



WARGRAVE HOUSE

THE AUTISM SPECIALISTS

The Prevent Duty

November 2018



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This policy should be read in conjunction with the following policies:	
1	Child Protection and Safeguarding Children Policy
2	Safeguarding Vulnerable Adults Policy
3	Staff Training Policy
4	Staff Recruitment Policy
5	Staff Code of Conduct
6	Recruitment of Ex-offenders Policy
7	Whistle Blowing Policy
8	Positive Planning for Supporting Behaviour
9	Complaints Policy

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1 Introduction

Prevent is about safeguarding our students to keep them both safe and within the law. The Prevent Duty is not about preventing students from having political and religious views and concerns but about supporting them to use those concerns or act on them in non-extremist ways.

When implementing this duty, Wargrave House uses the following Government definition of extremism which is:

“Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs ... (and/or) ... calls for the death of members of our armed forces, whether in this country or overseas”.

(Tackling Extremism in the UK (December 2013) P.1)

2 Purpose

From 1 July 2015 all providers are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent Duty.

The purpose of this policy is to outline the duty and responsibility of staff, volunteers governors and trustees working on behalf of Wargrave House Limited in relation to the Prevent Duty.

3. Aim(s):

The Wargrave House Prevent policy is designed to

- ensure all members of the Wargrave House community understand the risks of radicalisation within our organisation and how this risk may change from time to time.
- ensure staff are aware of the Prevent Duty and are able to protect children and young people who are vulnerable or may be at risk of being radicalised.
- promote fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

Whilst following the Prevent Strategy Wargrave House also maintains its mission for diversity to be a core part of all that it does. Wargrave House places a strong emphasis on the common values that all communities share such as self-respect, understanding, tolerance and the sanctity of life. Students are taught to respect and value diversity as well as understanding how to make safe, well-considered decisions.

In line with Recommendation 13 of Peter Clarke's report (July 2014) details of the Governing Body will be published on the Wargrave House website to promote transparency.

4.4 Staff

4.4.2 All staff will undertake appropriate training which will enable them to:

- Identify young people who may be at risk of radicalisation.
- Build student resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views.
- Understand the risks of young people being drawn into terrorisms so that they can respond in an appropriate way.
- Be aware of the online risk of radicalisation through social media and the internet.
- Be alert to changes in young people's behaviour which could indicate that they may be in need of help or protection.
- Not carry out unnecessary intrusion into family life but know how to take action when they observe behaviour of concern.
- Continue to build effective engagement with parents/carers and families.
- Know what to do if they have a concern about an individual in relation to extremism or radicalisation.

4.4.3 Whistleblowing: All employees are expected to bring to the attention of the Chief Executive Officer/Chair of Governors any serious impropriety or breach of procedure which have an impact/potential for impact on the safety and wellbeing of students (WH Limited Policy on Whistleblowing).

Concerns can also be raised through external bodies such as the CQC, a union representative or the local police. see: www.cqc.org.uk/content/report-concern-if-you-are-a-member-staff.

The Public Interest Disclosure Act gives employees who suffer detrimental treatment, including dismissal, as a result of disclosing malpractice, the right to seek compensation in an Employment Tribunal.

4.5 Parents/Carers and Families

Wargrave House strives to engender effective engagement with parents/carers and families through a variety of strategies which is crucial to the success of all interventions in school and college. The Prevent Duty recognises that such partnership working is important as parents/carers are in a key position to spot signs of radicalisation.

The DSPL (through school media) will support parents/carers to understand the signs of a young person who may be at risk of extremism or radicalisation and advise and support families who raise concerns.

5 Policy

- 5.1 There is no place for extremist views of any kind in our organisation, whether from internal sources student, staff, governors or trustees, or external sources – the wider school and college community, external agencies or individuals. Our students see our school, college and their residential provision as a safe place where they can explore controversial issues safely and where our staff encourage and facilitate this – we have a duty to ensure this happens.
- 5.2 As a school and college we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children/young people and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views we are failing to protect our young people.
- 5.3 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 weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.
- 5.4 Therefore, we will provide a broad and balanced 24-hour curriculum, delivered by skilled professionals, so that our students are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalised.
- 5.5 Furthermore, 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, prejudice or extremist, including using derogatory language.
- 5.6 Any prejudice, discrimination or extremist views, including derogatory language, displayed by students or staff will always be challenged and, where appropriate, dealt with in line with our Behaviour Management Policy for students and the Staff Code of Conduct.

