TASIS

THE AMERICAN SCHOOL IN ENGLAND

Preventing Extremism & Radicalisation Policy

The current version of any policy, procedure, protocol or guideline is the version held on the TASIS website. It is the responsibility of all staff to ensure that they are following the current version.

Document

Information Sharing Category	PUBLIC
TASIS Document reference (Org, Doc, version, date)	TASIS_PERP_V2_1_28062019
Version	3.0
Date published	04 September 2019
Date ratified by Head of School	04 September 2019
Review/Update date	04 September 2020
Responsible area	Director of Pastoral Care

> **The Local Authority Prevent Lead for support and advice for the prevention of radicalisation is: PC Oliver Greenaway. Tel: 101 ext. 39055 – 07720 043980 Email: Oliver.Greenaway@surrey.pnn.police.uk The non-emergency police telephone number is: 101 and the Department for Education (DfE) dedicated telephone helpline and mailbox for non - emergency advice for staff and members of the Board of Directors: 0370 000 2288 and counter-extremism@education.gsi.gov.uk.**

1. **Introduction**

   1.1. This policy applies to the whole school including EYFS and boarding.

   1.2. Our school's Prevent strategy aims to stop people entering into activities that may lead to them becoming terrorists or supporting terrorism.

   1.3. While it remains rare for children and young people to become involved in terrorist activity, young people from an early age can be exposed to terrorist & extremist influences or prejudiced views.

   1.4. As with other forms of safeguarding strategies, early intervention is always preferable. Schools, working with other local partners, families and communities, play a key role in ensuring young people and their communities are safe from the threat of terrorism. Each area of the UK has adopted their own definition of **safeguarding**, but these often include the following phrases: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and taking action to enable children in need to have optimum life chances.

   1.5. Our school sees prevent as a part of the safeguarding framework and communicates and promotes the importance of this to staff and ensure that they implement the *Prevent* duty effectively.

   1.6. The Prevent duty is not intended to stop pupils debating controversial issues. Our School's Preventing Extremism and Radicalisation Policy draws upon the guidance contained in the DfE document 'Keeping Children Safe in Education, (September 2018)' and the DfE's 'Teaching Approaches that help Build Resilience to Extremism among Young People' builds resilience to radicalisation by promoting fundamental British values through the curriculum and through social, moral, spiritual and cultural development, equips pupils with knowledge, skills and understanding to prepare them to play a full and active part in society and ensures that the school is a safe place to discuss sensitive issues, while securing balanced presentation of views and avoiding political indoctrination.

   1.7. Police see the current threats as:
      a. ISIS
      b. Al Qaeda (has a sophisticated on-line set up)
      c. Irish Republican terrorism

  d. Domestic Extremism/Extreme Right Wing
  e. Animal Rights and eco-terrorism

2. Legal and Best Practice Status

2.1. This policy complies with Part 2, paragraphs 5 (a) to (e) inclusive of the Education (Independent School Standards) (England) Regulations 2015), and other relevant and current regulations and any other guidance to which schools are obliged to have regard.

2.2. In adhering to this policy, and the procedures therein, staff and visitors contribute to the School's delivery of the outcomes to all children, as set out in s10 (2) of the Children's Act 2004. This Preventing Extremism and Radicalisation Safeguarding Policy is one element within our overall School arrangements to Safeguard and Promote the Welfare of all Children in line with our statutory duties set out at s175 of the Education Act 2002.

2.3. Our School's Preventing Extremism and Radicalisation Safeguarding Policy also draws upon the guidance contained in *Keeping Children Safe in Education (KCSIE) (*DfE: September 2018); *Working Together to Safeguard Children* (WT) A guide to inter-agency working to safeguard and promote the welfare of children (HM Government: 2018 and also Resources 'Learning Together to be Safe', 'Prevent: Resources Guide', 'Tackling Extremism in the UK', DfE's 'Teaching Approaches that help Build Resilience to Extremism among Young People' and Peter Clarke's Report

2.4. *Prevent Duty Guidance: for England and Wales* (March 2015) (*Prevent*). *Prevent* is supplemented by *The Prevent duty: Departmental advice for schools and childminders (June 2015)* and *The use of social media for on-line radicalisation (July 2015).*

2.5. Department for Education: '*How Social Media Is Used To Encourage Travel To Syria And Iraq: Briefing Note For Schools.'*

3. Related Documents:

3.1. Safeguarding Children – Safer Recruitment Policy; Anti-bullying; E-Safety Policy; Whistleblowing; Behaviour Management including Discipline, Sanctions and Exclusions Policy; Personal Social Health and Economic Education (PSHEE); Spiritual, Moral, Social and Cultural (SMSC) Development and Data Protection Policy.

