DSL Network 07th February 2023

Guidance for Participation

- Please email safeguardingineducation@nottinghamcity.gov.uk if you have not registered already to attend this event
- Please use the chat for your questions or input and presenters will do their best to answer/address during each agenda item
- To avoid background noise, please ensure your microphone is muted at all times
- We would appreciate cameras on at all times for direct engagement
- All of the presentation slides and resources discussed during the network today will be available on the DSL webpage of the NCSCP website shortly after the network
- Attendance at a minimum of two DSL networks annually can be certified as evidence of DSL Update training with the expectation that you attend for the full duration of each network and cascade all content to your other DSL/DDSL's (certificates for this will be emailed automatically each summer term)

Overview of network content

- **Local Updates (09.40-10)-** Jasmin Howell, Claire Wakeman and Claire Maclean

- **Main agenda items (10-11:35)-** Prevent and Cyber Safety

- **National Updates (11.35-12)-** Escalation procedures

Local Updates

Content

- LADO screening process

- Nottingham City Council structures and useful contacts

- Missing In Education process and Independent Return home Interview (IRHI)

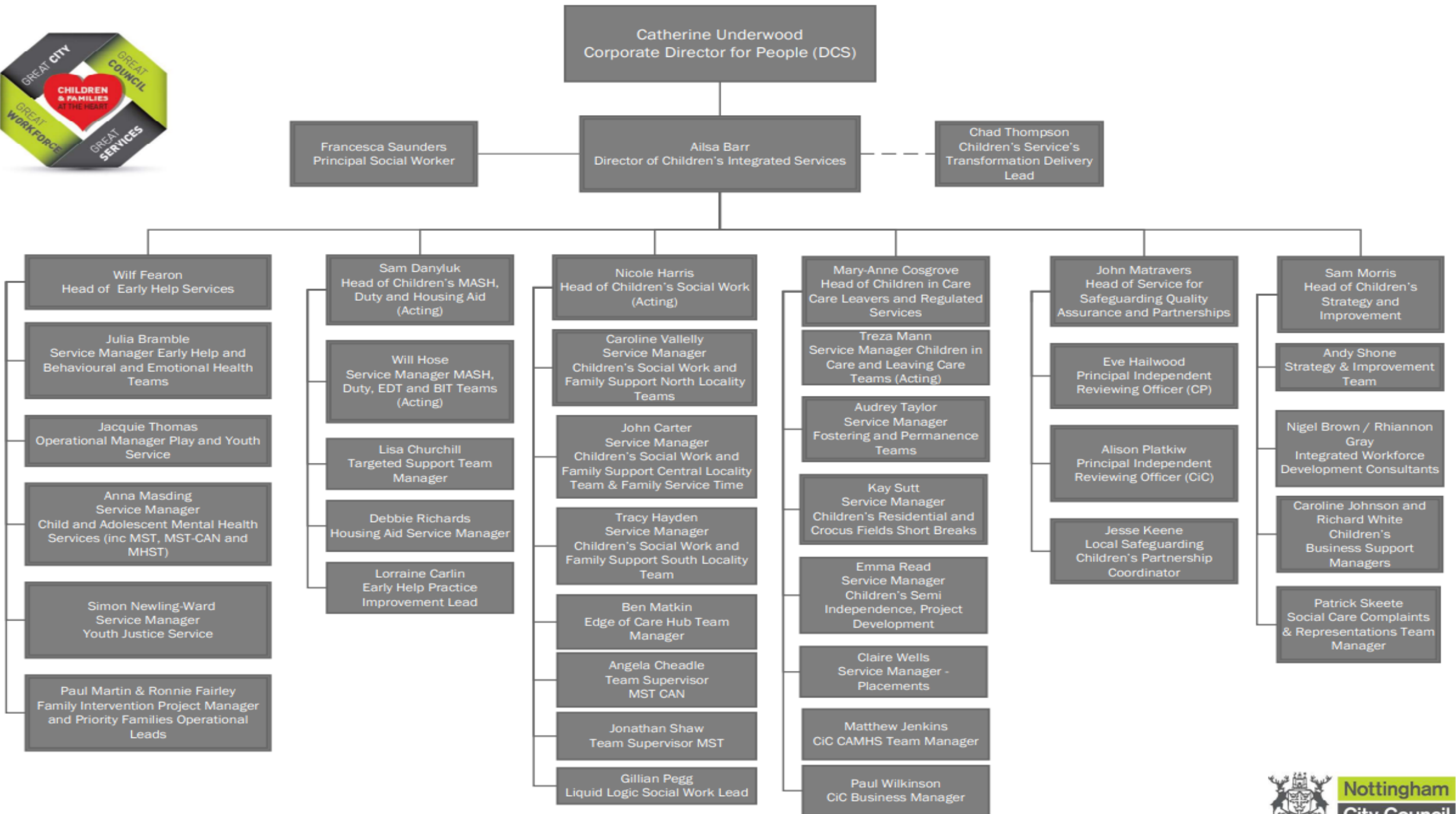# Nottingham City Allegations Management Team processes and role of the LADO

Any allegation or concern about the conduct or behaviour of a person who works with children and/or young people must be referred to the Local Authority Designated Officer (LADO) by submission of the LADO referral form to lado@nottinghamcity.gov.uk within 24 hours of you being made aware of the alleged harm occurring. The LADO for Nottingham City is Caroline Hose.

All agencies should have a senior member of staff responsible for allegations and information should go to them in the first instance for advice and review of concern before a referral is made to the LADO. Referrals must be made to the LADO when information suggests that an adult who has contact with children as part of their employment or voluntary work may have:

• behaved in a way that has harmed a child or may have harmed a child;
• possibly committed an offence against or related to a child;
• behaved towards a child(ren) in a way that indicates he or she may pose a risk of harm to children;
• behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Following review of a completed referral form, the LADO will screen the referral and provide a response which will advise you of next steps and potential action to be taken.

Please also refer to Interagency Safeguarding Children Procedures chapter Allegations Against Staff or Volunteers:
[Allegations Against Staff or Volunteers (proceduresonline.com)](proceduresonline.com)

Catherine Underwood
Corporate Director for People (DCS)

Francesca Saunders
Principal Social Worker

Ailsa Barr
Director of Children's Integrated Services

Chad Thompson
Children's Service's Transformation Delivery Lead

Wilf Fearon
Head of Early Help Services

- **Julia Bramble** — Service Manager Early Help and Behavioural and Emotional Health Teams
- **Jacquie Thomas** — Operational Manager Play and Youth Service
- **Anna Masding** — Service Manager Child and Adolescent Mental Health Services (inc MST, MST-CAN and MHST)
- **Simon Newling-Ward** — Service Manager Youth Justice Service
- **Paul Martin & Ronnie Fairley** — Family Intervention Project Manager and Priority Families Operational Leads

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Sam Danyluk
Head of Children's MASH, Duty and Housing Aid (Acting)

- **Will Hose** — Service Manager MASH, Duty, EDT and BIT Teams (Acting)
- **Lisa Churchill** — Targeted Support Team Manager
- **Debbie Richards** — Housing Aid Service Manager
- **Lorraine Carlin** — Early Help Practice Improvement Lead

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Head of Children's Social Work (Acting)

- **Caroline Vallelly** — Service Manager Children's Social Work and Family Support North Locality Teams
- **John Carter** — Service Manager Children's Social Work and Family Support Central Locality Team & Family Service Time
- **Tracy Hayden** — Service Manager Children's Social Work and Family Support South Locality Team
- **Ben Matkin** — Edge of Care Hub Team Manager
- **Angela Cheadle** — Team Supervisor MST CAN
- **Jonathan Shaw** — Team Supervisor MST
- **Gillian Pegg** — Liquid Logic Social Work Lead

Mary-Anne Cosgrove
Head of Children in Care Care Leavers and Regulated Services

- **Treza Mann** — Service Manager Children in Care and Leaving Care Teams (Acting)
- **Audrey Taylor** — Service Manager Fostering and Permanence Teams
- **Kay Sutt** — Service Manager Children's Residential and Crocus Fields Short Breaks
- **Emma Read** — Service Manager Children's Semi Independence, Project Development
- **Claire Wells** — Service Manager - Placements
- **Matthew Jenkins** — CiC CAMHS Team Manager
- **Paul Wilkinson** — CiC Business Manager

