LADY MARGARET SCHOOL

SUPPLEMENT TO THE SAFEGUARDING POLICY

IDEOLOGICAL HARM: RADICALISATION, EXTREMISM AND THE "PREVENT DUTY" [DRAFT 1]

Adopted: 1st February 2016

Review: At the next meeting of the Staffing & General Purposes Committee

1   **Introduction**
        The Governors' present intention is to adopt the 2016 Tri-Borough model safeguarding policy for schools when it is published. Because the publication of this model policy has been delayed the Governors adopt this supplement to their existing Safeguarding Policy in order to assist the school in the interim.

2   **Summary of the Prevent Duty**
        Though not an accepted category of abuse in its own right, the vulnerability of students to being seduced by extreme ideological positions is something we take very seriously. Recent government legislation means that it is helpful to include here a summary of the new 'Prevent Duty' for those working in education.

3   Radicalisation refers to the process by which a person comes to support terrorism or forms of extremism. Consistent with the requirement to promote fundamental British values, all staff have a statutory duty to have due regard to the need to prevent students from being drawn into terrorism. In interpreting what is meant by 'due regard', we take guidance from the government's Prevent strategy, including the Channel programme, which aims to ensure that vulnerable students of any faith, ethnicity or background receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism. Success of this programme depends on effective communication and co-operation between staff, individuals, their families and (where appropriate) the Local Authority and other agencies.

4   Without undermining values such as freedom of speech, mutual respect and tolerance, all staff must respond to the ideological challenge of extremist views. 'Extremism' is defined as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. The definition specifically includes calls for the death of members of our armed forces, whether in this country or overseas. It also includes the notion of non-violent extremism, which can create an atmosphere conducive to terrorism and popularise views which terrorists exploit. Extremism can take many

forms whether ideological, political or religious. It can manifest itself explicitly and aggressively, for example through inciting hatred or a call to arms, or through more subtle and sophisticated channels of propaganda, including social media. These channels exploit aspirational images of success, status and belonging, and personal and moral duty which can capture the imagination of young minds.

5   Our classrooms are safe spaces where students can understand and discuss a wide range of sensitive topics, including extremism. In the process of promoting critical thinking, and in learning how to challenge terrorist ideologies, we recognise that staff may occasionally find themselves faced with a paradox. In an educational and developmental context, it is natural for students to want to explore and question different views and beliefs, some of which may, if only hypothetically or temporarily, challenge fundamental British values. Staff must exercise careful professional judgment in such cases, and above all, whether inside or outside the classroom, they must be particularly alert to risk-indicators of vulnerable students and, if appropriate, must seek further guidance. Over-simplified assessments can increase, rather than reduce risk.

6   This is a complex and sensitive area where respect for freedom of speech and the personal autonomy of students must be held in balance with our duty to protect them against this form of abuse.

7   There are five dimensions to the actions we take in response to the Prevent Duty:
   • Risk assessment
   • Working in partnership with local authorities
   • Awareness raising amongst staff.
   • Protection from terrorist and extremist material when accessing the internet in school/college
   • Building resilience to radicalisation through the curriculum, e.g. through citizenship and religious education, and considerations for pupils' spiritual, moral, social and cultural (SMSC) development.

8   **Specific tasks for the Designated Safeguarding Lead ("DSL") relating to the Prevent Duty**
   The DSL should establish appropriate and proportionate measures to raise awareness of the Prevent Duty amongst staff and to achieve the following:

   • assess the risk of students being drawn into terrorism. Document the risk assessment and any subsequent action plan. Examples of a Prevent Self-Assessment Template, and Prevent Duty Action Plan, are available here: http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/docum ents/safeguarding/Educationtoo lkit.pdf

- ensure that safeguarding arrangements take into account the Prevent policies and procedures of the Local Safeguarding Children Board (LSCB)

- ensure that staff, including newly inducted staff, have training that gives them the knowledge and confidence to identify students at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism. As a minimum, the DSL should attend training where available, and be aware of the process for referring individual cases of vulnerability to the Channel programme, as opposed to local Children's Services in the normal way

- ensure that there is appropriate supervision of visiting speakers to the school/college to prevent presentations (including the distribution of materials) which are contrary to fundamental British values

- the incorporation of any necessary syllabus amendments (e.g. in citizenship, history, politics, religious education)

- protection for students from terrorist or extremist material when accessing the internet

- ensure that there are clear referral procedures for staff to raise concerns to the Child Protection leads within the school and by external referral to the local authority

9 More guidance on the Channel programme is available here:
    https://www.gov.uk/government/publications/channel-guidance

10 Guidance for schools on how terrorist groups such as ISIL use social media to encourage travel to Syria and Iraq is available here:
    https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation

11 For details of measures to minimise the risk of internet exposure to harmful material, refer to the ICT policy.

12 Where appropriate, staff should familiarise themselves with general risk indicators for vulnerability to being drawn into terrorism set out in Appendix 1 below.