3.2. Statutory guidance (Home Office) – see paras 1-27 generally and 57-76 for sector specific guidance for schools.

3.3. Links:
- The Prevent Duty: Departmental Advice for Schools and Childcare Providers (Department for Education)
- http://www.saferinternet.org.uk/advice-and-resources/teachers-and-professionals/safety-features

- o https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/440450?How_social_media_is_used_to_encourage_travel_to_Syria_and_Iraq.pdf

4. **Purpose**:

4.1. We ensure that:

a. The welfare and safety of individuals in our care is a major consideration at all times.
b. Our school complies with all the relevant current legislation and other National Standards which govern this area of our work.
c. Our students keep themselves and others in the wider community safe.
d. We prevent vulnerable young people in our care being exposed to radicalisation and extreme views
e. We provide opportunities for students to widen and develop interpersonal skills by meeting and forming relationships with people from outside the establishment.
f. Arrangements are in place to deal with concerns which may be raised about an individual/s in our care.

4.2. The Governments Prevent Strategy defines extremism as: "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. We also include in our definition of extremism calls for the death of members of our armed forces".

4.3. Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others. Education is a powerful weapon against this; equipping students with the knowledge, skills and critical thinking, to challenge and debate in an informed way. Therefore, at TASIS our Personal, Social, Health, Economic Education (PSHEE) program along with meeting the requirements set out in section 78 of the Education Act 2002 promote the spiritual, moral, social and cultural (SMSC) development of our students.

4.4. Through ensuring pupils' SMSC development, schools can also demonstrate they are actively promoting fundamental British values. Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with schools' duty to provide SMSC.

4.5. The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, both within and outside school. This includes not undermining fundamental British values.

4.6. It is our aim that students gain an enriched understanding and tolerance of difference and diversity to ensure that they thrive, feel valued and not marginalised. Any prejudice, discrimination or extremist views, including derogatory language, displayed by students or staff will always be challenged and where appropriate dealt

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with in line with our Disciplinary Policy for students and the Code of Behaviour for staff. As part of wider safeguarding responsibilities staff are alert to:

a. Disclosures by students of their exposure to the extremist actions, views or materials of others outside school, such as in their homes or community groups, especially where students have not actively sought these out;
b. Graffiti symbols, writing or art work promoting extremist messages or images;
c. Students accessing extremist material online, including through social networking sites and excessive usage;
d. Parental reports of changes in behaviour, friendship or actions and requests for assistance;
e. Partner schools, local authority services, and police reports of issues affecting students in other schools or settings;
f. Students voicing opinions drawn from extremist ideologies and narratives;
g. Use of extremist or hate terms to exclude others or incite violence;
h. Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture;
i. Attempts to impose extremist views or practices on others and
j. Anti-Western or Anti-British views.

4.7. In the event of concerns about a person becoming radicalised advice will be sought from Surrey County Council who have a panel which meets to address issues of individuals who have been identified as being at risk of radicalisation but have not committed any terrorism offence. This Panel meets when a referral has been made and referrals can be made by anyone. During any subsequent external investigation, for the individual to remain in our care, the senior management team will hold a focus meeting to identify risks and control measures that can be put in place to reduce that risk. They will decide if it is safe to keep the individual or whether they need to undertake a period of temporary exclusion.

5. Prevent Duty

5.1. The National Prevent Duty Guidance 2015 website is:
(www.gov.uk/government/publications/prevent-duty-guidance).

5.2. Educational establishments have a clear responsibility to exercise their duty of care and to protect the welfare of their students. Our curriculum promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life. It also promotes community cohesion.

5.3. It is understood that every school is unique. This means that any engagement or activity conducted under Prevent must be considered in light of local circumstances.

5.4. Prevent support can be adapted to ensure activity is both appropriate and proportionate. As the strategy identifies, Prevent can work within both violent and non violent extremism arenas and can include topics such as hate crime, racism,

bullying, on line safety and extreme political views. This means that the strategy can be delivered in a variety of ways depending on the institution, its requirements and the potential risk.

5.5. Our school promotes young people in making positive choices about their lives and endorses the Channel early intervention scheme for students who could be at risk of radicalisation. The non-statutory guidance can be found here http://course.ncalt.com/Channel_General_Awareness/01/index.html.

Channel is a national programme to safeguard children and adults from being drawn into terrorism. It became statutory in February 2015. It is an early intervention to protect and divert people away from the risk they face before illegal activity occurs.