John Matravers
Head of Service for Safeguarding Quality Assurance and Partnerships

- **Eve Hailwood** — Principal Independent Reviewing Officer (CP)
- **Alison Platkiw** — Principal Independent Reviewing Officer (CiC)
- **Jesse Keene** — Local Safeguarding Children's Partnership Coordinator

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Sam Morris
Head of Children's Strategy and Improvement

- **Andy Shone** — Strategy & Improvement Team
- **Nigel Brown / Rhiannon Gray** — Integrated Workforce Development Consultants
- **Caroline Johnson and Richard White** — Children's Business Support Managers
- **Patrick Skeete** — Social Care Complaints & Representations Team Manager

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Head of Early Help Services

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Service Manager Early Help Teams

- **Rachel Howard**
  Early Help Manager (Team 1)
- **Kerry Reeves**
  Early Help Manager (Team 2)
- **Kathleen Thomas**
  Early Help Manager (Team 3)
- **Charlotte Idigo and Simone Ellis**
  Early Help Manager (Team 4)
- **Aamer Iqbal**
  Early Help Buildings Manager (Citywide)
- **Behavioural and Emotional Health Team**

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- **Maureen Scothern**
  Play and Youth Area Manager (S)

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Child and Adolescent Mental Health Services (inc MST and MST-CAN)

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  CAMHS Citywide Team Manager
- **Rebecca Green**
  CAMHS Citywide Team Manager
- **Ronda Pearce**
  CAMHS Citywide Team Manager
- **Sharon O'Love**
  CAMHS Citywide Team Manager
- **Angela Cheadle**
  Multi Systemic Therapy Child Abuse and Neglect Team Manager
- **Jonathan Shaw**
  Multi Systemic Therapy Team Manager
- **Maddi Popoola**
  Mental Health Support Team Manager

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Service Manager
Youth Justice Service

- **Thomas Cullen**
  YJS Operational Manager
- **Angeline Harrison**
  YJS Team Manager (North)
- **Natasha Gayle**
  YJS Team Manager (South)
- **Sonia Burton**
  Exploitation and Violence Reduction Hub Manager
- **Martina Hayhoe**
  MST YEF Team Supervisor

Paul Martin & Ronnie Fairley
Family Intervention Project Manager and Priority Families Operational Leads

- **Parenting team, Way2Work team, FIP team, Accredited Practitioners team**

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Emma James
Prevention and Assessment Manager

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Brief Intervention Team Manager

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Emergency Duty Team Manager

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Team Manager –Duty Team 1

Richard McCrea
Team Manager –Duty Team 2 (Acting)

Dawn Patterson
Team Manager – Duty Team 3

Sam Vallee
Team Manager – Duty Team 4

Charles Smith
Specialist Data and Project Officer

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Jonathan Shaw
Multi Systemic Therapy Team Manager

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Social Work Team Manager – N01

Jodie Stephanou
Social Work Team Manager – C01

Leigh Ann Windmill
Social Work Team Manager – S01

Laura Cresci
Social Work Team Manager – N02

Julie French
Social Work Team Manager – C02

Ian Joddrell
Social Work Team Manager – S02

Lisa Statham
Social Work Team Manager – N03

Kate Tolentino
Social Work Team Manager – C03 (Acting)

Seika Ahmed
Social Work Team Manager – S03 (Agency)

Tom Beesley
Social Work Team Manager – N04

Michelle Frost
Social Work Team Manager – C04

Kathryn McGovern
Social Work Team Manager – S04

Elaine Murray
Social Work Team Manager – City Fieldwork

Trudy Sanders
Central Targeted Family Support Team Manager

Sandra Oakley-Goodall
South Targeted Family Support Team Manager

Lisa Ash
North Targeted Family Support Team Manager

Clive Shirland
Contact Team Manager

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Children in Care Team 1 Manager

Sally Charlton
Children in Care Team 2 Manager

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Leaving Care Team Manager

Audrey Taylor
Service Manager Fostering and Adoption Teams

Christina Godfrey
Fostering Team Manager

Sarah Bartlett
Fostering Recruitment Manager

Bala Gurusamy
Connected Care Team

Vivian Syefield
Panel Advisor

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Permanence Team Manager

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Service Manager Children's Residential and Crocus Fields Short Breaks

Dino Labbatte
Residential Unit Manager (BR)

Yvonne Parr
Residential Unit Manager (WV)

Ella Lawrence-Cowing/Jo Wright
Residential Unit Manager (CF)

Marcel Reid
Residential Unit Manager (CR, PR)

Emma Read
Service Manager Residential and Internal Semi-Independence provision

Sue Slavin
Residential Unit Manager (VA, SR, CS, MaR, BMR and MR)

Stacey Dixon
Residential Unit Manager (EL)

Nisha Sandhu
Residential Unit Manager (ShR, MeR)

Claire Wells
Placements Service Manager

Colin Brooks
Placements Team Manager

Matthew Jenkins
CAMHS CiC Team Manager

Paul Wilkinson
CiC Business Manager

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                        Catherine Underwood
                      Corporate Director for People
                               (DCS)
                                 |
                             Nick Lee
                      Director of Education
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- **Janine Walker** — Head of SEND and Transport
  - **Neil Brettell** — SEND Service Manager
  - **Fiona Gray** — Principal Education Psychologist and SEND Support Service Manager
  - **Robin Radford** — Transport and Meals at Home Service Manager

- **Jasmin Howell** — Head of Virtual School and Vulnerable Learners
  - **Kelley Connolly** — Virtual School Service Manager
  - **VACANT** — Vulnerable Learner Support Pathway Co-ordinator
  - **Karen McAndrew** — Education Welfare Service Manager
  - **Catherine Kirk** — PSHE Lead

- **Kathryn Bouchlaghem** — Head of Early Years

- **Lee Kimberley** — Head of Services to Schools
  - **Lisa Fox** — School Catering Manager
  - **VACANT** — Commercial Manager
  - **Michelle Charnley** — Business Support Manager

- **Jennifer Hardy** — Head of Access to Learning (Acting)
  - **Neil Langham/Danny Hall** — Admissions and Exclusions Managers
  - **Lucy Juby** — School Place Planning
  - **Helena Bradfield Towlson** — Pupil Benefits Team Leader
  - **Anna Glozier** — Programme Manager
  - **David Thompson** — Health and Safety Manager
  - **Rachael Harvey** — Governor Services Manager
  - **Paul Thurman and Claire Moores** — Adventure and Swimming

Key contacts

Useful contacts that may help DSL's when wishing to escalate/discuss case concerns- can be reached by calling City MASH directly on **0115 8764800**:

Jenny Brotherhood – City MASH – Safeguarding Referrals.
Suzanne Eastwood – City MASH – Safeguarding Referrals.

Kirsty Davidson – City MASH – Early Help.
Susie Carter – City MASH – Early Help Specialist.

Escalation Procedures:
https://nottinghamshirescb.proceduresonline.com/p_conflict_res.html

Please note the City MASH email address is for MARF's only

Key contacts

Duty		
Head of First Response	Sam Danyluk	Samantha.danyluk@nottinghamcity.gov.uk
Service Manager – Duty & BIT	Will Hose	William.hose@nottinghamcity.gov.uk
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Duty Team 4 Manager	Sam Vallee	Samuel.vallee@nottinghamcity.gov.uk
Targeted Support Team Manager	Lisa Churchill	Lisa.churchill@nottinghamcity.gov.uk

The importance of Return Interviews when a child has been reported as missing

Claire Wakeman- Exploitation and Missing Children Team Manager

What is a return interview ?

The statutory guidance for Local Authorities states that on every occasion a child goes missing, on their return they should be offered an independent return home interview (IRHI). This is different from the police prevention interview (formerly known as a safe and well check) and provides the child an opportunity to engage in a more in-depth interview. The local authority only have to offer the interview to fulfil their statutory obligation. The key benefits of the IRHI are:

- identify if the child is at risk
- identify if the child suffered any harm, including harm that might not have already been disclosed as part of the police prevention interview
- understand the issues and reasons why the child went missing
- understand the risks and issues the child faced whilst missing
- try to prevent or reduce the risks of future episodes of missing or running away
- provide the child with a better understanding of the risks associated with missing
- supply them with information and resources on how to stay safe if they do choose to run away again.

