

Prevent Duty – Anti-Radicalisation Policy

Policy Statement

The South Devon Steiner School, hereafter referred to as the SDSS, includes The Early Childhood Department (ECD), Lower & Middle School, Upper School, including South Devon Steiner College (classes 11 & 12). This policy is one of a series in the school's integrated safeguarding portfolio. It details how SDSS undertakes its statutory responsibilities to fulfil the Prevent duty. SDSS sees it as part of its wider safeguarding duties to protect children from the risk of radicalisation. SDSS will ensure that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified.

The policy has regard to the following DfE guidance and advice, (for a detailed list please refer to 'compliance' at the end of this policy):

1. *'Keeping children safe in education'*, September 2018 (KSCIE)
2. *'Working Together to Safeguard Children'*, July 2018, A guide to inter-agency working to safeguard and promote the welfare of children
3. Revised *'Prevent Duty' 2015*: Departmental advice for schools and childcare providers, June 2015
 - ✧ The use of social media for on-line radicalisation

Until the new local arrangements are in place, no later than 29 June 2019, SDSS is working in partnership with Devon Children and Families Partnership (former known as Devon Safeguarding Children Board).

This policy is available on the school website and from the school office.

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Written by

Designated Safeguarding Lead & Deputy Safeguarding Lead:	Anja Toddington Gaby Wood	Date: October 2016
Approved by Safeguarding trustee:	Edwina Radcliffe	Date: November 2016
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Reviewed & Amended By:	Gaby Wood - DSL	Date: December 2018
Approved by Safeguarding Trustee:	Juliet Crittenden	Date: December 2018
Status & Review Cycle:	Statutory/Annual	Date: September 2019

Safeguarding Key Personnel

Designated Safeguarding Lead (DSL) / Prevent Lead (Single Point of Contact)	Gaby Wood
dsl@steiner-south-devon.org	
T 01803-897377 ext. 203	

Deputy DSL and School Education Manager:	Jeff van Zyl
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T 01803 897 377 ext. 216	

Child Protection & Safeguarding Governor/Trustee and Chair of Trustees:	Juliet Crittenden
juliet.crittenden@steiner-south-devon.org	

Designated Safeguarding Person & Designated Teacher for 'Looked after Children':	Karola Hassall
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Definition of Prevent Duty

From 1 July 2015 all schools, registered early years childcare providers and registered later years childcare providers (referred to in this advice as „childcare 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. Paragraphs 57-76 of the guidance are concerned specifically with schools and childcare providers.

Principles

The SDSS is fully committed to safeguarding and promoting the welfare of all its pupils. As a school we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. All staff are expected to uphold and promote the fundamental principles of British values, including

- Democracy;
- The rule of law;
- Individual liberty;

Mutual respect, and tolerance of those with different faiths and beliefs. Definitions

Radicalisation refers to the process by which a person comes to support terrorism, forms of extremism and/or associated terrorist groups.

Extremism 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, sexual orientation and beliefs. Also included in the definition of extremism would be a call for the death of members of our armed forces, whether in this country or overseas.

Non-violent Extremism is defined as extremism, but without violence. Non-violent extremism can create an atmosphere in a community which can popularise the view of terrorism which terrorists can then exploit.

Threat of Terrorism

The UK faces several different terrorist threats, including:

- Islamist terrorism mainly connected to Daesh and Daesh-inspired terrorists also known as ISIS or ISIL
- Extreme right-wing terrorism, including neo-Nazis
- Northern Ireland related terrorism (NIRT)

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Aims

The main aims of this policy statement are to ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that “*such issues will not happen here*” and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.

The objectives and actions across the following areas:

- Establish an understanding of the risk profile of radicalisation and extremism amongst pupils and staff;
- Ensure staff understand what the Prevent Duty is;
- Ensure staff implement the duty effectively;
- Ensure staff understand the risk and build the capability to deal with it;
- Provide training and communicate the importance of the Prevent Duty: Completion of the EduCare online course;
- Share information to ensure that any pupil/person at risk of radicalisation is given appropriate support;
- SDSS will work in partnership and co-operate with the local Prevent Co-ordinator, the Police, the Local Authority and through existing multi-agency forums.

Procedures for Referrals

Although serious incidents involving radicalisation have not occurred at SDSS to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the region in which we teach. Staff are reminded to suspend any professional disbelief that instances of radicalisation “*could not happen here*” and to refer any concerns through the appropriate channels (currently via the Designated Safeguarding Lead, Gaby Wood).

The Role of the Curriculum

Our curriculum promotes respect, tolerance and diversity. Children are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others.

Our PSHE (Personal, Social and Health Education) provision is embedded across the curriculum, and underpins the ethos of the school. Children throughout the school learn about a wide variety of religions and beliefs in a respectful and balanced way. Active debate and questioning is promoted in the delivery of lessons.

