilities to deal with it
- communicate and promote the importance of the duty
- ensure staff implement the duty effectively. Other duties on academies include
- effective partnership working with other local agencies, eg. Safeguarding Partners (former LSCB) police, health, etc
- information sharing
- maintaining appropriate records
- assessing local risk of extremism (including Far Right extremism)
- demonstrating they are protecting children
- developing clear protocols for visiting speakers
- safeguarding policies that take account of Local Safeguarding Partners' policies and procedures
- training staff to give them knowledge and confidence
- ensuring there is robust ICT protocols that filter out extremist materials



Understanding and 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 may include through the influence of family members or friends and/or direct contact with extremist groups and organisations or, increasingly, through the internet and social media. This can put a young person at risk of being drawn into criminal activity and has the potential to cause Significant Harm. The risk of radicalisation is the product of a number of factors and identifying this risk requires that staff exercise their professional judgement, seeking further advice as necessary. It may be combined with other vulnerabilities or may be the only risk identified.

Possible indicators include:

- use of inappropriate language
- possession of violent extremist literature
- behavioural change
- advocating violent actions and means
- association with known extremists
- seeking to recruit others to an extremist ideology.

Further information: www.gov.uk/government/publications/prevent-duty-guidance

Private fostering

Many people find themselves looking after someone else's child without realising that they may be involved in private fostering. A private fostering arrangement is one that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or immediate relative. If the arrangement is to last, or has lasted, for 28 days or more it is private fostering. The Children Act 1989 defines an immediate relative as a grandparent, brother, sister, uncle or aunt (whether of full blood or half blood or by marriage or civil partnership), or a step parent. People become involved in private fostering for all kinds of reasons.



Examples of private fostering include:

- children who need alternative care because of parental illness
- children whose parents cannot care for them because their work or study involves long or antisocial hours
- children sent from abroad to stay with another family, usually to improve their educational opportunities
- unaccompanied asylum seeking and refugee children
- teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents
- children staying with families while attending an academy away from their home area.

There is a mandatory duty on the academy to inform the Local Authority of a Private Fostering Arrangement. The Local Authority has a duty to check that the young person is being properly cared for and that the arrangement is satisfactory.

Further information: www.gov.uk/government/publications/children-act-1989-private-fostering

Children missing from education:

A child going missing from education is a potential indicator of abuse or neglect, including sexual exploitation, FGM, forced marriage or travelling to conflict zones. Hopefields staff will be alert to these safeguarding concerns when a pupil goes missing for an extended period, or on repeat occasions. Hopefields must notify the Host School and the Local Authority of any pupil who fails to attend regularly after making reasonable enquiries, or has been absent without the Director's permission for a continuous period of 10 days or more. Hopefields must also notify the Local Authority and the Trust of any pupil who is to be deleted from the admission register because s/he:

- has been taken out of the academy by their parents and is being educated outside the academy system (e.g. home education)



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- has ceased to attend the academy and no longer lives within a reasonable distance of the academy at which s/he is registered (moved within the city, within the country or moved abroad but failed to notify the academy of the change)
- displaced as a result of a crisis e.g. domestic violence or homelessness
- has been certified by the Attendance Manager as unlikely to be in a fit state of health to attend the academy before ceasing to be of compulsory school age, and neither s/he nor his/her parent has indicated the intention to continue to attend the academy after ceasing to be of compulsory school age
- is in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe s/he will return to the academy at the end of that period
- Has left Hopefields and reverted back to home school

The academy will demonstrate that it has taken reasonable steps to ascertain the whereabouts of children that would be considered 'missing'. Academy absences may be a sign of abuse.

Further information: Children Missing Education: statutory guidance for local authorities – September 2016 www.gov.uk/government/publications/children-missing-education

Peer on peer abuse:

Hopefields recognises that children are vulnerable to and capable of abusing their peers. Such abuse is taken as seriously as abuse perpetrated by an adult. Peer on peer abuse will not be tolerated or passed off as part of "banter" or "growing up". In cases where peer on peer abuse is identified the academy will follow child protection procedures, recognising that both the victim and perpetrator will require support.