Why are return interviews important ?

A return interview is an in-depth conversation with a young person who has run away. It should be led by an independent, trained professional whom the young person trusts.

The statutory guidance states that local authorities must offer an independent return interview to all children who run away or go missing from their family home or care. Children in care should be offered the choice of speaking to a representative or advocate who is independent of their placement or the responsible local authority. The interviewer should know how to communicate with young people and have a good knowledge of risk indicators.

Return interviews are vitally important in identifying risk, shaping a response, disrupting future missing episodes and signposting young people to the help they need.

A return interview can:

- **Help understand and address the reasons why a child has run away** such as abuse, neglect or exploitation, involvement in gangs or crime, use of alcohol or drugs.

- **Identify harm** that may have occurred while the child was away.

- **Allow professionals to identify actions** they need to take to address and prevent further risks.

- **Help the child feel safe** and understand how and where they can seek help if they feel overwhelmed and want to run away again.

- **Provide them with information on how to stay safe** if they choose to run away again and to understand the risks of running away.

What are the barriers to completing return interviews ?

- The child may not want to engage

- The child might have gone missing again before they could be seen

- Statutory time scales of 72 hours

- Parents may not give consent for the child to be spoken with

- Workers may not be able to make contact with the right person in school quickly enough

- The child may be on a reduced timetable

Where is the best place for a return interview to take place?

Return interviews should be held in a **neutral place** where the child feels safe. If they are conducted home, it is important that the child is spoken with alone, but also parents or carers need space to talk about their concerns.

Due to the timeframe most Return Interviews will take place in an educational setting, and would be arranged with a designated safeguarding lead, but some take place at home or within the community.

Although all missing young people must be offered a Return Interview, they may choose not to accept this. If a young person declines a Return Interview, the service needs to hear this directly from them.

What happens after the Return Interview ?

Following a Return Interview it is best practice to feed back information to another relevant practitioner (school safeguarding staff, social worker etc.) or a parent or carer depending on what has been discussed. If safeguarding concerns are identified, there will be a referral made to MASH, or the concerns will be communicated to an already allocated social worker. In addition, and if appropriate, information will be shared with the Police and / or other agencies.

If support for the young person is needed, a conversation will be held with someone already working with them such as staff at school or college, a social worker, early help practitioner or youth justice worker to agree who will carry out the work to access the support for the young person. It is usually more appropriate for this work to be carried out by those with a more holistic and comprehensive understanding of the needs of the young person and their family.

What can practitioners do to help ?

- Being able to offer children and young people a Return Interview within the 72 hour timescale is a significant challenge. The longer it takes to offer a young person a Return Interview the greater the chance they may forget important details.

- Care givers such as parents, foster carers, social workers and children's home staff can help by encouraging young people to engage with the Return Interview Service, as part of the overall plan to help keep them safe, and do all they can to help facilitate a prompt Return Interview.

- It is equally important for educational establishments to ensure that all their staff understand the purpose and importance of Return Interviews and facilitate prompt access to appropriate staff such as safeguarding leads, to help arrange Return Interviews and feedback concerns they have about the young person.

References

Children Missing from Care, Home and Education (proceduresonline.com)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/307867/Statutory_Guidance_-_Missing_from_care__3_.pdf

https://www.leeds.gov.uk/one-minute-guides/return-interview-service

https://www.devon.gov.uk/accesstoinformation/information_request/return-home-interviews-for-looked-after-children/

https://www.shropshirealt.org.uk/uploads/Conducting%20Good%20Return%20Interviews%20.pdf

Prevent Duty

Prevent Awareness Training
7 February 2023

Louise Cox - Prevent Education Officer

Nottingham City Council

New guidance from the Department for Education to support DSLs safeguard learners vulnerable to radicalisation

- The Department for Education has published new guidance for designated safeguarding leads (DSLs) to help you safeguard learners vulnerable to radicalisation.

- The guidance is designed to explain the Prevent referral process and statutory responsibilities to keep children, young people and adult learners safe from the risk of extremist ideology or radicalisation.

- **Prevent Duty Self-Assessment Toolkit for schools** Prevent duty self-assessment tool for schools - GOV.UK (www.gov.uk) (Compliments your risk assessments – evidenced based) - optional use

Counter-Terrorism & Security Act 2015, **Prevent Statutory Duty** "**to have due regard for the need to prevent people from being drawn into terrorism**"

PREVENT

- Acts of Terror
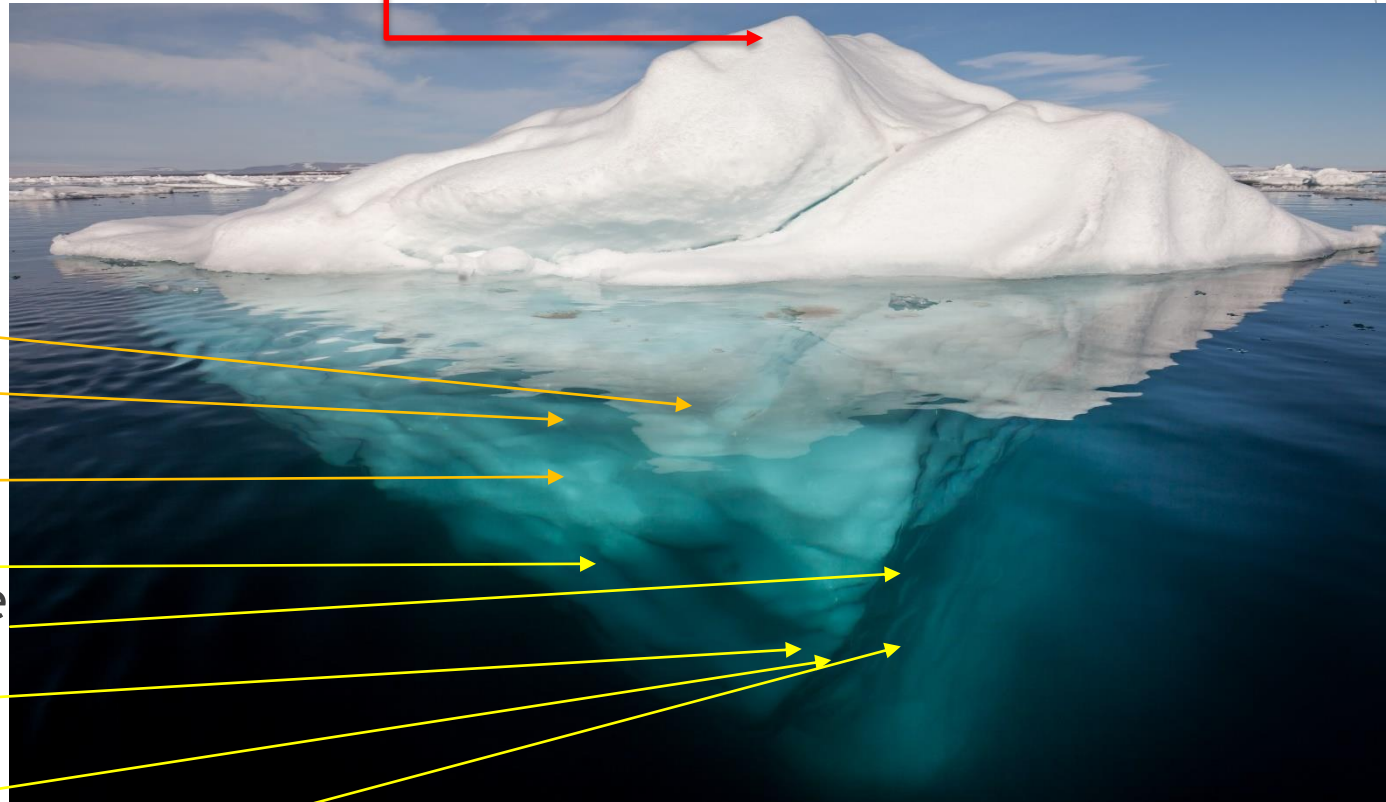
- Planning
- Fundraising
- Recruitment
- Grooming
- Radicalisation
- Angry/grievance
- No sense of
   belonging
- Lack of identity/purpose

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PREVENT OBJECTIVES

▶ Early intervention to tackle the causes of radicalisation and respond to the ideological challenge of terrorism.