6. **Radicalisation:** is defined in the government's *Prevent* strategy as *"the process by which a person comes to support terrorism and forms of extremism leading to terrorism".* There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology as it occurs as a result of varying consequences and settings. TASIS, The American School in England responds to pupils who may be targeted or influenced to participate in radicalism or extremism. We also ensures that we can "demonstrate activity", as required by the statutory guidance, in the following key areas: risk assessment, working in partnership, staff training and IT policies.

7. **E-safety and the use of Social Media:** Social media is an increasingly influential part of life particularly for young people. It has been identified as an important tool in the sharing of extreme material and extremist groups are actively using social media to inform, share propaganda, radicalise and recruit for their cause. Social media safeguarding is an important element of protecting young people from extremist narratives and Prevent can play an active part in this process.

8. **Jihadists are encouraged to:** 'Invade' social network sites such as Facebook by setting up groups with radical views and to seek to gather users with the 'right' attitude; 'Invade' file-sharing sites like YouTube by placing various clips with extreme content and infiltrate popular Islamist websites in order to attempt to convert them into militant sites in line with the closed websites by spreading extremist contents on the discussion of forums of these sites.

Through their provision of SMSC Development TASIS enables students to develop their self-knowledge, self-esteem and self-confidence. Our school promotes respect for other people and enables students to acquire an appreciation of and respect for their own and other cultures and cultural traditions. Personal development is promoted, so that students are well prepared and contribute to wider society. This includes:

- Enabling students to distinguish right from wrong and to respect the civil and criminal law of England;
  Encouraging students to accept responsibility for their behavior, 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;

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- Enabling students to acquire a broad general knowledge of and respect for public institutions and services in England and encouraging 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.

9. **Child Protection**: Staff at TASIS are alert to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue there may be some instances where a child or children may be at direct risk of harm or neglect. For example; this could be due to a learner displaying risky behaviours in terms of the activities they are involved in or the groups they are associated with or staff may be aware of information about a learner's family that may equally place a child at risk of harm. Therefore, all adults working in TASIS including visiting staff, volunteers, contractors, and students on placement) are required to report instances where they believe a child may be at risk of harm or neglect to the Designated Safeguarding Lead. In TASIS our Safeguarding reporting arrangements are set out fully in our Safeguarding Policy.

10. **Role of the Designated Safeguarding Lead:** The Designated Safeguarding Lead (DSL)/*Prevent* Officer along with the Deputy DSLs/*Prevent* Officers work in line with the responsibilities as set out in the DfE Guidance 'Keeping Children Safe in Education'. They are our internal lead staff regarding the *Prevent* strand of the Government's counter-terrorism strategy and radicalisation.

11. **Training:** Whole school in-service training on Safeguarding is organised for staff and the members of the Board of Directors every year and will comply with the prevailing arrangements agreed by the Babcock Education Services/Surrey Safeguarding Children Board. The Designated Safeguarding Lead attends training courses as necessary and the appropriate inter-agency training organised by the Surrey Safeguarding Children Board, or similar courses from an accredited provider at least every year. The key areas to be included in the training can be found in the Preventing Extremism FAQ and include:
- What *Prevent* is;
- What extremism and radicalisation are;
- Confidence to identify children at risk of being drawn into terrorism;
- How people may be drawn into terrorism;
- Confidence to challenge extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups;
- How messages are spread;
- The role of the internet and social media;
- What schools and childcare providers must do to comply with the *Prevent* duty;
- Support for individuals at risk and
- How and where to refer children and young people for further help.

12. **Reporting Concerns:** Our DSL provides advice and support to other members of staff on protecting children from the risk of radicalization. Our school ensures staff understand what radicalization and extremism mean and why people may be vulnerable to being drawn into terrorism. We ensure staff have the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimize terrorism. **Staff safeguard and promote the welfare of children and**

know where and how to refer children and young people identified as being at risk of radicalization for further help to our *Prevent* Officer who will consider the most appropriate referral which could include Channel or Children's Social Care. Details of our Local Authority *Prevent* Lead who can give support and advice for the prevention of radicalization is available at the top of this policy.

13. **Working in partnership with other agencies and information sharing:** In-line with the safeguarding arrangements sent out by Surrey County Council, TASIS co-operates productively with our local *Prevent* co-ordinators, the police Surrey County Council and existing multi-agency forums, for example Community Safety Partnerships on all matters regarding safeguarding and preventing extremism. We ensure information is shared appropriately.