6. Procedure

Supporting Students

6.1 Risk Factors

6.1.1 We will assess risk, by means of a formal risk assessment, of young people being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.

6.1.2 As with the wider safeguarding agenda it is essential that we focus on equipping students with the skills needed to keep themselves safe. Whilst there is no single way of identifying an individual who is likely to be susceptible to terrorist ideology, the Channel project uses a vulnerability framework which assesses whether individuals need support to safeguard them from the risk of being targeted by terrorists or radicalisers. The framework covers 22 factors that may cause someone to:

- Engage with a terrorist group, cause or ideology
- Develop the intent to cause harm
- Develop the capability to cause harm

(see appendix 2)

6.1.3 Students at Wargrave House may be susceptible to the perceived ‘attractions’ of extremism due to their vulnerabilities arising from their ASD e.g. inflexibility, poor theory of mind, social impairment, egocentricity, impaired imagination. Once again, this does not mean all young people with ASD are at risk but these factors should be taken into account.

6.2 Curriculum

6.2.1 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 and young people may experience elsewhere may make it harder for them to challenge or question these radical influences. At Wargrave House this will be achieved by good teaching; 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.

6.2.2 We will ensure that all our approaches help students build resilience to extremism and give them a positive sense of identity through the development of critical thinking skills. We will ensure that all 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, to address specific issues to become even more relevant to the current issues of extremism and radicalisation. In doing so we will apply the ‘key ingredients’ for success taken from the DfE document above and we will apply the methodologies set out in that document following the three broad categories of:

- Making a connection with young people through good teaching and a student centred, ASD specific approach;
- Facilitating a 'safe space' for dialogue, and
- Equipping our students with the appropriate skills, knowledge, understanding and awareness for resilience.

6.2.3 Therefore this approach will be embedded within the ethos of Wargrave House across the 24-hour period so that students 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 students as defined in OFSTED's School Inspection Handbook and will include the sound use of assemblies, visiting speakers, external visits, community-based learning and other curricular activities to help further promote this rounded development of our students.

6.2.4 Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution. We will achieve this by using a curriculum that includes:

- Citizenship programmes;
- Open discussion and debate;
- Work on anti-violence and a restorative approach addressed throughout curriculum and the behaviour policy;
- Focussed educational programmes;
- ASD specific support including the expertise of in-house specialist speech & language therapists.
- Community-based learning.

6.2.5 We will also work with local partners, families and communities in our efforts to ensure Wargrave House understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our students' experiences and horizons. We will help support students who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a student is being directly affected by extremist materials or influences we will ensure that that student is offered mentoring. Additionally, in such instances our school will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

6.2.6 We recognise, however, that the ethos of Wargrave House is to encourage students 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.

- 6.2.7 Therefore by delivering a broad and balanced curriculum and enrichment programme augmented using external sources where appropriate, we will strive to ensure our students 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.
- 6.2.8 We encourage the use of external agencies or speakers to enrich the experiences of our students, however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our students.
- 5.2.9 These external agencies will be vetted 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, Wargrave House values and ethos. We must be aware that in some instances the work of external agencies may not be directly connected with the 24-hour curriculum so we need to ensure that this work is of benefit to students. Wargrave House will assess the suitability and effectiveness of input from external agencies or individuals according to the company risk assessment for external agencies (appendix 3).

6.3 Reporting Concerns

Where there are concerns of extremism or radicalisation staff will follow established Wargrave House Safeguarding and Whistleblowing procedures using the 'Cause for Concern' report system. This will be made to the DPSL (or deputy in her absence).

In the case that the concern is about the DPSL, this should be raised directly with the Chief Executive Officer.

The DPSL will then ensure a timely referral to the Merseyside Prevent team advising that the concern relates specifically to extremism/threat or terrorism and the multi-agency Channel approach should be invoked. (Appendix 1).