▶ To **safeguard** and support those most at risk of radicalisation through sgh early intervention, identifying them and offering support to divert them away.

▶ To enable those who have already engaged in terrorism to disengage and rehabilitate.

▶ Working online and offline to empower communities and individuals.

What is violent Extremism?

*"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**. Also calls for the death of members of our armed forces whether in this country or overseas."*

What makes an Extremist Narrative?

▶ **Follow a simple structure**

▶ **Victimhood** - using dualistic points of view i.e., '<u>us vs them</u>'
'Simplified narrative i.e., they are the threat we are the victims.

▶ **Creating the enemy -** attribution of blame for perceived problems and injustices.

▶ **The call to action -** the threat is imminent, creating a sense of urgency around action. DEHUMANISE.

▶ ***Black and white thinking*** *Explained the problem, outlined the solution, act now!*

▶ **Extremism is not the same as terrorism**
Not all extremist groups will commit terrorist or violent acts.

'Push' and 'Pull' factors
What causes an individual to be radicalised?

▶ **Push factors -** vulnerabilities that **push** someone away from mainstream society, protective factors, things they enjoyed doing.

▶ **Pull factors -** make engaging with an extremist group or individual appealing - an answer to their problems **pulling** them toward the ideology.

▶ Spotting signs of radicalisation, **context is key.**

▶ To see if there is genuinely a cause for concern, you need to really understand the motivation and integrity in each instance.

PUSH FACTORS

- Loneliness
- Lack of belonging
- Lack of purpose/value
- Low self-worth

- Anger/frustration
- Injustice
- Grievances

PULL FACTORS

- Sense of belonging/support
- Sense of purpose
- Exciting, adventurous identity
- Exclusive identity
- Manipulated identity

- Us vs them mentality
- Join us
- Use hatred and violence against them
- "Utopia"/supremacy

Identity

Ideology

Vulnerabilities/Triggers

Personal	External
Lack of resilience/easily led	Peer Pressure
Identity/Belonging	Exposure to violence
Thrill seeker	Trauma & Fragility
Low self-esteem	Theological distortion
Life change	Foreign Policy
Mental Health Crisis	Deprivation
Drug/Alcohol issues	Criminality & Imprisonment
Migration/ lack of belonging	Bullying or Hate Crime victim

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SPOTTING THE SIGNS

Emotional	Verbal/Written	Physical
▪ Short tempered	▪ Fixated on a extremist subject	▪ Violent
▪ New found arrogance	▪ Changes in language/use of words	▪ Change of appearance
▪ Withdrawn	▪ Inappropriate questions	▪ Unwilling to engage with certain individuals
▪ Less tolerant	▪ May focus more on conspiracy theories	▪ Change of routine
	▪ Advocating violent actions and means	▪ Increased secretiveness e.g. internet use
		▪ Changing friends
		▪ Tattoos

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What signs might we see to indicate a <u>younger</u> child is being influenced?

- ▶ **Behaviour** – Has the child's behaviour deteriorated with no apparent explanation? May not always be radicalisation/extremist influences, perhaps is another safeguarding issue

- ▶ **Role Play** – Have you noticed the child acting out violent/inappropriate behaviour at playtimes?

- ▶ **Vocabulary** – Different/inappropriate language used towards other children or staff.

- ▶ **Talking positively about dangerous groups** or people who promote hate, or make it seem like these groups are OK

- ▶ **Tolerance** – Has the child expressed intolerant views or behaviour towards other children? **Refusing to talk to people from a certain country** or who have a different sexuality or belief

- ▶ **Being rude, aggressive or violent towards a particular group of people**, for example, Jewish, Muslim or gay people

- ▶ Pieces of Writing or drawings that give you cause for concern

TERROR AND AUTISM (ASD)

- There is an increase in referrals where ASD is present
- Fixate
- A self-interest
- Online platforms – sensory needs can be met here
- Lessons their anxiety and stress
- Safe interest – with boundaries
- Do not tell off
- **Worth noting not one case referred with just ASD but multiple complex vulnerabilities**

IMPORTANT: Autism does not equal terror – not all are vulnerable to terror

What should I do if I am concerned?

NOTICE, CHECK, SHARE

Speak to the child you are worried about

Share this information with your DSL or a manager

Speak to the Prevent team, if necessary

Record Accurately

Follow it up! Trust your instinct

- **Set up a time and space to talk**
  - Try to find a time when you can speak to the person in a private, safe place, free from interruptions.
- **Ask open questions not leading**
  - How are you getting on at school?
  - How are things at home?
  - How are you finding your exercise group?
- **Explain why you're asking.**

<u>NOTE</u>: It is good practice to be open and transparent with parent/carers UNLESS it adds risk.

HOW TO MAKE A REFERRAL

Referral form - police website :
Refer someone to the Prevent Team | Nottinghamshire Police

For confidential advice:
email prevent@nottinghamshire.pnn.police.uk or call 101 ext. 800 2963/2965 or ask to speak to the Prevent Team.

For advice or to talk it through
Prevent Team at NCC:
Amy Goulden : 07818458778
Prevent@nottinghamcity.gov.uk

Prevent Education Officer for advice/further training – Louise Cox
Tel: 07890897344
Louise.Cox@nottinghamcity.gov.uk

WHAT HAPPENS IF REFER?

Referral is assessed for information gathering

Channel support not needed: might be signposted to other forms of support

Channel support needed: school may be invited to attend Channel panel

Parental consent needed if under 18 (BY CHANNEL)

Monthly Channel meetings assess progress with interventions

Channel support:

- Does NOT lead to a criminal record
- It is NOT disclosed on a DBS
- It's about getting the right help at the right time

Working Together

Agencies include:
Probation/prisons
Health
YOS
Mental Health
Local authorities
Social Services

Nottingham City Council

RIGHT WING IDEOLOGY
Right Wing or Extreme Right Wing?

Right Wing

Far Right

Extreme RW

- Mainstream
- Conservative
- Individual Rights
- Democratic

- Claims of non-violence
- Exploit national issues-immigration, grooming
- Identity
- Crusades
- Anti-Islam
- Nationhood

