

Radicalisation in Schools Review

Derbyshire County Council - Improvement and Scrutiny Committee – People



Final Report of the Review Working Group

25 November 2015

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1. Introduction

Councillor Diane Charles, Chair of the Improvement and Scrutiny – People Committee and Chair of the Working Group, introduces this report;

“The potential of school children (and school staff) being exposed to the threat of radicalisation has become more prominent in recent years. This has included the ‘Trojan Horse’ affair, where Ofsted was shown to be unable to identify problems of extremism and radicalisation at some Birmingham schools.

Nationally, there is also a threat from far right terrorism across the UK, though it remains low in comparison with the principal issues we face. However, in Derbyshire this threat of far right terrorism is just as high, if not higher in some areas than from Islamist extremism.

In response to the growing concern nationally, the Government has introduced new powers under strategy for countering terrorism (CONTEST). The Counter-Terrorism and Security Act 2015 places a duty on Councils to ensure that there is due regard to the need to prevent people from being drawn into terrorism.

This report presents our findings of how the Authority has prepared for and began to implement the Prevent duty. Members and officers of Improvement and Scrutiny, Cabinet and officers have worked together to bring this report to a conclusion and I would like to thank all those involved for their assistance and contributions.”



Councillor Diane Charles

Chair, Improvement and Scrutiny Committee - People

2. Executive Summary and Recommendations

The review has found that there has been excellent preparatory work by Members, officers and partners in response to the new Prevent duty. The review highlights that appropriate actions are taking place as per the guidance from the Department of Education regarding radicalisation. For example, a multi-agency group was set up to prepare for the new duty which has ensured awareness in Schools of 'Prevent' and 'Channel'. Additionally, it has developed processes to assist schools, promote training and provide curriculum support and resources to ensure schools comply with the duties. Training sessions with schools on radicalisation and the Prevent duty are being completed through 2015 and early 2016, in addition to those schools that have already received them in previous years.

As the Prevent duty was only introduced in July 2015, it is too early to assess the resulting impact of this excellent preparatory work. However, the review will wish to see evidence of positive outcomes and have built this requirement into its recommendations.

The working group Members have made the following recommendations which the Improvement and Scrutiny Committee – People is asked to accept and refer to Cabinet for approval and implementation of the proposals;

1. The working group commends the initial work carried out in response to the new Prevent duty and for an update to be provided to the Improvement and Scrutiny Committee in 12 months' time.
2. The working group recommends that an update on filtering and forensic software solutions to deter radicalisation is provided to the Improvement and Scrutiny Committee in 12 months' time.
3. The working group recommends that an update on how schools are building radicalisation education into their curriculums is provided to the Improvement and Scrutiny Committee in 12 months' time.
4. The working group recommends that all Members of the Council attend either a Raising Awareness of Prevent (WRAP) training session or a Zebrared event as part of the Member Development Programme to ensure they are knowledgeable of the issues of radicalisation.
5. The working group recommends that an update on how Early Years settings are implementing the Prevent duty is provided to the Improvement and Scrutiny Committee in 12 months' time.

6. The working group recommends that assurances are given to the Improvement and Scrutiny Committee in 12 months' time by the relevant Strategic Director that appropriate support is maintained with schools to deter radicalisation.

The Improvement and Scrutiny Committee – People will monitor the implementation of these recommendations as and when appropriate.

3. Background to the report

In May 2015, the Improvement and Scrutiny – People Committee agreed to a review of the work the Authority is doing to deter radicalisation in schools. This was timed to coincide with the new Prevent duty on the Council to ensure that there is due regard to the need to prevent people from being drawn into terrorism.

The review scope considered the following:

- how the Authority will respond to the new duty from the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism;
- the current activity of the Council and its partners in deterring radicalisation in Derbyshire schools;
- the assessment and monitoring of issues and risks of radicalisation in Derbyshire and neighbouring areas;

4. Initial Research

In August 2014, the Joint Terrorism Analysis Centre raised the UK threat level to 'Severe from 'Substantial', meaning an attack in the UK is highly likely. The principal threat continues to come from militant Islamist terrorists, notably in Syria and Iraq. Terrorism is being fuelled by an unprecedented quantity of extremist and terrorist propaganda.

