WARGRAVE HOUSE

THE AUTISM SPECIALISTS

The Prevent Duty
November 2021

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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
10 Acceptable use of Information Technology Policy

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1   Introduction

Wargrave House School recognizes that pupils can be vulnerable to extremist ideology and radicalization. And we are committed to protecting pupils from this risk as part of our safeguarding responsibilities.

Our commitment to safeguarding pupils against extremism, radicalization and terrorism includes interventions and collaboration with other agencies including the police and the LA where appropriate and as required.

We support and will adhere to guidance from the DfE which requires schools to actively promote fundamental British values in order to enable pupils to challenge extremist views and ensure that pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance.

This policy relates to the potential radicalization of pupils at our school. 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 the country in this country or overseas".

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.

4   Roles and Responsibilities

4.1 Designated/Deputy Designated Safeguarding & Prevent Lead (DSPL/DDSPL)

In line with Recommendation 2 of Peter Clarke's report (July 2014):
"the governing body of every school extends the responsibilities of the teacher designated Child Protection Officer to include Prevent within his/her role. The mandatory Child Protection bi-annual update training undertaken by these responsible teachers should include the Prevent Strategy. This training should then be cascaded by the Child Protection Officer to every member of staff, governor or volunteer as an adult involved in the protection of children at the school."

The role of the Designated Safeguard Lead (DSL) will be extended to include the responsibilities of the Prevent strand of the Government's counter-terrorism strategy.

This includes:

- Handling any referrals to the Channel programme and supporting staff to make referrals
- Following up any referrals made to the Channel
- Provide advice and support to staff on protecting pupils at risk from the risk of radicalisation
- Provide staff training on the Prevent Duty
- Provide guidance to other staff members to help them support pupils at risk of being drawn into terrorism
- Understanding local procedures for making Prevent referral and making Prevent referrals where appropriate
- Considering if it would be appropriate to share any information with a new school or college in advance of a pupil leaving, e.g. if the pupil is currently receiving support through the 'Channel'

programme and the information would allow the new setting to have support in place for when the pupil arrives.

- Establishing protocols which ensure that visiting speakers (invited by staff or students) are suitable and appropriately supervised within school.
- working in partnership with St Helens SCB, the students' individual SCBs, Adult social care and community police for guidance and support
- Attending appropriate 'designated person' training at least every two years which will also include training on extremism and radicalisation and its safeguarding implications.
- Coordinating referral to Channel or SCB/LSAB and any other bodies as appropriate e.g.: Independent Safeguarding Authority (ISA), placing authority.
- Developing an appropriate and relevant 24- hour curriculum which ensures students are equipped with the skills to be resilient and keep themselves safe from extremism.

Designated Safeguarding & Prevent Lead: Rebecca Worsley
                                            Assistant Head/DSL

Deputy Designated Safeguarding & Prevent Lead: Stuart Jamieson
                                                HOE/DDSL

4.2 Head teacher
The head teacher is responsible for:
- The overall implementation and management of this policy
- Ensuring every staff member is familiar with the scope of this policy
- Ensuring pupils are taught about British values through the curriculum
- Ensuring the school is a safe place in which pupils can understand and discuss sensitive topics, including terrorism and extremism, and are able to challenge these ideas.
- Undertaking a risk assessment to determine whether pupils are at risk of being drawn into terrorism
- Identifying extremist risks in the local area
- Ensuring visitors and speakers at the school are appropriate and vetted prior to them having access to pupils.

4.3 Chief Executive Officer
    Where a concern refers to the DSPL then the Chief Executive Officer (in consultation with the DDSPL) will take the lead into any such investigations.

4.4 The Governing Body and Board of Trustees

The Governing Body and Board of Trustees will undertake appropriate training to ensure they are clear about their roles and the parameters of their responsibilities as Governors and Trustees, including their statutory safeguarding duties and the Prevent Duty.

The designated Safeguarding Link Governor (Kelley Garth) will include the Prevent Duty in this aspect of their role supporting the organisation in tackling extremism and radicalisation and monitoring practice.