14. **Teaching Approaches**: We will all strive to eradicate the myths and assumptions that can lead to some students becoming alienated and disempowered, especially where the narrow approaches students may experience elsewhere may make it harder for them to challenge or question these radical influences, this guidance and support be delivered in tutorials. We ensure that all of our support and approaches will help our students build resilience to extremism and give them a positive sense of identity through the development of critical thinking skills. We are flexible enough to adapt our teaching approaches, as appropriate and address specific issues so as to become even more relevant to the current issues of extremism and radicalisation. In doing so we follow the three broad categories of:

- Making a connection with children through positive engagement and a learner centred approach;
- Facilitating a "safe space" in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments; and
- Equipping our children with the appropriate skills, knowledge, understanding and awareness for resilience.

Therefore this approach will be embedded within the ethos of our school 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 school's approach to the spiritual, moral, social and cultural development of children. 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 an approach that includes: PSHEE programmes; open discussion and debate; work on anti-violence and a restorative approach to conflict resolution; and targeted programmes. SMSC development is embedded into the life of our school.

We also work with local partners, families and communities in our efforts to ensure our school understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our student's experiences and horizons. We help support children who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a learner is being directly affected by extremist materials or influences we will ensure that that learner is offered mentoring. Additionally, in such instances our

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school will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

At TASIS we promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage children to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our children safe and prepare them for life in modern multi-cultural Britain and globally.

15. **Use of External Agencies and Speakers:** Our school encourages 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. We comply with KCSIE paragraph 43 and prevent people who pose a risk of harm from working with children. We adhere to statutory responsibilities and check staff who work with students, taking proportionate decisions on whether to ask for any checks beyond what is required. We ensure that volunteers are appropriately supervised. Such vetting is 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, our school's values and ethos. We must be aware that in some instances the work of external agencies may not directly be connected with the rest of the school curriculum so we need to ensure that this work is of benefit to students. Our school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to students are consistent with the ethos of the school 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 matched to the needs of students and
- Activities are carefully evaluated by schools to ensure that they are effective.

    TASIS records formal checks in the SCR by reference to the statutory regulations currently in force. By delivering a broad and balanced tutorial programme, augmented by the use of external sources where appropriate, we 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.

16. **Whistle Blowing:** Where there are concerns of extremism or radicalisation Students and Staff will be encouraged to make use of our internal systems to Whistle Blow or raise any issue in confidence. They must inform the Head of School straight away (or if it relates to the Head of School, inform Local Authority Designated Officer whose contact details are stated early in the child protection policy).

17. **Recruitment**: The arrangements for recruiting all staff, permanent and volunteers, to our school will follow guidance for safer recruitment best practice in education settings,

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including, but not limited to, ensuring that DBS checks are always made at the appropriate level, that references are always received and checked and that we complete and maintain a single central record of such vetting checks. We apply safer recruitment best practice principles and sound employment practice in general and in doing so will deny opportunities for inappropriate recruitment or advancement. We are alert to the possibility that persons may seek to gain positions within our school so as to unduly influence our school's character and ethos. We are aware that such persons seek to limit the opportunities for our students thereby rendering them vulnerable to extremist views and radicalisation as a consequence. Therefore, we adhere to safer recruitment practice.

18. **Role of the Proprietor:** The Proprietor undertakes appropriate training to ensure that they are clear about the role and the parameters of their responsibilities as Proprietor, including the statutory safeguarding duties. The Proprietor also supports the ethos and values of our school and supports tackling extremism and radicalisation. In line with Recommendation 13 of Peter Clarke's report details of our governing body will be published on our school website to promote transparency. In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education, September 2018' the Proprietor challenges the school's senior management team on the delivery of this policy and monitors its effectiveness. The Proprietor reviews this policy annually and may amend and adopt it outside of this timeframe in accordance with any new legislation or guidance or in response to any quality assurance recommendations pertaining to the delivery of this policy and the overall safeguarding arrangements made.

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<u>The *Prevent* Strategy and the Channel Programme Frequently asked questions (FAQs)</u>

What is the *Prevent* strategy?
Prevent is the Government's strategy to stop people becoming terrorists or supporting terrorism, in all its forms. Prevent works at all the pre-criminal stages by using early intervention to encourage individuals and communities to challenge extremist and terrorist ideology and behaviour.

What is Channel?
Channel is a key element of the 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
• 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.

Channel is one tactical option employed by Prevent and has recently been placed on a statutory footing. To understand more about the Channel Programme further information can be found here –

   www.gov.uk/government/publications/channel-guidance

Who can make a referral?
Anyone can make a referral. Referrals have come from a wide range of partners: Social services, children and adult services, health, police, education and youth offending teams.

What happens with the referral?
Each referral is screened for suitability via a preliminary assessment undertaken by the Police Channel coordinator and the local authority. If suitable, the case is discussed with all relevant partners to decide if an intervention is necessary.