4.1 Terrorism

In the twelve months to June 2014 (latest data available), there were 239 terrorism-related arrests in Great Britain;

- 82 people were charged with terrorism related offences and 29 with other offences.
- 32 of the people charged with terrorism-related offences have already been prosecuted; 29 of these have been convicted.
- Overall numbers of terrorism arrests have increased by around a third since 2010, with a significant increase in arrests relating specifically to Syria and Iraq to 165 in 2014. There were 13 terrorist convictions related to Syria and Iraq in 2014.

4.2 The CONTEST strategy

The Government's counter-terrorism strategy (CONTEST) is intended to deal with all forms of terrorism and continues to be based around four main areas of work which together aim to reduce the threats we face and our vulnerabilities:

- Pursue: the investigation and disruption of terrorist attacks;
- Prevent: work to stop people becoming terrorists or supporting terrorism and extremism;
- Protect: improving our protective security to stop a terrorist attack; and
- Prepare: working to minimise the impact of an attack and to recover from it as quickly as possible.

Members noted that the focus of the scrutiny review will be on the Prevent element of the strategy.

4.3 The Prevent strategy

In response to the growing threat nationally, the Government has introduced new powers under the CONTEST strategy for countering terrorism. The Counter-Terrorism and Security Act 2015 places a duty on the Council to ensure that there is due regard to the need to prevent people from being drawn into terrorism.

The key objectives under Prevent are to:

- respond to the ideology of extremism and terrorism and the threats we face from those who promote it;
- prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support; and
- work with specific sectors where there are risks of radicalisation which need to be addressed.

Where specific concerns have been raised and individuals consent, the multi-agency Channel programme can provide tailored support, to people identified as at risk of radicalisation. Nationally, there have been over 2,000 referrals to the Channel programme since April 2012; hundreds have now been offered and have received support.

The Counter-Terrorism and Security Act 2015 placed Channel on a statutory footing. Channel programmes already exist in every local Authority area and in most areas the local Authority and other partners already work effectively together to support people at risk of radicalisation and getting drawn into terrorism.

Prevent activity in local areas relies on the cooperation of many sectors to be effective, including local government, health, education, prisons, youth justice, immigration and charities. There is a network of dedicated Prevent co-ordinators in 30 priority Local Authority areas (including Derby city) and are supporting important projects in a further 14 areas. More than 180 local projects have been delivered, including education, internet safety, and work with families, reaching over 55,000 people since early 2012.

Derby is one of the areas that have resources funded by central government to deter radicalisation. This comes mainly in the form of the Prevent team at Derbyshire Constabulary, together with partner agencies including Derbyshire County Council. The work includes the production of the Counter Terrorism Local Profile, which highlights possible areas at risk of radicalisation.

4.4 Radicalisation in schools

Guidance from central Government states that schools and registered providers will be expected to train staff to identify children at risk and challenge extremist views. Staff should know where to refer children if there are concerns. IT procedures, including internet filtering, should be reviewed to ensure children are kept safe from extremist material.

Ofsted already assesses the risk of radicalisation in its inspection regime. If it is not satisfied that schools and childcare providers are meeting their obligations it can intervene or ask the Department for Education to remove funding from Academies and Free Schools.

Members also noted the Counter-Extremism Strategy that was announced in October 2015 with new measures designed to stop radicalisation. The new powers build on powers announced in July 2015 as detailed in this review.

5. Report Findings

5.1 Legislative Framework and strategic context

Members noted the legislative framework in which the Authority operates with regard to deterring radicalisation.

The Prevent Duty Guidance 2011 (Counter Terrorism and Security Act 2015) applies to all schools, whether publicly-funded or independent, and organisations covered by the Early Years Foundation Stage framework. The duty also applies to children's homes. Schools leaders (including governors) 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;

The Department of Education issued guidance about the Prevent duty. There are four general themes;

- risk assessment;
- working in partnership;
- staff training;
- building children's resilience to radicalisation.