- Violence
- Rejects Democracy

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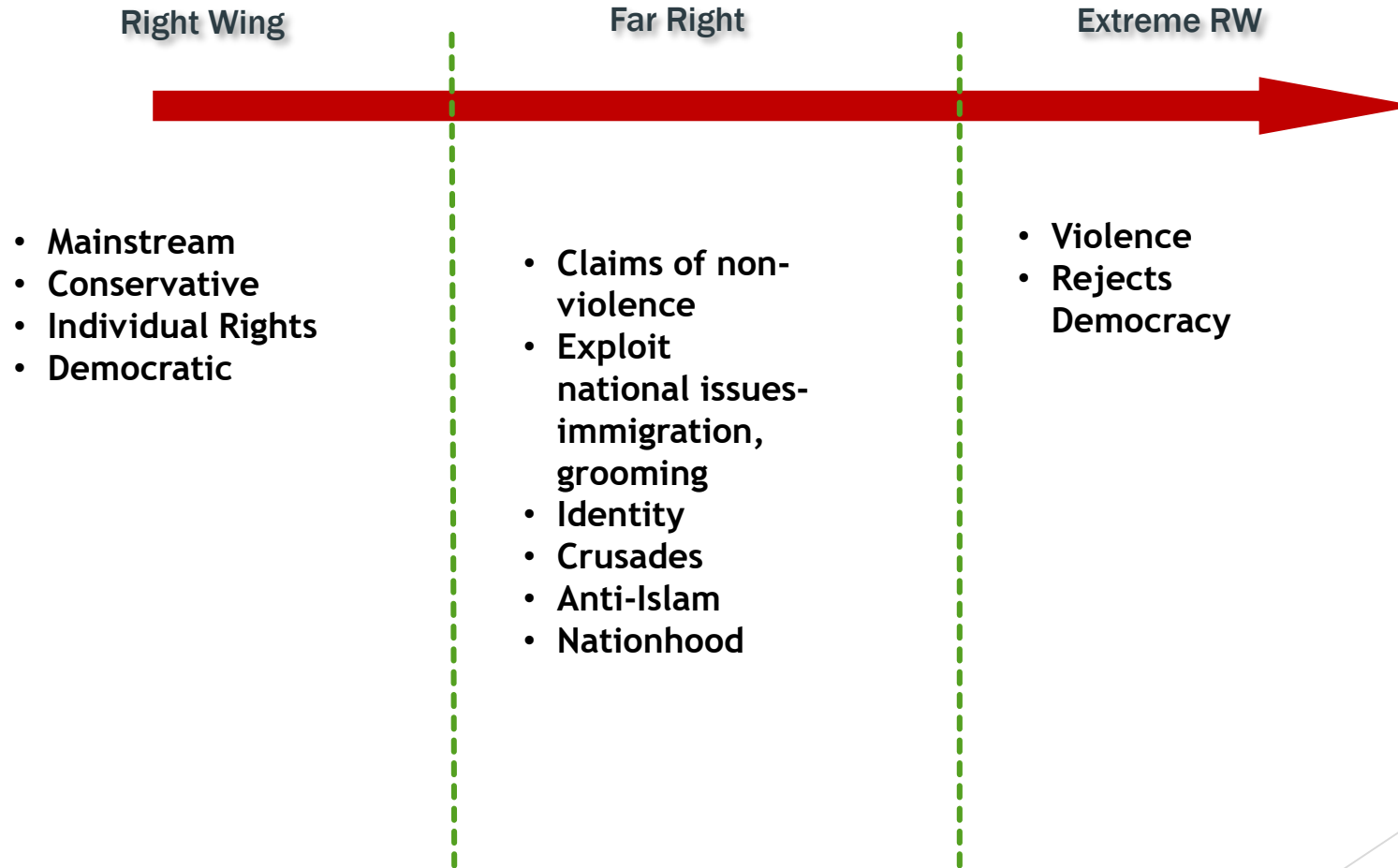
The Far Right

Cultural Nationalism:
believe 'Western Culture' is under threat from mass migration into Europe and from a lack of integration by certain ethnic and cultural groups. The ideology tends to focus on the rejection of certain cultural practices.

- Using emotive subjects and demonstrations to gain public support
  - Immigration
  - Child sexual exploitation
  - Plight of veterans
  - White lives matter
  - Covid 19 Immunisations
  - Internationally (Anti-gay rights and abortion)
  - **Disinformation**

EDL flyer Nottingham 2020

Extreme Right Wing Terrorism (ERWT)

White Nationalism

Based upon a belief that mass migration from the "non-white" world, and demographic change, **poses an existential threat to the "White Race" and "Western Culture".**

Livestreamed mosque attack Brenton Tarrant's 2018 NZ Christchurch

White Supremacism

A belief that the **"White Race" has certain indisputable physical and mental characteristics that make it superior to other races.** Tactic of these groups is to create a "race war" leading to the fall of government
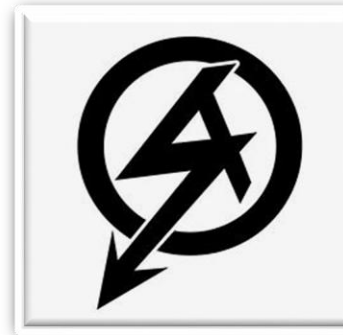
Thomas Mair who murdered MP Jo Cox in 2016

ISIS/AL QAEDA EXTREMISM

Al Qaeda
- Gods Law is sovereign
- Muslim states should reject foreign policy; Western influences
- Caliphate creation

DAESH/ISIL/ISIS
-Universal Caliphate
-War with the West
-Jihad & Hijra = moral obligations
-Religious legitimacy
-Apocalypse – end of times

•**Muslims comprise the greatest number of victims of these terrorist attacks worldwide.**

•Generally better organised

•Inspire individuals all over the world to commit SI-T (lone actor) attacks

•Strong presence in Africa

Some Proscribed Groups

▶ The Base – July 2021

▶ Atomwaffen Division (AWD)

▶ Feuerkrieg Division (FKD)

▶ Sonnenkrieg Division (SKD)

▶ National Action

▶ British Union of Fascists

ISIS/Daesh

Al Qaeda

Boko Haram

Al Shabaab

The Taliban – not proscribed

These groups continue to reinvent themselves

Proscribed terrorist groups or organisations - GOV.UK (www.gov.uk).

Extremist books and Literature

Extremist books and literature can be an indicator that an individual is vulnerable to radicalisation or being drawn into extremism.

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Self Initiated Terrorism

S ITs = A person(s) who threatens or commits to violence without material support nor aid from a terrorist group, who may nevertheless be inspired or encouraged by the group's rhetoric or ideology (making them harder to notice)

Self-radicalised (online/offline) and act alone i.e. unpredictable
Can rapidly escalate into action

Zack Davies

- **Inspired by National Action**
- **Jailed for life for attempting to behead a Tesco shopper in a racially-motivated revenge attack for the murder of Fusilier Lee Rigby.**
- **Expelled from school at 11 for bringing in a knife to school**

Successful Self-Initiated Terrorists had previous contact with the authorities such as Prison, Probation, Police, Prevent and Mental Health Services.

Nottingham
City Council

Mixed, unclear, unstable ideologies (MUU)

An increasing number of prevent referrals locally and nationally fit into MUU, InCel or School Massacre

Often have a fascination with extreme or violent content including massacres but don't identify one group as a target.

Commonly present with multiple and complex vulnerabilities and that the factors driving them towards Terrorism offences appear to be associated with grievances, need for social belonging, and other unmet needs, rather than a commitment to an ideology.

Tributes have been paid to those who died in Thursday's shooting
GETTY IMAGES

◼️ PLYMOUTH SHOOTING

Plymouth shooting: thousands of boys drawn to 'incel' sites urging them to kill women

Experts say the movement that inspired Jake Davison to shoot five people is radicalising young men

Shanti Das, Cameron Charters and Hannah Al-Othman

Sunday August 15 2021, 12.00pm, The Sunday Times

InCel or Involuntary Celibate a member of an online community of young men who consider themselves unable to attract women sexually, typically associated with views that are hostile towards women and men who are sexually active. Can include threats of violence including rape and murder in order to change the 'system' which they feel excludes them.

Nottingham City Council

- Extremists and radicalisers use ALL forms of social media

- Telegram used to recruit new members, fundraise, incite violence, and even coordinate terrorist activity

- **Two things that platforms such as GAB, 4chan, 8Kun have in common…Anonymity and zero accountability! Essentially NO censorship – Also presence of Incel movement**

- Discord is predominantly unmoderated.

- PA and other far right groups use discord as their videos don't get removed-you can quickly access extreme content in just a few clicks

Children can be exposed to extremist material associated with terrorist groups & can share with peers

Case study 1

▶ A parent has sent in a letter stating that his son is not to sanitize, socially distance, or wear a mask in school as Covid is a hoax

▶ You are called to an incident involving this student who has been making racist comments to children who have always been his friends, this has escalated into a fight

▶ Later you see the same parent handing out leaflets to other adults at the school gates. The leaflets are entitled 'The Great Replacement Theory'
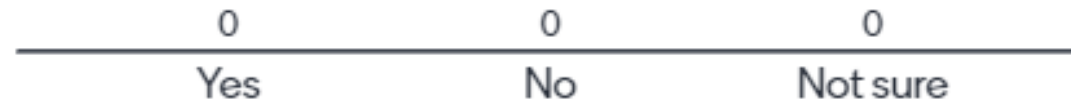
Case study 2

► An Afghan refugee pupil in year 6, the youngest of four siblings, has told you that she thinks 'Britain doesn't care about Muslims'

► She tells you that the UK only got involved with the war in Afghanistan because they 'wanted money from drugs and oil'

► She and her family are planning on attending a March on Saturday outside Westminster, protesting about the treatment of Uighur Muslims in China

CASE STUDY

18 year old male living with parents

Attended local Mosques, youth clubs and gym

Involved in brief period of racial tension at his School

A year before leaving School visited Pakistan

On return to the UK he was noticeably more religious, he grew a beard and began to wear robes

He told teachers he wanted to become a Cleric when he left School

His School noticed he had written 'Al Qaeda – No Limits' on his religious education book

He spoke openly of his support for the radical movement.