Will the Individual be Informed about the Channel referral?
If an individual is deemed to require a Channel intervention, the they must be told prior to receiving an investigation. The process will be carefully managed with the referring agency.

Who sits on the Channel Panel?
The Channel Panel is chaired by the local authority and includes Police, statutory partners and non-statutory partners, where appropriate. Lead Safeguarding professionals will be invited on a case by case basis.

Who delivers Channel?
Channel interventions are delivered through local partners and specialist agencies. Support could include mainstream health, education, employment or housing services through to specialist mentoring or faith guidance and wider diversionary activists such as sporting activities.
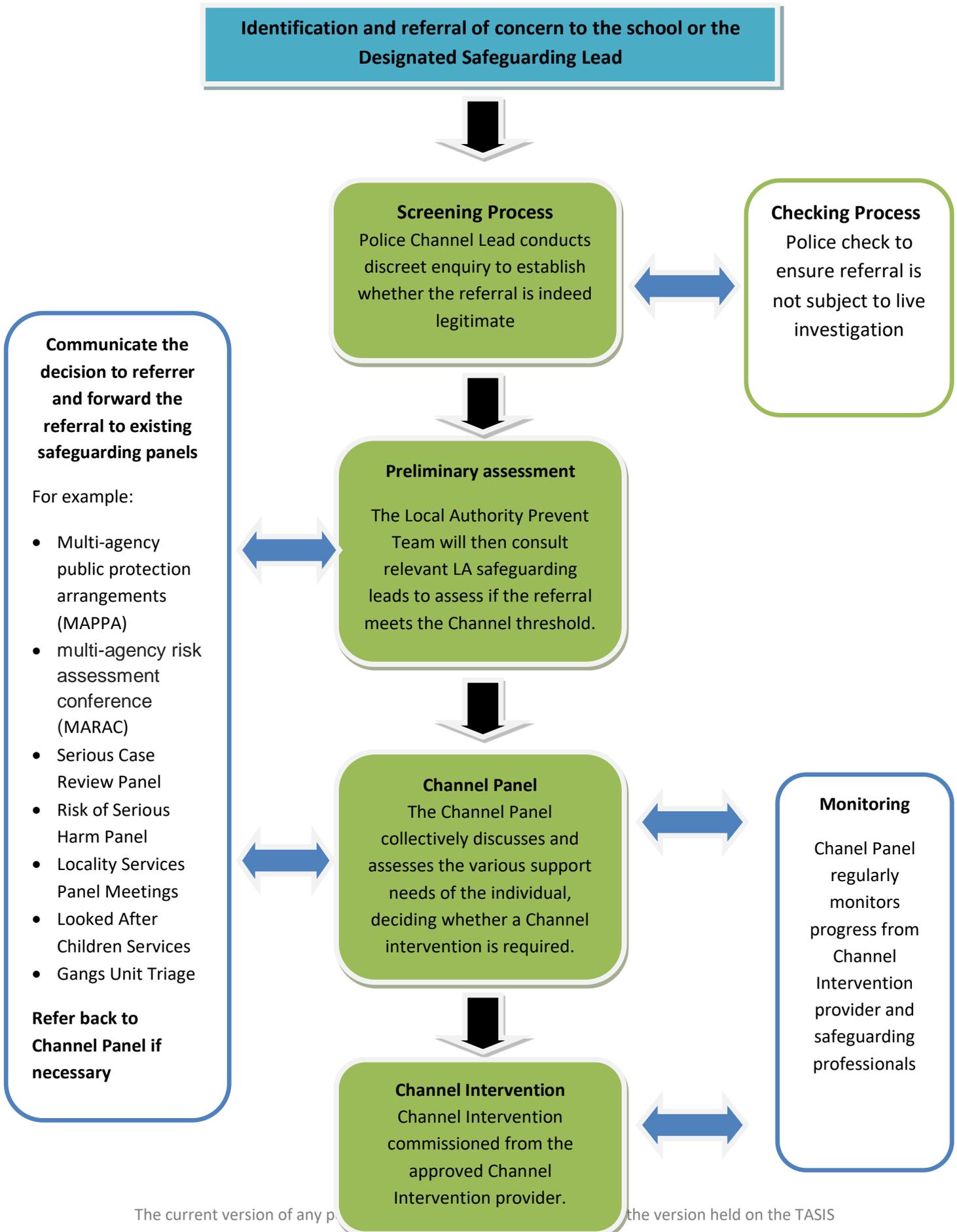
What do you do if you have escalating concerns?

If you believe that someone is vulnerable to being exploited or radicalised, please follow the establishing safeguarding procedures in your organisation to escalate concerns to the appropriate people who can refer concerns to Channel as appropriate.