Members noted the duties & implications on schools from the guidance that was issued, which can be summarised as:

- effective partnership working with other local agencies, e.g. Local Safeguarding Children's Boards (LSCB), Police, Health, etc.
- information sharing;
- maintaining appropriate records;

- assessing local risk of extremism (including Far Right extremism) and assess risk of children been drawn into terrorism and effective engagement with parents/families;
- demonstrating they are protecting children by using local safeguarding processes;
- developing clear protocols for visiting speakers;
- safeguarding policies that take account of LSCB policies and procedures;
- training staff to give them knowledge and confidence, assess training needs as a minimum to ensure that the Designated Safeguarding Lead in the school 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;
- ensuring there is robust Information Communications Technology (ICT) protocols that filter out extremist materials and more generally equip children to stay safe on line;
- Building children's resilience to radicalisation e.g.- through Personal Social and Health Education (PSHE), Citizenship and promoting British values;
- School buildings must not be used to give a platform to extremists.

Members were also briefed by senior officers regarding the strategic context of radicalisation. The work is overseen by the Safer Communities Board. There is an annual briefing to local Authority Chief Executives and officers with security clearance. This includes intelligence from the Local Counter Terrorism Profiles. The Police use Operation Keystone as their central intelligence gathering on terrorist threats.

5.2 Terrorism risk monitoring

Derbyshire is not a priority area for counter terrorism, but Derby is. There is a lot of work done in partnership with the City Council, including shared work on the Channel programme. There are also links via the Police with Sheffield and other areas, for example people are referred to the Derby Channel programme from other areas when they have moved into the area.

Daily monitoring (Operation Element) reviews tensions, risks and threats in areas, for example Stoke, and this is shared.

Regional Counter Terrorism Units are also used to share information of known risks and threats. There has been a focus on far right extremism in the past and will continue to do so. There is a link to Hate Crime. There are similar processes in place to raise awareness and train staff. There is a local hate crime strategy and action plan which is linked to the national plan. There is some evidence that hate crime can be a lead into more 'serious' terrorism activity.

Members noted that the risk and issues of radicalisation are not a top 5 priority for Derbyshire. However, it is still seen as a risk and work needs to be done to fulfil the new duty. For example, Ofsted will assess how schools are responding to radicalisation in their frameworks.

The working group commends the initial work carried out in response to the new Prevent duty and for an update to be provided to the Improvement and Scrutiny Committee in 12 months' time.

5.3 How the Authority is working with Schools in response to the new duty

Members were briefed in both written and in oral form by officers on how the Authority is responding with schools to the new Prevent duty.

Members noted that a multi-agency working group was initiated with a view to anticipating the duties and implications for all types of schools in Derbyshire prior to duties becoming law. The groups aims was to raise awareness in Schools of Prevent and Channel, develop processes to assist schools, promote training and provide curriculum support and resources to ensure schools comply with the duties. As a result, Members noted that currently:

- Schools receive regular written briefings raising awareness of the critical issues and how to comply. Head Teachers receive these termly as set of wider strategic briefings they receive. Members noted that there is no formal feedback mechanism for this;
- Schools are provided with a process and protocol for reporting concerns on a child, young person, parent or family and how to receive advice and support. This is to evidence a pathway to making a referral in the children's Social Care Safeguarding Team and the Police Prevent Team.
- Schools are now beginning to use this process as reported by the police Prevents Team. Members noted that to date, there were 15 requests for

advice/support since April 2015. Seven were considered to be of a Prevent concern and one has progressed into the Channel programme. All were of right wing extremist views and ideology and only one was of Islamic drawings. This was drawn by a pupil which had no intent and was as a result of been angry in an exam;

- There is a model policy for a School (and can be used by other child care settings) to adapt to provide a safeguarding framework for Schools in tackling extremism and radicalisation. This has now been approved and will go out to all schools with further guidance;
- There is funding secured to provide schools with curriculum resources and a tool kit. This work is in partnership with Queen Elizabeth's School, Ashbourne who have developed a teacher training package suitable for teachers in schools to deliver to pupils on raising awareness and challenging extremism views and ideologies;
- Work is in process to provide Schools with a record system with report forms, risk assessment models and guidance on record keeping; this will be made available in the autumn.
- Schools are now advised to check their IT and filtering systems and seek forensic advice from the Authority or from their provider. This is in line with a greater emphasis in schools around on line safety. In respect to help desk calls, Members noted that the Authority has not been contacted as most call traffic is from the primary sector. Additionally, there were potential strategies for schools to use forensic software (different from filtering software), and initial discussions have taken place regarding the My Concern solution.

The working group recommends that an update on filtering and forensic software solutions to deter radicalisation is provided to the Improvement and Scrutiny Committee in 12 months' time.