He said he believed the 9/11 bombers were 'Martyrs'

He suddenly stopped dressing in traditional robes and began wearing western clothes

Nottingham
City Council

This is the case study of Hasib Hussain

He killed 13 people in Tavistock Square when he detonated his bomb on 7th July 2005.

British values: Democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs
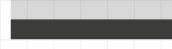

educate.against.hate
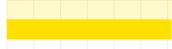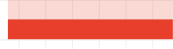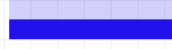
| Teachers | Parents | School Leaders | About | Blog | Contact |
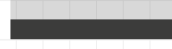
SINCE 9/11 Primary Resources

Teaching resources for Key Stage Two designed to promote fundamental British values.

Subject area:

Fundamental British Values, Hate crime, Stereotyping

Age group:

KS 2

Resources:

Lesson ideas

Format:

Pdf, Presentation slides

Primary Getting on Together

Programme of lessons for Year 6 pupils to promote citizenship, tolerance and shared values.

Subject area:

Extremism, Fundamental British Values

Age group:

KS 2

Resources:

Lesson ideas, Teacher guidance

Format:

Hate Crime Primary Lesson Plan

Citizenship lesson plan for Key Stage Two on hate crime and the communities and individuals that can potentially be victims.

Subject area:

Hate crime

Age group:

KS 2

Resources:

Lesson ideas

Format:

Pdf, Presentation slides

Fundamental British Values Primary Curriculum Map

Exemplar curriculum map for fundamental British values in Primary provision

Subject area:

Fundamental British Values

Age group:

KS 1, KS 2

Resources:

Curriculum map

Format:

Word document

to help protect your child

Educate Against Hate - Prevent Radicalisation & Extremism – **launched after prevent duty 2015. Teaching British Values etc**

Who else can help?

Prevent Coordinator
Prevent@nottinghamcity.gov.uk

Home Office Prevent Online Prevent Duty Training
What Prevent is | Prevent duty training (support-people-vulnerable-to-radicalisation.service.gov.uk)

ACT Early | Prevent radicalisation
short info videos and contacts (ltai.info)

Let's Talk about
Lets Talk About It - Staying Safe Online

Information, Advice and Support to Keep Children Safe Online (internetmatters.org) (advice for parents)

Going Too Far? (lgfl.org.uk) (Helps teachers support young people around online safety)

Nottingham Together, Let's Talk! – Changing attitudes through talking and listening- Hate Crime and difficult conversations

Tackling Hate Crime and Inequalities - Communities Inc- Hate Crime Training & Bystander Awareness

The National Holocaust Centre and Museum The National Holocaust Centre and Museum
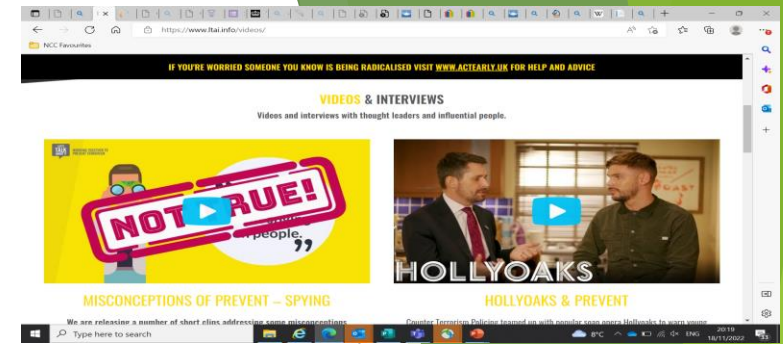
If you have a concern about an adult you can speak advice/refer/

National Police Prevent advice line 0800 011 3764, in confidence. The line is open 9-5pm daily.

Report Extremism in Education - Start

TO SUMMARISE
Notice, Check, Share

▶ Follow local Safeguarding procedure- 'Notice, Check, Share'

▶ Speak with DSL and share information, checking school systems for previous incidents of note

▶ Look at the situation in context and at the whole picture

▶ A holistic overview of the young person's behaviour, attendance, performance and past incidents should all be considered

▶ Speak to child and Speak to the parents **(unless risk of harm)**

▶ **Would you refer? If unsure consider conversation with PEO or Police- ultimately though, the decision to refer is made by the DSL**
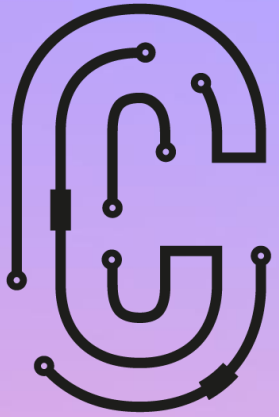
"All professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child."

Nottingham City Council

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Nottingham City Council

Cyber Safety- police reporting

CYBER CHOICES

Helping them make the right #CyberChoices

SECURITY

www.cyberchoices.uk

CYBER CHOICES PROGRAMME

NCA
National Crime Agency

Cyber Choices programme was created to help people make positive informed choices and to use their cyber skills in a legal way.

This national programme is co-ordinated by the National Crime Agency and delivered by Cyber Choices teams across the UK!

CYBER CHOICES

www.cyberchoices.uk

Five forces, one team.

- Derbyshire Police
- Leicestershire Police
- Lincolnshire Police
- Northamptonshire Police
- Nottinghamshire Police

East Midlands Special Operations Unit

WHO ARE WE LOOKING FOR?

Anyone that has a higher technical level of ability
AND:

Is on the cusp of cyber criminality

<u>**OR**</u>

Is vulnerable to being exploited

www.cyberchoices.uk

CONVERSATIONS WITH THE CHILD

It is normal for children to be private about what they are doing online including:

▪ How long they are spending on there

▪ What the best websites and apps are

▪ What their friends are up to online

You need to understand what apps and/or software a child is using so you can have good conversations with that child to ensure they are keeping safe.

www.cyberchoices.uk

The Computer Misuse Act (1990)

Section: SECTION 1

Definition: Unauthorised access to computer material.

Example: Adam shoulder surfs whilst his friend enters their username and password. Adam remembers the login details and without his friend's permission, later logs in and reads their messages.

Maximum Sentence:

Up to 2 years and/or a fine

www.cyberchoices.uk

The Computer Misuse Act (1990)

Section: SECTION 2

Definition: Unauthorised access with intent to commit or facilitate commission of further offences.

Maximum Sentence:

Up to **5** years and/or a fine

Example: You leave your tablet on the sofa. Without your permission, Raj accesses your online shopping account and orders a new computer console using your credit card.

The Computer Misuse Act (1990)

Section:

SECTION 3

Definition: Unauthorised access with intent to impair, or with recklessness as to impairing, operation of a computer.

Maximum Sentence:

Up to <u>10</u> years and/or a fine

Example: Sarah is playing an online game, but her friend scores higher than her. Sarah uses a 'Booter' tool to knock them offline and win the game.

The Computer Misuse Act (1990)

Section:

SECTION 3ZA

Definition: Unauthorised acts causing, or creating risk of serious damage.

Example: Kim hacks into a police network. This results in delays to emergency calls and even though it was not her intention, she was reckless in her actions.

Maximum Sentence:

Up to 14 years and/or a fine

Unless there is serious risk or actual harm to national security or human welfare; in which case: Up to Life Imprisonment!

The Computer Misuse Act (1990)

Section: SECTION 3A

Definition: Making supplying or obtaining articles for use in another Computer Misuse Act offence.

Maximum Sentence:

Up to 2 years and/or a fine

Example: Robin downloads software so he can bypass login credentials and hack into his friend's laptop, although he has not even had a chance to use it yet.