'Key Ingredients' for successful teaching in the context of 'push' and 'pull' factors.

PUSH FACTORS-factors that push and individual/make an individual vulnerable to extremist messages	KEY INGREDIENTS	PULL FACTORS-factors that draw children into extremist messages
Lack of excitement; frustration	**Teacher confidence** in many cases it will be the use of existing teaching skills and methods which may well be the most effective approach	Charismatic/confident individuals (recruiters)
Lack of sense of achievement-seen as significant. 'Lack of purpose'/confidence in the future, life goals.	**Teacher attitudes and behaviours** Willingness to admit you don't know; acknowledging controversial issues exist; awareness that I have a role to play; willingness to turn to others for help when you don't know about something.	Networks/sense of belonging
Lack of an outlet for views	**Specific knowledge** Understanding other cultures and religions as well as alternative values and beliefs (whilst being careful to avoid 'othering') Knowledge of an alternative values framework	Broader community views which enable or do not oppose extremism
Gaps in knowledge or understanding for both children and their parents	**Teaching practice/pedagogy:** Boosting critical thinking (seeing through propaganda, singular messages etc) Helping to see multiple perspectives Using multiple resources/methods Embedding or sustaining dialogue following specialist interventions Enabling students to tackle difficult issues Linking school work to the wider community Drawing evidence from across the curriculum Developing in children a sense of multiple identities, help children become aware of and comfortable with, multiple personal identity	Persuasive, clear messages. Exploiting knowledge gaps
Sense of injustice		
Actual or perceived humiliating experiences (including bullying, racial discrimination as well as perceived humiliating experiences. Perhaps linked closely to sense of injustice).		
Exclusion - lack of belonging to peer or community networks, associations, etc.		
		Sense of dignity and importance and loyalty
Disruptive home life	Support from Senior Leaders	Exciting (non-teaching) activities
Disaffection with wider societal issues	Pupil support processes	Sense of purpose in life

Identification and referral of concern to the school or the Designated Safeguarding Lead

Screening Process
Police Channel Lead conducts discreet enquiry to establish whether the referral is indeed legitimate

Checking Process
Police check to ensure referral is not subject to live investigation

Communicate the decision to referrer and forward the referral to existing safeguarding panels

For example:

- Multi-agency public protection arrangements (MAPPA)
- multi-agency risk assessment conference (MARAC)
- Serious Case Review Panel
- Risk of Serious Harm Panel
- Locality Services Panel Meetings
- Looked After Children Services
- Gangs Unit Triage

Refer back to Channel Panel if necessary

Preliminary assessment

The Local Authority Prevent Team will then consult relevant LA safeguarding leads to assess if the referral meets the Channel threshold.

Channel Panel
The Channel Panel collectively discusses and assesses the various support needs of the individual, deciding whether a Channel intervention is required.

Monitoring

Chanel Panel regularly monitors progress from Channel Intervention provider and safeguarding professionals

Channel Intervention
Channel Intervention commissioned from the approved Channel Intervention provider.

The current version of any p... the version held on the TASIS website. It is the responsibility of all staff to ensure that they are following the current version.

Prevent & Safeguarding Self-Assessment

Everyone who comes into contact with children and their families has a role to play in safeguarding children. Schools have a duty of care to their pupils and staff which includes safeguarding them from the risk of being drawn into terrorism - this includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of the terrorist ideology and learn how to challenge these ideas.

School staff are particularly important as they are able to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance *Working Together to Safeguard Children (March 2013)* and *Keeping Children Safe in Education (October 2014).* Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. Radicalisation is listed as a specific safeguarding issue within this statutory guidance and is addressed within the Government Prevent Strategy. The Counter-Terrorism and Security Act 2015 places a duty on Schools to 'have "due regard to the need to prevent people from being drawn into terrorism".

The Prevent Strategy has three main objectives:
- Respond to the **ideological challenge** of terrorism & the threat we face from those who promote it;
- **Prevent people from being drawn into terrorism** and ensure that they are given appropriate advice and support;
- Work with **sectors and institutions** where there are risks of radicalisation which we need to address.

This self assessment tool has been developed to aid compliance with the Prevent Duty as a health check for the Senior Leadership Team within a school to assess if Prevent has been adopted into their institution's mainstream processes. This will identify if their institution requires any advice and support from their local Prevent Team or partner agencies to reduce their vulnerability.