In some circumstances, the DSL/Deputy DSL may contact the Merseyside Channel contact to seek advice for further action. As with all safeguarding matters, consideration of student's welfare will take precedence:

Merseyside Prevent Team: 0151 777 8311
 prevent@merseyside.police.uk
 Twitter: #merpolprevent

Merseyside Channel Officer: DC Simon Squire
 0151 777 8311
 Simon.Squire@merseyside.pnn.police.uk

7. Legal Context

The duty to prevent children and young people being radicalised is set out in the following legislation:

- 7.1 **The Counter Terrorism and Security Act 2015** was published in March 2015. Section 26 of the Act places a duty on schools to prevent people from being drawn into terrorism.
- 7.2 The **Prevent strategy**, published by the Government in 2011, is part of the overall counter-terrorism strategy, CONTEST. The aim of the *Prevent* strategy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism. In the Act this is expressed as the need to “prevent people from being drawn into terrorism”.
- 7.3 **Keeping Children Safe in Education 2016**. Protecting children from the risk of radicalisation should be seen as part of schools’ and colleges’ wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse.
- 7.4 **Working Together to Safeguard Children 2017** describes the duties of all statutory bodies to safeguard children and protect them from harm including preventing radicalisation.
- 7.5 **The Human Rights Act 1998** gives specific rights to every person living in the UK, for example the right to life and freedom from torture and degrading treatment.
- 7.6 **The Data Protection Act 1998** regulates the way in which personal data needs to be handled and therefore protects people’s data from being placed in the wrong hands which might make them more vulnerable to abuse.
- 7.7 **The Equality Act 2010** protects people from discrimination and disadvantage due to protected characteristics including: race, gender, disability, sexual orientation, transgender, religion and age.

Policy Impact

We have a rolling programme for reviewing our Company policies. We regularly review the impact of our policies on the needs, entitlements and outcomes for students, service users, staff and parents.

References and Further Resources

Department for Education (November 2014) *Promoting Fundamental British Values as part of SMSC in Schools*.

Department for Education (May 2011) *Teaching Approaches that Help to Build Resilience to Extremism Among Young People*

Department for Education (June 2015) *The Prevent Duty: Departmental Advice for Schools and Childcare Providers*

HM Government (December 2013) *Tackling Extremism in the UK*. London: Cabinet Office

Peter Clarke CVO OBE QPM (July 2014) *Report into Allegations Concerning Birmingham Schools arising from the 'Trojan Horse' letter*. House of Commons

www.annefrank.org.uk

www.choicesthenandnow.co.uk

www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445915/Prevent_Duty_Guidance_For_Further_Education_England_Wales-Interactive.pdf