The Computer Misuse Act (1990)

Being arrested

Having devices seized

Not being able to get a job you want

Not being able to travel to certain countries

Consequence of breaking the Computer Misuse Act 1990 may include:

Being expelled from school

Being banned or limited in your internet use

Getting a criminal record

Receiving a visit and warning from the police or NCA officers

Computer Misuse Act

- The Computer Misuse Act is all about

  PERMISSION.

- You need permission to access anything to do

  with computers and data.

  Cyber Choices referrals are all based on the

  Computer Misuse Act

When to refer to Cyber Choices?

YES – REFER INTO CYBERCHOICES

If a child/young adult is at risk of, or has committed offences using a computer or computer networks. For example:

- ✓ An online account has been accessed without permission.

- ✓ An area within a computer and/or network has been accessed or altered without permission.

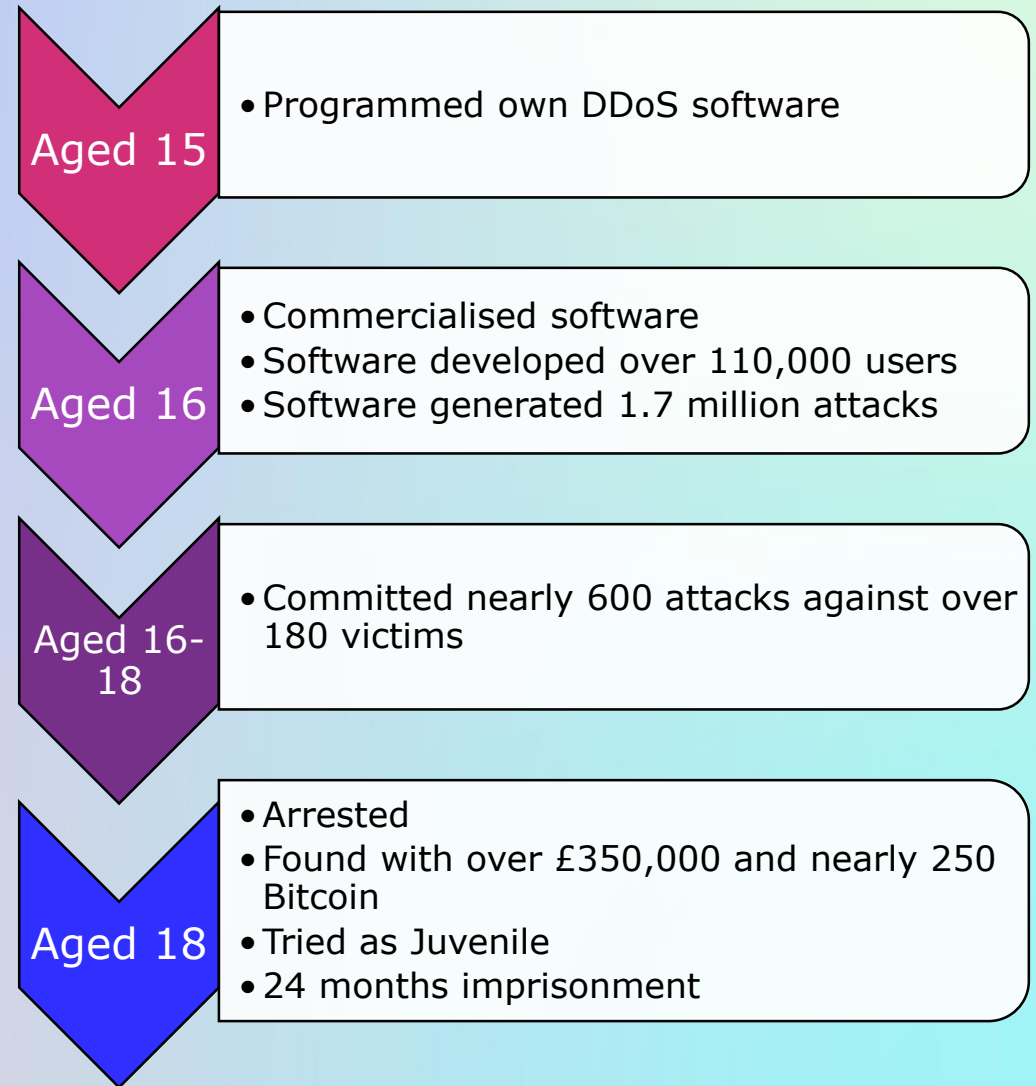- ✓ The creation, use and/or spread of any viruses/other malware or any hacking types or tools.

NO – DO NOT REFER IN

- ✗ Any form of cyber- bulling involving the creation of a video, unkind messages being sent.

- ✗ Any crime committed without the use of ICT. For example, Fraud or credit card theft

If you have any concerns about a young persons safety, please follow your organisations safeguarding procedures.

www.cyberchoices.uk

IMPACT OF NOT MAKING A REFERRAL

Not interested in school

Neuro-divergent

Gamer

Hacking Sites

Gaming Forums

DDoS

Cheating and trolling

Aged 15
- Programmed own DDoS software

Aged 16
- Commercialised software
- Software developed over 110,000 users
- Software generated 1.7 million attacks

Aged 16-18
- Committed nearly 600 attacks against over 180 victims

Aged 18
- Arrested
- Found with over £350,000 and nearly 250 Bitcoin
- Tried as Juvenile
- 24 months imprisonment

HELP THEM CHOOSE THE LEGAL PATH

If you have concerns over a young person's online activities, talk to us.

If a young person has an interest in computers/technology, it's important to have a discussion with them about their use of it. Recognising their interest and engaging with the young person is key to ensuring that they follow a positive pathway.

Here are a few tips:

Explain the importance of honesty, legality and the consequences of involvement in cyber crime.

Search for computing and coding clubs available in your area and encourage the young person to join the appropriate one for their age and ability.

If you're concerned or would like advice on how to guide a young person down a positive pathway, please contact us.

Explain the dynamic, worthwhile and legal options available to them.

www.cyberchoices.uk

Cyber in School Policies

Child Criminal Exploitation

Criminal Exploitation of children is geographically widespread form of harm that can affect children both in a physical and virtual environment.

Cyber Crime Involvement:

Organised criminal groups or individuals exploit children and young people due to their computer skills and ability, in order to access networks/data for criminal and/or financial gain.

- Is the computer misuse act defined in your policy?

- What is your procedure if your network is compromised?

- Have you got our contact details for advice in the event of cyber related issues?

- Has your staff had sufficient training in the computer misuse act?

www.cyberchoices.uk

GET PAID

Traineeships
These are designed to help young people who want to get an apprenticeship or job but don't yet have appropriate skills or experience.

Apprenticeships
These are available through college websites and the government site below.

Used correctly, skills in digital, technology and computing can lead to an exciting and well-paid career.

www.cyberchoices.uk

Cyber Choices Referral

Email us at: **cyberchoices@leics.police.uk**

This is a voluntary engagement and parental/guardian consent is required BEFORE a referral.

Cyber Choices
Referral Form Externa

www.cyberchoices.uk

For additional Cyber Choices advice visit:

Information you provide will be held in confidence. However, If criminal offences or risks of harm are reported to us, we may pass that information on to appropriate partners, if necessary.

PSHE LESSON PLANS

The NCA in collaboration with the PSHE Association have developed Key Stage 3 lesson plans which explore cybercrime, decision making and victim awareness.

Recognising and engaging with students interested in technology may encourage them to follow the correct pathway.
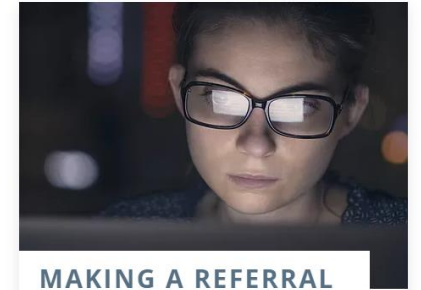
GO TO LESSON PLANS

PARENT GUIDES

Not only should we protect our own devices and accounts from exploitation from other family members, but we also need oversight into how electronic devices are being used by our children to prevent them breaking the law either through ignorance or malicious intent. Download our booklet here:

LEARN MORE

MAKING A REFERRAL

If you are concerned that someone you know is on the cusp of cyber criminality or may have already committed cyber offences, please contact our team. Our goal is to work with that person to reset their moral compass and steer the love for technology into productive and ethically sound practices.