The academy recognises that peer on peer abuse can manifest itself in many ways such as:

- child sexual exploitation / child criminal exploitation
- bullying



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- radicalisation
- abuse in intimate friendships / relationship abuse
- children who display sexually harmful behavior
- gang associated and serious violence
- technology can be used for bullying and other abusive behaviour.

There are a number of factors that make children more vulnerable to peer on peer abuse: experience of abuse within their family, living with domestic violence, young people in care, children who go missing, children with additional needs (SEN and/or disabilities). Research tells us girls are more frequently identified as being abused by their peers, and girls are more likely to experience unwanted sexual touching in schools. Boys are less likely to report intimate relationship abuse. Boys report high levels of victimisation in areas where they are affected by gangs. There is an increasing evidence base emerging about the sexual exploitation of boys (both by adults and peers).

Some of the complicated reasons why children abuse other children:

- the child may have been emotionally, physically, or sexually abused themselves
- the child may have witnessed physical or emotional violence
- the child may have viewed sexually explicit movies, video games or other materials
- the child may have acted impulsively without meaning to harm anyone

Peer abuse must be taken extremely seriously for these reasons; It could be an indicator of even worse abuse going on in the child's home.

Preventing Peer on Peer Abuse: Peer abuse can be prevented. Adults who work with children must be aware of the potential for abuse between children. This can be helped in the following ways:

- have clear robust policies on dealing with key issues such as online bullying
- ensure staff and pupils are aware of the policies



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- identify any blind spots within the academy; supervise and be aware of potential risky areas, tents in play areas etc
- pay attention and monitor children who may be hiding in areas out of view
- take steps to prevent isolation
- separate children if needed
- increase supervision during key times
- if you suspect a child is abusing another, ensure you pass this onto a Designated Person
- where risk is identified have a student risk assessment in place

Trafficking and modern slavery

“Trafficking of persons” means the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation.

Exploitation includes, at a minimum, the exploitation or the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs; “Child” shall mean any person under eighteen years of age. The Palermo Protocol establishes children as a special case. Any child transported for exploitative reasons is considered to be a trafficking victim, whether or not they have been forced or deceived. This is partly because it is not considered possible for children to give informed consent. Even when a child understands what has happened, they may still appear to submit willingly to what they believe to be the will of their parents or accompanying adults. It is important that these children are protected too.

Children are trafficked for many reasons, including sexual exploitation, domestic servitude, labour, benefit fraud and involvement in criminal activity such as pick-pocketing, theft and working in cannabis farms. There are a number of cases of minors being exploited in the sex industry. Although there is no evidence of other forms of exploitation such as ‘organ donation or ‘harvesting’, all agencies should remain vigilant. Children may be trafficked from



other countries for a variety of reasons.

Self Harm

Self-harm refers to a person's harming their own body on purpose. About 1 in 100 people hurts themselves in this way. More females hurt themselves than males. A person who self-harms usually does not mean to kill himself or herself, however they are at higher risk of attempting suicide if they do not get help. Self-harm tends to begin in teen or early adult years. Some people may engage in self-harm a few times and then stop. Others engage in it more often and have trouble stopping.

Examples of self-harm include: Cutting yourself (such as using a razor blade, knife, or other sharp object to cut the skin) Punching yourself or punching things (like a wall) Burning yourself with cigarettes, matches or candles, pulling out your hair, poking objects through body openings, breaking your bones or bruising yourself. Many people cut themselves because it gives them a sense of relief. Some people use cutting as a means to cope with a problem. Some teens say that when they hurt themselves, they are trying to stop feeling lonely, angry, or hopeless.

Hopefields are committed to removing barriers and promoting conversation and communication before action is taken.