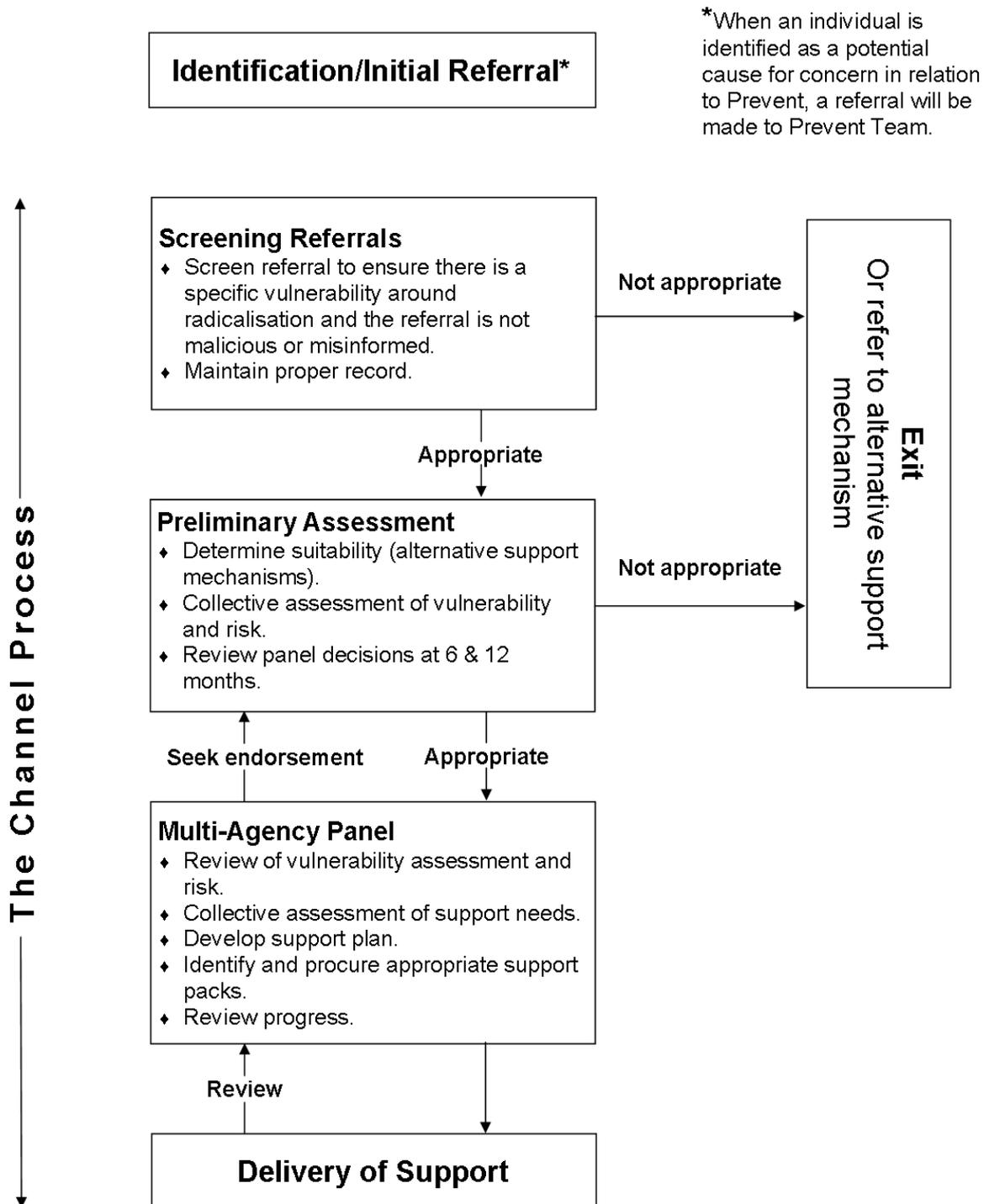
www.peacemuseum.org.uk

www.schoolslinkingnetwork.org.uk

www.gov.uk/government/publications/teachers-standards

CHANNEL PROCESS

The diagram show the different stages within the Channel Process:



Source: 'Channel: Protecting vulnerable people from being drawn into terrorism—A guide for local partnerships'. HM Government, October 2012

Channel Vulnerability Assessment Framework

Channel is a key element of the *Prevent* strategy (<http://www.homeoffice.gov.uk/publications/counter-terrorism/prevent/prevent-strategy/>). It is a multi-agency approach to protect people at risk from radicalisation. Channel uses existing collaboration between local authorities, statutory partners (such as the education and health sectors, social services, children's and youth services and offender management services), the police and the local community to:

- identify individuals at risk of being drawn into terrorism;
- assess the nature and extent of that risk; and
- develop the most appropriate support plan for the individuals concerned.

Channel is about safeguarding children and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from the risk they face before illegality occurs.

It should not be assumed that the characteristics set out below necessarily indicate that a person is either committed to terrorism or may become a terrorist. The assessment framework involves three dimensions: engagement, intent and capability, which are considered separately.

1. *Engagement* with a group, cause or ideology

Engagement factors are sometimes referred to as “psychological hooks”. They include needs, susceptibilities, motivations and contextual influences and together map the individual pathway into terrorism. They can include:

- Feelings of grievance and injustice
- Feeling under threat
- A need for identity, meaning and belonging
- A desire for status
- A desire for excitement and adventure
- A need to dominate and control others
- Susceptibility to indoctrination
- A desire for political or moral change
- Opportunistic involvement
- Family or friends involvement in extremism
- Being at a transitional time of life
- Being influenced or controlled by a group
- Relevant mental health issues

2. *Intent* to cause harm

Not all those who become engaged by a group, cause or ideology go on to develop an intention to cause harm, so this dimension is considered separately. Intent factors describe the mindset that is associated with a readiness to use violence and address what the individual would do and to what end. They can include:

- Over-identification with a group or ideology
- 'Them and Us' thinking
- Dehumanisation of the enemy
- Attitudes that justify offending
- Harmful means to an end
- Harmful objectives

3. *Capability* to cause harm

Not all those who have a wish to cause harm on behalf of a group, cause or ideology are capable of doing so, and plots to cause widespread damage take a high level of personal capability, resources and networking to be successful. What the individual is capable of is therefore a key consideration when assessing risk of harm to the public. Factors can include:

- Individual knowledge, skills and competencies
- Access to networks, funding or equipment
- Criminal Capability

WARGRAVE HOUSE SCHOOL & COLLEGE
Visiting Speaker Agreement

We understand the importance of visitors and external agencies to enrich the experiences of our students.