CLICK TO EMAIL

www.eastmidlandscybersecure.co.uk/cyberchoices

NCA
National Crime Agency

NCA
National Crime Agency

Leading the UK's fight to cut
serious and organised crime

Who we are ⌄   What we do ⌄   News ⌄   Careers ⌄   Most Wanted   Contact us ⌄   Search ... 🔍

Home > What we do > What we investigate > Cyber crime > Cyber Choices: Helping you choose the right and legal path   Share this page: f 𝕏 @

Cyber Choices: Helping you choose the right and legal path

CYBER CHOICES

📄 Click here for image text (11 KB)

The Cyber Choices programme was created to help people make informed choices and to use their cyber skills in a legal way.
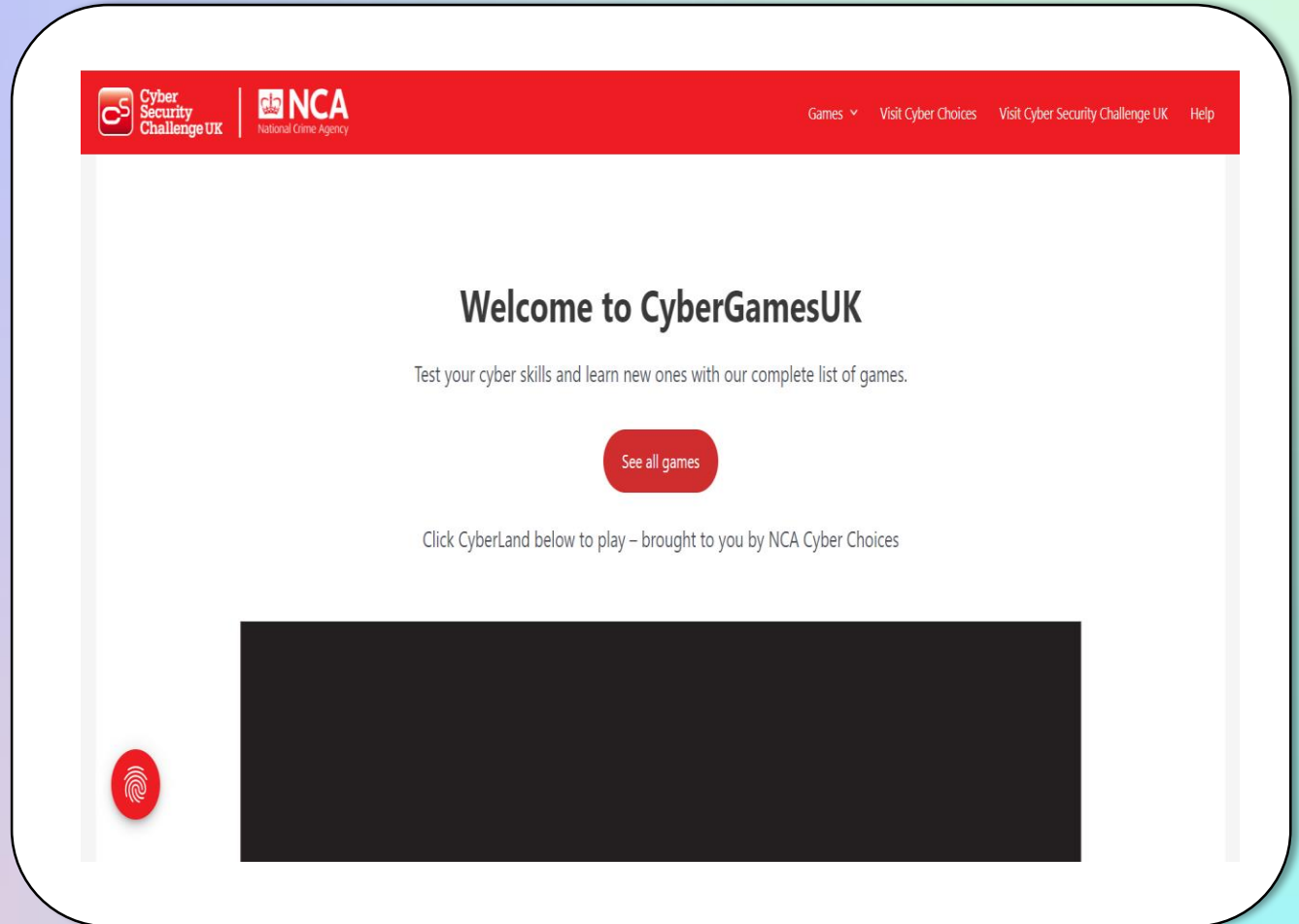
This is a national programme co-ordinated by the National Crime Agency and delivered by Cyber Choices teams within Regional Organised Crime Units and Local Police Force Cyber Teams.

The aims of the programme are to:

* Explaining the difference between legal and illegal cyber activity
* Encouraging individuals to make informed choices in their use of technology
* Increasing awareness of the Computer Misuse Act 1990
* Promoting positive, legal cyber opportunities

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www.cyberchoices.uk

www.cybergamesuk.com

www.cyberchoices.uk

NCA
National Crime Agency

www.actionfraud.police.uk

ActionFraud
National Fraud & Cyber Crime Reporting Centre
▚▚ **0300 123 2040** ▚▚

Action Fraud customer channels

ActionFraud
National Fraud & Cyber Crime Reporting Centre
▚▚ actionfraud.police.uk ▚▚

Social Media
Help and advice.
How to protect against fraud.
News and alerts.
Real time fraud intelligence.

0300 123 2040
Report fraud and cyber crime.
Help, support and advice.

24/7 Live cyber
Specialist line for business, charities or organisations suffering live cyber attacks

Report 24/7 & Web Chat
www.actionfraud.police.uk
Secure online reporting.
News and Alerts.
Advice on avoiding the latest scams.

National Fraud and Cyber Crime Reporting Centre

2,000+ calls per day
250+ web chats per day

Cifas Data
UK Finance

www.cyberchoices.uk

Any Questions?

Cyberchoices@leics.police.uk

www.cyberchoices.uk

National Updates

THE CHILD SAFEGUARDING PRACTICE REVIEW PANEL ANNUAL REPORT KEY MESSAGES

There is much more to do to develop practice frameworks that take account of intersectional thinking to explore how ethnicity, age, gender, sexuality and other social factors including age, sexuality and poverty shape the identities and experiences of children and families.

Evidence about the impact of bias and prejudice has perhaps been most articulated in terms of disproportionality of Black boys among children who are criminally exploited.

We need to be more inquiring about how cultural assumptions and biases shape how we 'see' and safeguard different groups of children. Too often attention is scant and somewhat superficial.

Key practice themes to make a difference:

- Giving central consideration to racial, ethnic and cultural identity and impact on the lived experience of children and families.

- Domestic abuse and harm to children – working across services

- Keeping a focus on risks outside the family

Key practice themes to make a difference:

- Skills in working with parents from minoritised communities, recognising and allaying their fears about professional involvement

- Safeguarding partners need to establish cultures within organisations that promote professional curiosity and give staff the confidence to ask questions. Practitioners need to be able to give and receive challenge while working together to resolve professional differences.

- Elective Home Education. An initial analysis of 19 rapid reviews had found that the children in this cohort had suffered significant abuse and were largely "invisible" as they were not at school and not visited at home.

- Where these children had been visited by elective home education practitioners, the practitioners did not always consider the child's circumstances from a safeguarding perspective and identify risk of harm.

Stable Homes, Built on Love: Implementation Strategy and Consultation Feb 2023
A Consultation (Closes 11 May 2023)

There are six pillars of reform

- Family Help provides the right support at the right time so that children can thrive with their families •

- A decisive multi-agency child protection system

- Unlocking the potential of family networks

- Putting love, relationships and a stable home at the heart of being a child in care

- A valued, supported and highly skilled social worker for every child who needs one

- A system that continuously learns and improves, and makes better use of evidence and data.

[Child Safeguarding Practice Review Panel 2021 - annual report (publishing.service.gov.uk)](publishing.service.gov.uk)

[Children's social care stable homes built on love consultation (publishing.service.gov.uk)](publishing.service.gov.uk)

Close