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Prevent Self Assessment				
Objective: Adoption of Prevent into Mainstream Processes				
Governance				
No		**Owner**	**Evidence**	**RAG Status**
1.1	Does the Institution have a nominated Staff (and Governor) Prevent Lead?	Head of School	School has appointed and trained DSLs and DDSLs Prevent Leads. The Chairman of the Board is the lead Director for Safeguarding and Prevent	
Risk Assessment				
No		**Owner**	**Evidence**	**RAG**
2.1	Do the Senior Leadership team and Governors have an understanding, shared with partners, of the potential risk in the local area to assess the risk of pupils being drawn into terrorism, including support for the extremist ideas that are part of terrorist ideology?	Designated Safeguarding Lead	Each section of the school has developed a Preventing extremism Risk Assessment	
2.2	Is Prevent included within the Institution's Safeguarding Policy?	Designated Safeguarding Lead	Safeguarding Policy, reviewed June 2019	
2.3	Is Prevent included the within the Institution's Safer Recruitment Policy?	Head of Human Resources	Safer Recruitment Policy, reviewed June 2019	
2.4	Is Prevent included within the Institution's venue hiring policy? Are due diligence checks conducted on groups/individuals seeking to hire/use school premises?	N/A	N/A	N/A

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2.5	Is Prevent included within the Institution's Visitors Policy? Are due diligence checks conducted on visitors to the school? Does the policy set out clear protocols for ensuring that any visiting speakers – whether invited by staff or by pupils themselves – are suitable and appropriately supervised within school?	Designated Safeguarding Lead	External Visitors Policy Visitor to campus protocol Archived files of visits to campus	
2.6	Are due diligence checks conducted on contractors working at the school or providing extracurricular activities? Does the policy set out clear protocols for ensuring that any visiting contractors are suitable and appropriately supervised within school?	Head of Human Resources	Cleared contractors do all required safeguarding training courses. Any un-cleared contractors are fully supervised at all times. The TASIS England Safer Recruitment Policy and Procedures ensure that all visiting contractors are appropriately supervised.	
2.7	Is Prevent an agenda item of relevant meetings / planning processes?	Designated Safeguarding Lead	Safeguarding, including prevent, is a standing agenda item in all pastoral care, SLT and student life meetings.	
2.8	Is there a clear referral route for vulnerable individuals to receive support through the Channel process?	Designated Safeguarding Lead	Safeguarding Policy Prevent Policy Staff training Information Sharing Protocols SSCB protocols and assessments are linked through the teacher Learning Management System	
2.9	Are fundamental British Values promoted in the delivery of the curriculum and extra-curricular activities and reflected in the general conduct of the school?	Senior Leadership	SMSC Policy PSHEE Policy	

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		Team	PSHEE philosophy and curriculum Collated evidence of SMSC, by each school division	

Working In Partnership			
No		**Owner**	**Evidence**	**RAG**
3.1	Does the Institution have engagement with wider Prevent work through their local Prevent Partnership?	Designated Safeguarding Lead	Meetings and visits with the local Prevent Police Officer, including scheduled meetings with staff, students and individual students who are at risk of radicalization	
3.2	Is Prevent included within Information sharing protocols / MOU?	Designated Safeguarding Lead	Information sharing protocol pamphlets and posters	
3.3	Do the safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the Local Safeguarding Children Board (LSCB)?	Designated Safeguarding Lead	The DSL and deputy DSLs and teachers at TASIS England have a direct link to the LSCB procedures and practice for addressing extremist and radicalization issues. This link can be accessed through the Learning Management System	
3.4	Do the child protection policies describe procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the LSCB?	Designated Safeguarding Lead	Safeguarding Policy	

Staff Training

No		Owner	Evidence	RAG
4.1	Does the Institution have an annual policy and training review process in place?	Designated Safeguarding Lead	Preventing Extremism and Radicalization training took place in November, December 2018. The Policy is reviewed on an annual basis and as and when legislation changes	
4.2	Does the institution regularly assess Prevent Training needs to raise their awareness of Prevent issues with staff and the Governing body? Do staff members have sufficient training to give them the knowledge and confidence to identify children at risk of being drawn into terrorism and challenge extremist ideas which can be used to legitimize terrorism and are shared by terrorist groups?	Designated Safeguarding Lead	November 2018 DSL now qualified to provide WRAP training to teachers All staff members have taken prevent and channel training	
4.3	Are staff members aware of Prevent issues and the referrals process into the Channel process?	Designated Safeguarding Lead	All staff have taken training courses in the prevent duty and channel training prior to employment. Annual Preventing Extremism and Radicalization training took place in November, December 2018.	