Members noted that schools have also been provided with the College of Policing's on-line training module on Prevent Strategy. In addition, staff and Members at the Authority can also utilise on-line training on Counter-Terrorism.

Members also noted the need to educate young people and teaching staff regularly as well as one off training sessions and that, as stated above, curriculum materials have been produced to be used in lessons. The Authority has written to schools with guidance and policy. Schools have been advised

from Department of Education that existing safeguarding procedures should take into account radicalisation.

The working group recommends that an update on how schools are building radicalisation education into their curriculums is provided to the Improvement and Scrutiny Committee in 12 months' time.

5.4 Delivery of training and awareness sessions in schools

Members were briefed in both written and in oral form by officers on the training and awareness sessions that were being delivered by the Authority and partners.

Members noted that, historically, training and awareness sessions have not been taken up by schools in any great number. This now has changed after the new duty came into effect. Central Government have given each local Authority £10,000 one off payment to help deliver the new duty. It is hoped the monies from all Derbyshire local authorities can be put into one budget pot. There will not be enough resource for universal training and raising awareness, therefore it will still have to be targeted to the most need.

Members noted that schools have been issued with a Powerpoint presentation on tackling extremism and radicalisation to be used in schools and to be seen by all staff to raise awareness throughout the school. Other areas include:

- The Head Teacher / Principal / Designated Safeguarding Lead (DSL) have been given access to a national on-line learning module explaining Channel and the referral process;
- Schools have been given access to national websites for circulation to staff and pupils where relevant and to use in the curriculum where age appropriate;
- The Head Teacher / DSL's have been strongly advised as a priority group to book onto Raising Awareness of Prevent (WRAP) training provided by the Multi-Faith Centre Derby and Community Safety Unit (CSU). Additional WRAP training sessions have been arranged to cater specifically for the bulge in requests from schools.
- In the higher risk and threat areas which include Amber Valley, Erewash and specific vulnerabilities e.g. – Autism, whole school training has offered to be delivered by the CSU WRAP trainers.
- Zebrared have delivered training to students in targeted schools initially in Amber Valley and Erewash because of the risk and threat in those

areas are the greatest. Where funding allows further inputs have been delivered in other areas where this is a risk.

- Records are been taken on those schools who attend Prevent/WRAP by the training team. However, Members noted there is no current central records system as schools can buy in and organise their own. However all schools have been informed to keep all records of any safeguarding training to demonstrate to Ofsted.
- Given the sheer volume of staff requiring training, even with the additional sessions, Members noted that demand will outstrip supply; however it has to be borne in mind that the statutory duty is proportionate to the risk and threat present in an area.
- The CSU has been delivering WRAP training for the past three years, and will continue to deliver regular WRAP sessions. Work is underway to develop other forms of training including online. Therefore once the initial rush has subsided there will be a rolling programme of training which staff can receive.

Members noted that WRAP training is tailored to the locality where it is being conducted. There are 26 WRAP training events booked in for 2015/16. There are also 24 Zebrared events that have been booked at schools in target areas of high risk. Assessment of risk is based on the Local Community Terrorism Profiles (LCTP).

Members noted that the Authority works in close partnership with the Police regarding risk assessment, and share information on areas of concerns. This is fed into the LCTP. Schools, however, can request and buy in Zebrared sessions at a cost of £909 per day (it is offered so that schools can club together and share costs for a session).

The working group recommends that all Members attend either a WRAP training session or a Zebrared event to ensure they are knowledgeable of the issues of radicalisation.

5.5 Early Years

Members were briefed on what the Authority is doing to deliver into Early Years settings education on radicalisation. This included services that are delivered into schools, children centres, child minders, voluntary organisations etc... Support to the workforce includes those who are, among others, Early Years Officers, Child Care Workers and Education Improvement Advisors

Members noted that these services ensure that the workforce has the appropriate support and information to deliver lessons that meet Ofsted requirements. For example, the “Learning in Derbyshire” brochure is delivered to all schools bi-annually and has been well received. Posters are available to. Information on the Prevent duty was provided before it became a statutory to ensure workforce was prepared. Members noted that Ofsted have already asked questions in regard to the Prevent duty.

E-Learning packages are also available and delivered to the workforce. The system provides information on who has completed the package for recording and quality assurances purposes.