In order to safeguard our students we expect all visiting speakers to read and adhere to the following:

- Any messages communicated to students are consistent with the ethos of the school, support fundamental British values and do not marginalise any communities, groups or individuals;
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise students 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 students;

Visitors are expected to familiarise themselves with the full safeguarding agenda for visitors (issued on arrival). Please note that you will also be accompanied by a member of staff at all times.

Visitors risk assessment completed:			
Staff Name		Signed:	
		Date:	

Visitor Agreement:			
Visitor Name		Signed:	
Organisation		Date:	

This form (and accompanying risk assessment) should be completed for each individual visitor then passed the Head of Education.

WARGRAVE HOUSE SCHOOL & COLLEGE
Visiting Speaker Risk Assessment

TITLE OF EVENT:	
DATE:	
TYPE OF EVENT: (Talk, demonstration, interactive learning etc.)	
OUTLINE OF CONTENT:	
WHS POINT OF CONTACT:	

I confirm research into speaker and organisation they are affiliated to has been completed:			
SIGNED:		DATE:	

I confirm the speaker is to be accompanied at all times whilst on the premises:			
SIGNED:		DATE:	

Authorised by the Head of Education:			
SIGNED:		DATE:	

This form (and visitor agreement) should be completed for each individual visitor then passed the Head of Education.

PREVENT DUTY GLOSSARY

Al-Qaeda – An international organisation of loosely affiliated groups/cells that carry out attacks, and bombings in the attempt to disrupt the economies and influence of Western nations and advance Islamic extremism.

British – People who are the inhabitants of Britain (eg citizens of England, Scotland, Wales, Northern Ireland, the Isle of Man or one of the Channel Islands, collectively known as the United Kingdom) or an inhabitant of a British overseas territory.

Channel – A key element of the Prevent Strategy; Channel is about safeguarding children and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from the risk they face before illegality occurs.

English Defence League (EDL) – The English Defence is a far right, street protest movement, which opposes what it considers to be a ‘spread of Islamism’, and Islamic extremism in the United Kingdom.

Ethnicity – This is linked to distinctive shared social, linguistics, physical (eg skin colour) cultural and geographical heritage and norms. Religious belonging may be part of these norms. Every person has an ethnicity. To belong to an ethnic group, an individual must see themselves as a member and be seen to others as being a member of the group.

Extremism – One who advocates or resorts to ideologies and measures beyond the norm, in politics and religion often using violence and terror tactics to make their views known, or to gain power.

Ideology – A set of ideas and beliefs of a group, religious or political party

Identity – An umbrella term used to describe an individual’s understanding of him or herself; identity is influenced by many factors, gender, ethnicity, religion, nationality, culture, family etc.

Media – The means of communication that reaches large numbers of people eg the television, newspapers, and the internet.

Propaganda – Ideas or statements that are often false or exaggerated and that are spread in order to help a cause.

Islamaphobia – A hatred or fear of Muslims, their religion and sometimes related politics or culture.

Islamist – A western term used to describe an extreme Muslim usually politicised.

Jihad – Personal struggle in everyday life; striving to achieve a goal; also used to mean taking up arms if necessary.

Nationalism – A feeling that people have of being loyal to and proud of their country often with the belief that it is better and more important than other countries.

Nationality – the status of belonging to a particular nation by origin, birth, or naturalisation.

Racism – A word that describes a person who favours extreme or fundamental change in existing institutions or in political, social, or economic conditions.

Resilience – The ability to recover quickly from change, or misfortune.

Right wing - A conservative or reactionary element in a political party or other organisation, often associated with fascism, nationalism and racism.

Social media – Forms of electronic communication (web sites, social networking and blogging) through which users create online communities to share information, ideas, personal messages, and other content eg videos.

Stereotypes – This involves making generalised assumptions about a person or group; applying these assumptions, expecting people to conform to them.

Terrorism – The unlawful use or threatened use of force or violence by a person or an organised group against people or property with the intention of intimidating individuals, coercing societies or governments, often ideological for political reasons.

Terrorist – One that engaged in acts or an act of terrorism.

Xenophobia – An unreasonable fear or hatred of foreigners or strangers, or of that, which is different, foreign or strange.