In line with Recommendation 13 of Peter Clarke's report (July 2014):

"All schools should include details on their website of their governing body. This should include the full name of the individuals, along with any committees they attend; the method of appointment (eg whether a local authority appointment or an elected parent governor); and the expected period of the appointment, in order to promote transparency over the running of schools"

Details of the Governing Body will be published on the Wargrave House website to promote transparency.

4.5 Staff

4.5.2 All staff members are responsible for:

- Using their professional judgement to identify pupils who may be at risk of radicalisation and acting proportionately
- 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 the risk factors of extremism and radicalisation and any changes in a pupil's behaviour which could indicate that they may be in need of help or protection
- Raising any concerns with the DSL (or deputies, in their absence)
- 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.

4.5.3 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.

4.6 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, advising and supporting 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 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.

5.7   In line with the 'Acceptable Use of IT' policy, the school & college provides online safety utilising forensic controls. Esafe's detection technology ensures that we meet the requirements outlined in the government's 'Prevent Strategy', as it uses a series of markers sourced from law enforcement, specialist organisations, local authorities and schools to identify such risk. For more information on Esafe, please see the **'Acceptable Use of IT policy, Procedure 6.5'**.

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 compete 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 8506
                                        prevent@merseyside.police.uk
                                        Twitter: @merpolprevent

        Merseyside Channel Officer: Michael (Mike) Sage
                                        Michael.Sage@merseyside.police.uk
                                        channel.project@gmp.pnn.police.uk
                                        0151 777 8311

You can also call the national police Prevent advice line 0800 011 3764, in confidence, to share your concerns with our specially trained officers.

Please note: Due to the context of our setting, we would liaise with other prevent authorities linked to the student's host authority

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 program 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 204) *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
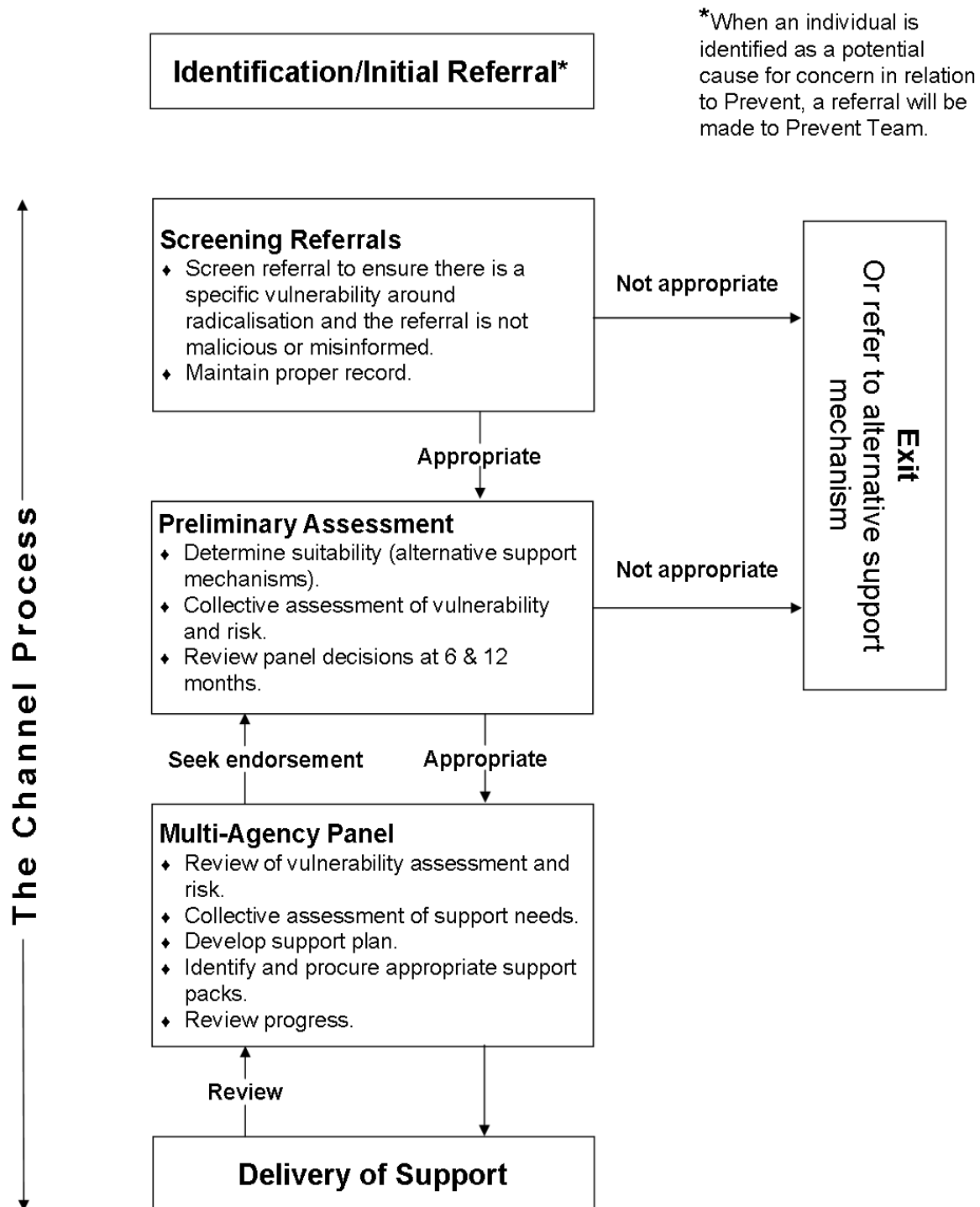
www.peacemuseum.org.uk