13 The Governors also adopt the Bi-Borough Prevent Risk Assessment Template 2015-2016, which they attach as Appendix 2.

APPENDIX 1: RISK INDICATORS OF BEING DRAWN INTO TERRORISM

Vulnerability

- Identity Crisis - Distance from cultural/religious heritage and uncomfortable with

their place in the society around them

- Personal Crisis – Family tensions; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging

- Personal Circumstances – Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy

- Unmet Aspirations – Perceptions of injustice; feeling of failure; rejection of civic life

- Criminality – Experiences of imprisonment; poor resettlement/ reintegration, previous involvement with criminal groups

Access to extremism / extremist influences

- Is there reason to believe that the student associates with those known to be involved in extremism - either because they associate directly with known individuals or because they frequent key locations where these individuals are known to operate? (e.g. the student is the partner, spouse, friend or family member of someone believed to be linked with extremist activity)

- Does the student frequent, or is there evidence to suggest that she is accessing the internet for the purpose of extremist activity? (e.g. Use of closed network groups, access to or distribution of extremist material, contact associates covertly via Skype/email etc)

- Is there reason to believe that the student has been or is likely to be involved with extremist/ military training camps/ locations?

- Is the student known to have possessed or is actively seeking to possess and/ or distribute extremist literature/ other media material likely to incite racial/ religious hatred or acts of violence?

- Does the student sympathise with, or support illegal/illicit groups e.g. propaganda distribution, fundraising and attendance at meetings?

- Does the student support groups with links to extremist activity but not illegal/illicit e.g. propaganda distribution, fundraising and attendance at meetings?

Experiences, Behaviours and Influences

- Has the student encountered peer, social, family or faith group rejection?

- Is there evidence of extremist ideological, political or religious influence on the student from within or outside UK?

- Have international events in areas of conflict and civil unrest had a personal impact on the student resulting in a noticeable change in behaviour? It is important to recognise that many people may be emotionally affected by the plight of what is happening in areas of conflict (i.e. images of children dying) it is important to differentiate them

from those that sympathise with or support extremist activity

- Has there been a significant shift in the student's behaviour or outward appearance that suggests a new social/political or religious influence?

- Has the student come into conflict with family over religious beliefs/lifestyle/dress choices?

- Does the student vocally support terrorist attacks; either verbally or in her written work?

- Has the student witnessed or been the perpetrator/ victim of racial or religious hate crime?

Travel

- Is there a pattern of regular or extended travel within the UK, with other evidence to suggest this is for purposes of extremist training or activity?

- Has the student travelled for extended periods of time to international locations known to be associated with extremism?

- Has the student employed any methods to disguise their true identity? Has the student used documents or cover to support this?

Social Factors

- Does the student have experience of poverty, disadvantage, discrimination or social exclusion?

- Does the student experience a lack of meaningful employment appropriate to their skills?

- Does the student display a lack of affinity or understanding for others, or social isolation from peer groups?

- Does the student demonstrate identity conflict and confusion not normally associated with youth development?

- Does the student have any learning difficulties/mental health support needs?

- Does the student demonstrate a simplistic or flawed understanding of religion or politics?

- Does the student have a history of crime, including episodes in prison?

- Is the student a foreign national, refugee or awaiting a decision on their immigration/ national status?

- Does the student have insecure, conflicted or absent family relationships?

- Has the student experienced any trauma in their lives, particularly any trauma associated with war or sectarian conflict?

- Is there evidence that a significant adult or other in the student's life has extremist view or sympathies?

Other critical risk factors could include

•   Being in contact with extremist recruiters

•   Articulating support for extremist causes or leaders

•   Accessing extremist websites, especially those with a social networking element

•   Possessing 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

•   Significant changes to appearance and/or behaviour

If you have any concerns discuss them with your Safeguarding Lead and local Prevent Officer

**APPENDIX 2: THE BI-BOROUGH PREVENT
RISK ASSESSMENT TEMPLATE 2015-2016**

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