The working group recommends that an update on how Early Years settings are implementing the Prevent duty is provided to the Improvement and Scrutiny Committee in 12 months’ time.

5.6 The school response and impact

Members noted the evidence from officers that there was a level of anxiety expressed by schools in meeting the new requirements and demands for whole school training. The view is that training is proportionate to the risk and threat and based on local need. Schools are been informed of this and to take a rational approach. For example, the Head Teacher, Designated Safeguarding Lead and Designated Governor are the priorities to meet a standard.

Members also noted that there is evidence of a significant increase of awareness in schools since the new Prevent duty. Additionally, there is some evidence of Secondary Schools making the link between extremism with the British values agenda and the broader curriculum in the School using social, moral, spiritual, cultural models (delivery of a curriculum to use opportunities in learning to educate & challenge).

For example, Members noted that two secondary schools have made contact to seek advice around PSHE and Religious Education and a number of primary schools attended the British values conference in June looking at this in the curriculum. However, it is too early to quantify any impact but historically there have been no issues with regard to schools stopping activities in relation to lessons around radicalisation. Members also noted that schools will either be signposted to the advice line at Starting Point or will contact officers directly to be advised on the curriculum around radicalisation.

There is also evidence of a significant rise of using an S175 Safeguarding Audit in a School by the Designated Lead with specific questions now asked on tackling extremism. An action plan is now expected to address the gaps identified in the school and this has now led to an increase for requests for advice from the Head Teacher / Principal / SDL to the Child Protection Manager for Schools to assess thresholds for a safeguarding intervention on a specific concern. Seven have been received and acted upon through a case pathway since April. There has also been an increase in referrals to the Police Prevent Team due to an increased awareness and more visits to Schools undertaken by the Police Prevent Team to advice and support a Head Teacher / Principal.

5.7 Desk research

Members noted the research that has been carried out with regard to radicalisation, particularly in respect to schools, as well as recommendations that have been produced and examples of good practice.

In order to fulfil the legal duty, schools must understand what is expected of them. They must be aware of the practical steps that they can take to implement effective safeguarding systems, and must develop a good understanding of the nature of these rapidly evolving issues.

It should be noted that, according to work done by Radicalisation Research, that definitions of 'extremism' and 'radicalisation' raise significant challenges for schools.

In the case of 'extremism', the government is clear that this includes values and ideologies which may well be legal, but which could place people on a course towards supporting illegal, violent extremist views. This means that schools have a responsibility to monitor and potentially prevent the spread of legally-held opinions, as well as to refer individuals to the Government-run Channel programme.

The definition of 'radicalisation' is also unclear, according to Radicalisation Research. 'Radicalisation' is frequently seen as a special kind of process which is essentially linked to terrorism. However, as research has shown many terrorists are not radicals and most radicals are not terrorists. Indeed, there are many models of radicalisation most of which stress how difficult it is to predict and identify accurately.

Radicalisation Research goes on to say that it is difficult to spot the signs of radicalisation. Therefore, concerns have been raised about the potential of this new duty to restrict free speech and to potentially punish curiosity. However, as the government guidance itself states, these rules are an extension of schools' responsibilities to safeguard their pupils from many potential harms. These also include sexual, physical and emotional abuse. Schools might consider the potential harm from extremist ideologies and how they might be vocalised by pupils in the wider context of safeguarding against abuse.

During the last few years there has been considerable interest in the role that social networks play in processes of radicalisation. Studies have pointed to the importance of social networks for processes of socialisation into radical social or political action. Even in the case of lone perpetrators of political violence, the idea that such people operate entirely in isolation has over the years been worn down by empirical analyses highlighting how many of these individuals engage with wider networks of similarly-minded activists. Also, there is growing recognition that political violence itself is often carried out by loosely coordinated networks rather than more formalised groups. Lastly, new information and communication technologies have enabled authorities to trace and analyse networks in ways that were not previously possible.

However, research shows that just as social networks may contribute to processes of radicalisation, they may also contribute to processes of de-radicalisation or non-radicalisation. Just as we see patterns of 'block recruitment' we can also find similar patterns of collective desistance from activism. Meanwhile, recent research lends further credence to the idea that people who are anchored into wider society through multiple social networks are less susceptible to being drawn into or developing sympathies for extremist politics.