www.schoolslinkingnetwork.org.uk

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

CHANNEL PROCESS

The diagram show the different stages within the Channel Process:

Identification/Initial Referral*

*When an individual is identified as a potential cause for concern in relation to Prevent, a referral will be made to Prevent Team.

Screening Referrals
- Screen referral to ensure there is a specific vulnerability around radicalisation and the referral is not malicious or misinformed.
- Maintain proper record.

Not appropriate →

Preliminary Assessment
- Determine suitability (alternative support mechanisms).
- Collective assessment of vulnerability and risk.
- Review panel decisions at 6 & 12 months.

Not appropriate →

Exit
Or refer to alternative support mechanism

Appropriate

Seek endorsement · Appropriate

Multi-Agency Panel
- Review of vulnerability assessment and risk.
- Collective assessment of support needs.
- Develop support plan.
- Identify and procure appropriate support packs.
- Review progress.

Review

Delivery of Support

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.homeof ce.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 in influenced or controlled by a group
- Relevant mental health issues

The school will cooperate with local panels involved in the Channel process. A representative of the school will attend meetings as required to aid the mitigation of identified risk and vulnerabilities. This includes contributing towards the support plan and sharing information necessary and proportionate to the effective working of the panel.

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 mind-set 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

4. Preventing radicalisation

The school will assess the risk of pupils being drawn into terrorism through identifying the factors that affect children in the local area and knowing how to identify those at risk.

Allegations and concerns of radicalisation and/or terrorism will always be taken seriously and staff will act proportionately, which may include making a Prevent referral.

Where appropriate, pupils will be helped to channel their desire for excitement and adventure into suitable and healthy activities.

Extremist propaganda is widely available online – the school will ensure that British values are promoted regularly to encourage pupils to develop an appreciation of society. The school will work with local religious and cultural organisations to instil a strong sense of identity in our pupils, as well as a clear place and purpose within the school.

The school recognises that pupils' parents and families are best-placed to spot signs of radicalisation and, as such, will promote effective engagement with parents and families.

All internet activity that takes place on site will be recorded, as well as activity on any school-owned computers, laptops and tablets off site, and appropriate filters will be installed to protect children from terrorist and extremist material online, in accordance with the Online Safety Policy. In accordance with KCSIE and our Child Protection and Safeguarding Policy, pupils will be taught about the importance of staying safe online through PSHE lessons.

We will always aim to integrate and engage every child within the school community, and in the wider community. A range of different religious and

cultural festivals will be celebrated across the year giving every pupil the opportunity to take part.