It is recognised that children with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.

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Children are regularly taught about how to stay safe when using the Internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the Internet.

Visiting Speakers

The school will not allow its premises to be used by any visiting speaker who does not support the principles of this document.

Working in Partnership

The Prevent duty builds on existing local partnership arrangements. A document available on the devonsafeguardingchildren.org website from Devon and Cornwall Police called, 'A Protocol for Working with Adults and Young People who are Vulnerable to Violent Extremism & Terrorism' is available to download for more information.

Who may be at risk of being radicalised?

All terrorist groups around the world need to radicalise and recruit people to their cause. How they go about this varies with each group. Some want a few select, key people with what they see as the right capabilities, others seek to be mass movements and to transition from being terrorists to insurgents capable of overthrowing legitimate governments.

Indicators of Vulnerability that could lead to Radicalisation include:

Identity

- the student/pupil is distanced from their cultural /religious heritage and experiences;
- discomfort about their place in society;
- personal crisis – the student/pupil may be experiencing family tensions;
- a sense of isolation;
- low self-esteem;
- peer pressure
- they may have dissociated from their existing friendship group and become involved with a new and different group of friends;
- they may be searching for answers to questions about identity, faith and belonging.

Personal Circumstances

- migration;
- local community tensions; and
- events affecting the student/pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy

Unmet Aspirations

- the student/pupil may have perceptions of injustice;

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- a feeling of failure;
- rejection of civic life;

Experiences of Criminality

- involvement with criminal groups
- imprisonment; and
- poor resettlement/reintegration on release

Special Educational Needs

- social interaction
- empathy with others
- understanding the consequences of their actions; and awareness of the motivations of others

Vulnerability Assessment Framework

In assessing if a young person is at risk of being drawn into terrorism, a Vulnerability Assessment Framework is used by the multi-agency Channel panel. The framework involves three dimensions. These are:

- Engagement factors, otherwise known as ‘psychological hooks’. They include needs, susceptibilities, motivations and contextual influences and together map the individual pathway into terrorism.
- 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
- Capability to cause harm. Not all those who intend to cause harm are capable of doing so.

Signs and Indicators

As young people go through a process of testing and developing their identity, they may be particularly vulnerable to being groomed or radicalised, either face-to-face or online.

Very few people that have extremist ideologies become involved in violent activity. However, it is important to consider the following points contextualised to what you know about the individual.

Do they

- advocate extremist messages;
- access extremist literature and imagery;
- show an interest in and sympathy to extremist causes;
- glorify violence;
- justify the use of violence to solve societal issues;
- refuse to listen to different points of view;
- feel persecuted;
- own additional mobile phones or devices;
- spend an increasing amount of time on the internet. This may be in secret or they may have more than one online identity.

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Have they

- changed their friendship group or associate with people who hold extremist beliefs;
- lost interest in previous activities;
- changed behaviours and beliefs;
- changed their appearance;
- become increasingly argumentative and abusive to others;
- become disengaged from their studies.

Many studies show that radicalisation often occurs as people search for identity, meaning and community and therefore, young people may be particularly vulnerable.

The role of Social Media

Extremist groups make use of the internet to promote extremist materials, recruit and radicalise individuals. This can range from someone watching or reading extremist material to being encouraged to support and engage in extremist values. The *Terrorism Act 2000 and 2006* made it illegal to have or share information that could be useful to terrorists.

Examples of social media platforms that recruiters use to radicalise are:

- **Facebook** is used by supporters of terrorism to share content, such as news stories, and YouTube videos.
- **Twitter** is a platform on which to share propaganda. It is easy to open an account, stay relatively anonymous and share material with large groups of people. Extremists can share their opinions easily on current international events and politics at any time.
- **YouTube** is a video sharing website. Multiple 'dummy' accounts are set up so that when videos are taken down, they can be reposted quickly.
- **ASK.FM** is often used by those considering travel to Syria or Iraq to ask British jihadis and female supporters about travel, living standards, recruitment, fighting and the broader ideology. The answers given by supporters are encouraging, saying all their difficulties will be solved if they travel to the region.
- **Instagram** is used by fighters and supporters to share photos, including pictures of their life in the region showing landscapes and images suggesting they are living a full and happy life.
- **Tumblr** is a blogging site exploited by fighters to promote longer, theological arguments for travel.
- **Private messaging** is used by supporters to encourage others to message them on private peer-to-peer networks when asking for sensitive information, such as how to travel, what to pack and who to contact when they arrive. They include **WhatsApp, Whisper, Yik Yak, Kik, Viber** or **Omegle**.
- **Video game forums** are similar to social media in that there is an increasing number of video games with chatrooms and forums. Extremists often use these sites because they are harder to monitor, and they can hide their identity.