5.8 Summary of main recommendations provided by organisations

Members noted recommendations that have been made by other organisations which have carried out research into deterring radicalisation. For example, the Prevent duty guidance for schools recommends building pupil's resilience to radicalisation by:

- Providing a safe environment for debating controversial issues
- Helping them understand how they can influence and participate in decision-making

One way to provide this space for learning in schools is through Citizenship, which is part of the national curriculum and statutory in secondary schools. Such a recommendation is made by 'Citizenship Foundation'.

This is also advocated by the Department of 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. Ofsted inspectors will consider the school's approach to keeping pupils safe from the dangers of radicalisation.

Members noted the Department for Education have recommended the following actions to schools and childcare providers for the Prevent duty:

- 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.
- Working in partnership - The Prevent duty builds on existing local partnership arrangements. Safeguarding arrangements should already take into account the policies and procedures of the LSCB.
- 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 –WRAP.
- 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.
- Building children's resilience to radicalisation - 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.

The working group note that the evidence gathered from this review highlights that appropriate actions are taking place as per the guidance from the Department of Education regarding radicalisation. However, it is important for

the Authority to maintain the appropriate level of support to schools going forward to mitigate any potential radicalisation risks.

The working group recommends that assurances are given to the Improvement and Scrutiny Committee in 12 months' time by the relevant Strategic Director that appropriate support is maintained with schools to deter radicalisation.

5.9 Examples of good practice

Members were briefed by officers on an information exchange visit which was undertaken to Birmingham City Council in August 2014. Officers met Education Improvement Lead, Jon Needham who worked on Trojan and is a Prevent trainer. Birmingham City Council has 510 schools (the Council has 367 maintained schools). Birmingham had significant issues in schools where they had an infiltration of extremism and extremist views and where school premises were been used as a platform for terrorists. Additionally, schools did not have or there was very poor evidence of a single central Human Resources system for recruitment and selection of staff. Equally, right-wing fringe groups do infiltrate, mostly in the suburbs of the outer city.

Members noted the following responses which were learned about from the exchange visit:

- They now have a detailed and well developed mapping and response process;
- They have 4/5 referrals per week from schools of which 2 per month go onto Channel;
- They use an S175 Safeguarding Audit Tool but it carries mandatory powers whereby noncompliance will trigger an Ofsted inspection (therefore they have only 26 schools that have not completed the audit);
- They are rigorous in making sure schools comply and assist schools by issuing standard letters e.g. you must not withdraw your child from religious education, music lessons where different faiths are represented;
- 75% of all front line staff in Schools have received prevent training;
- They use a train the trainer model with over 50 Prevent trained leads for schools and in schools and provide training to other LA's;

- They moved away from the police providing training and in anticipation this funding will be withdrawn imminently and therefore have a model which can sustain Prevent training;
- They have employed a Resilience Officer for schools who sole function is supporting schools with building resistance models, resources and assistance with tackling issues. For example, the links to other faith communities and use a Community Sergeant based in their safeguarding multi-agency hub to tackle safeguarding concerns.

Following a desk research exercise, Members also noted the following areas of good practice;

- My Country My Vote – This project does not seek to tackle issues of extremism directly. However, research has shown that one effective long-term approach to preventing extremism is to engage young people in participatory democracy. This has been carried out at Kirklees Council.
- RE-silience – This project is run by the Religious Education Council of England and Wales, and aims to help RE teachers who want to develop their confidence and competence in dealing with contentious issues in the classroom, particularly those linked to violent extremism.
- Rewind – The Rewind project has tackled racism in an area of the West Midlands with a long history of support for far-right views. It has courses available for interested schools. A review of their services can be found on the Institute for Race Relations website.
- Think Project – Running for three years up to March 2015, the Think Project worked with disengaged young white people in Wales. It is unusual in having evaluation built in from the start. The results of this evaluation were discussed in this peer-reviewed article.

6. Report conclusions

The working group acknowledges the work that the Authority has done to prepare for and implement the Prevent duty and deterring radicalisation in schools.

The challenge for the Authority is to ensure that the processes are in place to ensure that school staffs are fully supported in their role as safeguarding children. This is especially important considering the importance of balancing the need to create an environment where children can debate freely whilst protecting the most vulnerable from radicalisation.

The findings and recommendations from this report will help the Authority's continual improvement in the safeguarding of young people in and around Derbyshire.