The school will monitor and assess incidents which suggest pupils are engaging, or are at risk of engaging, in extremist activity and/or radicalisation. Where a pupil has been identified as at risk of radicalisation, the school will take action proportionate to the incident or risk.

5. Making a Judgement

Although extremist behaviour can be presented in many forms, the school recognises the following as potential indicators of radicalisation or a susceptibility to radicalisation:

- Disclosure about extremist or radicalised behaviour by pupils – this could include exposure to materials outside of school
- Use of specific terms associated with certain ideological views, e.g. 'hate' language
- Intelligence reports from local and national agencies regarding the radicalisation of groups of people in the local area
- Focus on specific narratives that highlight particular extremist views
- Evidence of accessing online materials that include extremist materials
- Refusal to accept views expressed by others which is counter to the school's Equality Information and Objectives Policy
- Documented concerns raised by parents or family members about the changing behaviour of the pupil
- References to an extremist narrative in the pupil's work
- Disassociation from existing friendship groups
- A loss of interest in activities in which they previously engaged
- Behavioural characteristics, such as low self-esteem, isolation, and perceptions of failure and injustice
- Family tensions
- Events affecting their country or region of origin
- Alienation from UK values
- Grievance triggered by personal experience of discrimination
- Property damage
- Refusal to cooperate with the requests of teachers or other adults

When assessing whether a pupil is at risk of radicalisation, staff will ask themselves the following questions:
- Does the pupil have access to extremist influences through the internet?
- Does the pupil possess or actively seek extremist material?
- Does the pupil sympathise with, or support, extremist groups or behaviour in their speech or written work?
- Does the pupil's demeanour suggest a new social, religious or political influence, e.g. through jewellery or clothing?
- Has the pupil previously been a victim of discrimination or a religious crime?

- Has the pupil experienced any major disagreements with their peers, family or faith groups, and leading to rejection, isolation or exclusion?
- Does the pupil display an irregular and distorted view of religion or politics?
- Does the pupil display a strong objection towards specific cultures, faiths or race?
- Is the pupil a foreign national awaiting a decision regarding deportation or immigration?
- Is there an irregular pattern of travel within the pupil's family?
- Has the pupil witnessed or suffered from trauma or violence in a war zone or through sectarian conflict?
- Is there evidence of a relative or family friend displaying extremist views?
- Has the pupil travelled for extended periods of time to international locations?
- Does the pupil have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the pupil display a lack of affinity or understanding for others?
- Is the pupil a victim of social isolation?
- Does the pupil have insecure, conflicted or absent family relationships?

Critical indicators include where a pupil is:
- In contact with extremist recruiters.
- Articulating support for extremist causes or leaders.
- Accessing extremist websites.
- In possession of extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining extremist organisations.
- Making significant changes to their appearance and/or behaviour.

The DSL, and any deputies, will undergo **termly** Prevent awareness training in order to provide advice and support to staff on protecting pupils from the risk of radicalisation. Staff will undergo **termly** Prevent awareness training, delivered by the DSL, in order to ensure that they are up-to-date to recognise indicators of radicalisation. Staff, including the DSL and any deputies, will also undergo regular training in response to any updates.

The school will encourage staff to engage with online government resources, including the website 'Educate Against Hate', and the Prevent e-learning modules provided by the Home Office.

6. Making a referral

In accordance with the school's Child Protection and Safeguarding Policy, if any member of staff has any concerns about a pupil, they will raise this with the DSL.

Parents will be contacted to discuss the issue and investigate where there are any mitigating home circumstances, unless doing so would put the pupil at further risk of harm. A decision will be made at this meeting to determine whether a referral should

be made to the Channel programme. In most cases, the DSL will refer the case to the Channel programme where there is a radicalisation concern, as appropriate.

Staff members may make referrals to the Channel programme if they deem it necessary – the DSL will be notified in all cases and will support staff members who do so. Staff members will be informed that they may be asked to attend a Channel panel to discuss the pupil who has been referred to determine whether support is required. The LA's Channel panel will decide which support, if any, is required and arrange for this support to be implemented.