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Procedure for Raising Concerns

If any trustee or member of staff has any concerns about a pupil they should refer their concerns immediately to the Designated Safeguarding Lead (DSL) in the same way that a child protection and safeguarding concern is referred. This may be a very obvious concern (e.g. a pupil has been seen accessing websites promoting violent extremism) or a less obvious concern (e.g. a pupil matches many of the above warning signs or risk factors: they have become isolated, angry, are experiencing family tensions, have changed friendship groups and have begun to justify the use of violence to resolve injustices).

The Department for Education has set up a **telephone helpline (0207 340 7264)** to enable people to raise concerns directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk.

The government also provides an online reporting tool for concerns about online material that promotes terrorism or extremism. <https://www.gov.uk/report-terrorism>

Promoting good practice

Assess the risk of children and young people being drawn into radicalisation, including support for extremist ideas that are part of terrorist ideology.

- Ensure children are safe from extremist material when accessing the internet in school by having clear IT policies in place and a suitable filtering system.
- Ensure they integrate online safety into the curriculum.
- Encourage and promote positive values and community cohesion.
- Practice and encourage open debate and critical thinking.
- Work directly with children and young people to help build their resilience to radicalisation by promoting fundamental British values and challenging extremist views; for example, in PSHE, religion and other related subjects.
- Help children recognise and manage risk, make safer choices and recognise when pressure from others threatens their personal safety and wellbeing.
- Provide information on support available to staff, pupils and parents.

Channel (Programme) - Intervention to Prevent and Support Programme

- Channel is a programme which focusses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.
- It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation.
- An individual's engagement with the programme is entirely voluntary at all stages.
- Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place.
- The panel must be chaired by the local authority and include the police for the relevant local authority area.

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- Following a referral the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals.

Channel is available at: <https://www.gov.uk/government/publications/channel-guidance>

Links to Other Policies

- Safeguarding and Child Protection Policy
- Anti-bullying policy
- Personal, Social and Health Education Economics Policy (PSHEE)
- Human Values Policy & British Values Statement
- Cyber-Bullying Policy
- Social Media & E-safety Policy
- Data Protection & Information Sharing Policy
- Boarding Policy
- Mobile Camera, Phone & ICT Devices Policy
- ICT AUP Policy (including BYOD)
- SEND Policy
- Behaviour Policies for: class 1-3, 4-8, & 9-12
- Staff Code of Conduct

Compliance

- DfE, *'The Prevent Duty'*, Departmental advice for schools and childcare providers', June 2015
- DfE, *'Keeping Children safe in education'*, Statutory guidance for schools and colleges, September 2018
- *'Working Together to Safeguard Children'*, July 2018
- *Counter Terrorism and Security Act 2015*, section 26 ("the CTSA"), in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism, and
- Statutory guidance under section 29 of the CTSA 2015 ("the Prevent guidance2)
- *Channel programme*, section 36 to 41 of the CTSA
- Devon and Cornwall Police called, *'A Protocol for Working with Adults and Young People who are Vulnerable to Violent Extremism & Terrorism'*, version 4.1 - October 2015
- Supporting documents on the following websites:
 - <https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc>
 - <https://www.gov.uk/government/publications/improving-the-sm-sc-development-of-pupils-in-independent-schools>
 - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/118194/channel-guidance.pdf
 - <https://www.gov.uk/government/publications/prevent-duty-guidance>

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Contacts

- DCC Prevent Co-ordinator: Simon Kitchen Simon.Kitchen@devon.gov.uk 07392 383 000
- prevent@devonandcornwall.pnn.police.uk 01392 452 555
- channelsw@devonandcornwall.pnn.police.uk
- **Police** 999
- **Local Policing Team** 101
- Regional Police Prevent & Channel Team 07392 452 328
- DfE telephone emergency helpline 020 7340 7264
- DfE non-emergency email counter.extremism@education.gsi.gov.uk
- **M.A.S.H.** 0345 155 1071 (out of hours: 0845 6000 388)

Useful links

- [Prevent tragedies](#) - Created due to increasing concern about the numbers of people who are putting themselves at risk by travelling to Syria and other conflict zones and to help the numbers of families that have been torn apart by fear when their loved ones travel.
- <http://www.ltai.info/> - Let's Talk about It website. Contains detailed information about Prevent, Channel, Travel Advice, Charitable giving advice and a host of useful resources.
- <https://www.getsafeonline.org/> - A useful site for internet safety advice on all types of potential safeguarding issues, including terrorism.
- <https://www.gov.uk/report-terrorism> – Website where you can report terrorist online content
- <http://www.wewillinspire.com/> - A non-governmental advocacy organisation (NGO) working to counter extremism and gender inequality. Aims to empower women to support human rights and to challenge extremism and gender discrimination.
- <http://www.familiesmatter.org.uk/> - established in 2007 and is a UK-based organisation providing support to vulnerable families and individuals
- <https://www.gov.uk/foreign-travel-advice> - UK government travel advice