The DSL will follow up any referrals and the pupil will be monitored for a period of time to determine whether there have been any changes in behaviour. Parents will be consulted during this period, unless doing so would put the pupil at further risk of harm. If any concerns are raised, the DSL will contact the Channel programme to discuss further steps.

The DSL will record and retain all incidents for school records in accordance with the Data Protection Act 2018 and the UK GDPR, as outlined in the Data Protection Policy.

7. Promoting fundamental British values

Through the national curriculum, the school will:
- Teach our pupils a broad and balanced international history.
- Represent the cultures of all of our pupils.
- Teach a wide range of English and non-English literature.
- Commemorate World War 1 and 2.
- Discuss the UK's relations with the rest of Europe, the Commonwealth and the wider world.

Through our social, moral, spiritual and cultural programme, the school will:
- Enable pupils to develop their self-knowledge, self-esteem and self-confidence.
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England.
- Encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.
- Enable pupils to acquire a broad general knowledge of, and respect for, public institutions and services in England.
- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of, and respect for, their own and other cultures.
- Encourage respect for other people.
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

The school will do this by:
- Including material on the strengths, advantages and disadvantages of democracy, and how democracy and the law work in Britain as part of our curriculum.
- Ensuring that all pupils within the school have a voice that is listened to, e.g. by demonstrating how democracy works via a school council whose members are voted for by the pupils.
- Using opportunities such as general or local elections to hold mock elections to offer pupils the chance to engage in politics from an early age.
- Offering a debate club to provide pupils with the opportunity to learn how to argue and defend points of view.
- Using teaching resources from a wide variety of sources to help pupils understand a range of faiths.
- Considering the role of extra-curricular activities, including any activity run directly by pupils, in promoting fundamental British values.

8. Community Links
The school will engage in annual community round-table discussions with local community and religious leaders, and local law enforcement. Governing board meetings will include discussion about extremism and terrorism where appropriate.
The school will operate an open-door policy for community members to report concerns.
The school will, where appropriate, partake in community festivals, religious celebrations and other events. The school will select a range of charities to support across the year which represent our school community, including local community groups.

9. Monitoring and Review
This policy is reviewed by the DSL/ DDSL annually.

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 (e.g. 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 (e.g. 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 e.g. 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 an 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 e.g. 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.

Appendix 5

This form can be completed online at the following link:
https://www.merseyside.police.uk/advice/advice-and-information/t/prevent/prevent/

REFERRAL PROCESS	
By sending this form you consent for it to arrive with both your dedicated Local Authority safeguarding team & Prevent policing team for a joint assessment. Wherever possible we aim to give you feedback on your referral, please be aware, however, that this is not always possible due to data-protection & other case sensitivities. Once you have completed this form, please email it to: **prevent@merseyside.police.uk** If you have any questions whilst filling in the form, please call: 0151 777 8506	

INDIVIDUAL'S BIOGRAPHICAL & CONTACT DETAILS	
Forename(s):	First Name(s)
Surname:	Last Name
Date of Birth (DD/MM/YYYY):	D.O.B.
Approx. Age (if DoB unknown):	Please Enter
Gender:	Please Describe
Known Address(es):	Identify which address is the Individual's current residence
Nationality / Citizenship:	Stated nationality / citizenship documentation (if any)
Immigration / Asylum Status:	Immigration status? Refugee status? Asylum claimant? Please describe.
Primary Language:	Does the Individual speak / understand English? What is the Individual's first language?
Contact Number(s):	Telephone Number(s)
Email Address(es):	Email Address(es)
Any Other Family Details:	Family makeup? Who lives with the Individual? Anything relevant.

DESCRIBE CONCERNS	**In as much detail as possible, please describe the specific concern(s) relevant to Prevent.**
Please Describe	

FOR EXAMPLE:
- How / why did the Individual come to your organisation's notice in this instance?
- Does it involve a specific event? What happened? Is it a combination of factors? Describe them.
- Has the Individual discussed personal travel plans to a warzone or countries with similar concerns? Where? When? How?
- Does the Individual have contact with groups or individuals that cause you concern? Who? Why are they concerning? How frequent is this contact?
- Is there something about the Individual's mobile phone, internet or social media use that is worrying to you? What exactly? How do you have access to this information?
- Has the Individual expressed a desire to cause physical harm, or threatened anyone with violence? Who? When? Can you remember what was said / expressed exactly?
- Has the Individual shown a concerning interest in hate crimes, or extremists, or terrorism? Consider *any* extremist ideology, group or cause, as well as support for "school-shooters" or public-massacres, or murders of public figures.
- Please describe any other concerns you may have that are not mentioned here.

COMPLEX NEEDS	**Is there anything in the Individual's life that you think might be affecting their wellbeing or that might be making them vulnerable in any sense?**
Please Describe	

PERSON WHO FIRST IDENTIFIED THE CONCERNS	
Do they wish to remain anonymous?	Yes / No
Forename:	Referrers First Name(s)
Surname:	Referrers Last Name
Professional Role & Organisation:	Referrers Role / Organisation
Relationship to Individual:	Referrers Relationship To The Individual
Contact Telephone Number:	Referrers Telephone Number
Email Address:	Referrers Email Address
PERSON MAKING THIS REFERRAL (if different from above)	
Forename:	Contact First Name(s)
Surname:	Contact Last Name
Professional Role & Organisation:	Contact Role & Organisation
Relationship to Individual:	Contact Relationship to the Individual
Contact Telephone Number:	Contact Telephone Number
Email Address:	Contact Email Address

RELEVANT DATES	
Date the concern first came to light:	When were the concerns first identified?
Date referral made to Prevent:	Date this form was completed & sent off?

FOR EXAMPLE:

- Victim of crime, abuse or bullying.
- Work, financial or housing problems.
- Citizenship, asylum or immigration issues.
- Personal problems, emotional difficulties, relationship problems, family issues, ongoing court proceedings.
- On probation; any erratic, violent, self-destructive or risky behaviours, or alcohol / drug misuse or dependency.
- Expressed feelings of injustice or grievance involving any racial, religious or political issue, or even conspiracy theories.
- Educational issues, developmental or behavioural difficulties, mental ill health (see **Safeguarding Considerations** below).
- Please describe any other need or potential vulnerability you think may be present but which is not mentioned here.

OTHER INFORMATION	Please provide any further information you think may be relevant, e.g. social media details, military service number, other agencies or professionals working with the Individual, etc..
Please Describe	

REFERRER'S ORGANISATIONAL PREVENT CONTACT (if different from above)	
Forename:	Referrers First Name(s)
Surname:	Referrers Last Name
Professional Role & Organisation:	Referrers Role / Organisation
Relationship to Individual:	Referrers Relationship To The Individual
Contact Telephone Number:	Referrers Telephone Number
Email Address:	Referrers Email Address

SAFEGUARDING CONSIDERATIONS	
Does the Individual have any stated or diagnosed disabilities, disorders or mental health issues?	Yes / No
Please describe, stating whether the concern has been diagnosed.	

Have you discussed this Individual with your organisations Safeguarding / Prevent lead?	Yes / No
What was the result of the discussion?	
Have you informed the Individual that you are making this referral?	Yes / No
What was the response?	
Have you taken any direct action with the Individual since receiving this information?	Yes / No
What was the action & the result?	
Have you discussed your concerns around the Individual with any other agencies?	Yes / No
What was the result of the discussion?	

INDIVIDUAL'S EMPLOYMENT / EDUCATION DETAILS	
Current Occupation & Employer:	Current Occupation(s) & Employer(s)
Previous Occupation(s) & Employer(s):	Previous Occupation(s) & Employer(s)
Current School / College / University:	Current Educational Establishment(s)
Previous School / College / University:	Previous Educational Establishment(s)

THANK YOU
Thank you for taking the time to make this referral. Information you provide is valuable and will always be assessed.
If there is no Prevent concern but other safeguarding issues are present, this information will be sent to the relevant team or agency to provide the correct support for the individual(s) concerned.