		Owner	Evidence	RAG
Safety Online				
No		**Owner**	**Evidence**	**RAG**
5.1	Does the School IT system have appropriate levels of filtering to ensure children are safe from terrorist and extremist material when accessing the internet in school?	Database Manager, E-safety coordinator and Designated Safeguarding Lead	BT is the school's ISP. This system specifically looks to monitor issues related to terrorist and extremist material, amongst other key categories	
5.2	What processes and procedures are in place to ensure children use the internet responsibly?	E-safety coordinator and Designated Safeguarding Lead	PSHEE Policy and school wide PSHEE curriculum Age related filter using the grade levels. TASIS actively monitors not only URL traffic, but also behavioral patterns like access times and physical locations. Boarders have monitored and time limited access to the Internet Anti-bullying policy with cyberbullying specific sections Parent workshops and communications about safer Internet use	
5.3	Do staff, pupils and carers receive any Internet Safety awareness training?	E-safety coordinator and Designated Safeguarding Lead	School e-safety website for the benefit of the whole community Staff training PSHEE program Parent workshops, newsletters and emails	

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Annex B- Indicators

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 child/young person 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 child/young person is the partner, spouse, friend or family member of someone believed to be linked with extremist activity)
• Does the child/young person frequent, or is there evidence to suggest that they are 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 child/young person has been or is likely to be involved with extremist/ military training camps/ locations?
• Is the child/young person 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 child/young person sympathise with, or support illegal/illicit groups e.g. propaganda distribution, fundraising and attendance at meetings?
   • Does the child/young person 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 child/ young person encountered peer, social, family or faith group rejection?
   • Is there evidence of extremist ideological, political or religious influence on the child/ young person from within or outside UK?
• Have international events in areas of conflict and civil unrest had a personal impact on the child/ young person 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 child/ young person's behaviour or outward appearance that suggests a new social/political or religious influence?
   • Has the child/ young person come into conflict with family over religious beliefs/lifestyle/ dress choices?
   • Does the child/ young person vocally support terrorist attacks; either verbally or in their written work?
   • Has the child/ young person witnessed or been the perpetrator/ victim of racial or religious hate crime or sectarianism?

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 child/ young person travelled for extended periods of time to international locations known to be associated with extremism?
- Has the child/ young person employed any methods to disguise their true identity? Has the child/ young person used documents or cover to support this?

Social Factors

- Does the child/ young person have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the child/ young person experience a lack of meaningful employment appropriate to their skills?
- Does the child/ young person display a lack of affinity or understanding for others, or social isolation from peer groups?
- Does the child/ young person demonstrate identity conflict and confusion normally associated with youth development?
- Does the child/ young person have any learning difficulties/ mental health support needs?
- Does the child/ young person demonstrate a simplistic or flawed understanding of religion or politics?
- Does the child/ young person have a history of crime, including episodes in prison?
- Is the child/young person a foreign national, refugee or awaiting a decision on their immigration/ national status?
- Does the child/ young person have insecure, conflicted or absent family relationships?
- Has the child/ young person 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 child/young person's life has extremist view or sympathies?

More 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

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Vulnerability Factors

Engagement factors

1. Grievance/Injustice: Engagement with an extremist group, cause or ideology meets needs to express or act on feelings of anger, grievance or injustice.

2. Threat: The individual feels that their family, identity, culture or values are under threat and an extremist group or cause offers a vehicle to articulate these threats and defend against them.

3. Identity, meaning and belonging: The individual uses the group, cause or ideology to provide a clear sense of identity, meaning and belonging.

4. Status: Some individuals use extremist groups, causes or ideologies to provide a sense of status and superiority.

5. Excitement, comradeship or adventure: Some individuals use extremist groups, causes or ideologies to fulfil a desire for excitement, comradeship or adventure.

6. Dominance and control: Some individuals use extremist groups, causes or ideologies to dominate and control others.

7. Susceptibility to indoctrination: Some individuals accept the ideology, beliefs and doctrine of an extremist group or cause uncritically and without question.

8. Political/moral motivation: Engagement with an extremist group, cause or ideology is motivated by a desire to bring about political or moral change.

9. Opportunistic involvement: Engagement with an extremist group, cause or ideology can be motivated by self-interest rather than a political or moral cause.

10. Family and/or friends support extremist offending: Some individuals' engagement with an extremist group, cause or ideology can be supported or condoned by family or friends.

11. Transitional periods: Some individuals engage with an extremist group, cause or ideology at a transitional time in their lives.

12. Group influence and control: Some individuals are members of extremist groups that impose a significant level of influence and control over their behaviour and conduct.

13. Mental health: Mental health problems can contribute to individuals' engagement with groups, causes or ideologies.

Intent factors

14. Over-identification with a group, cause or ideology: Some individuals over-identify with a group, cause or ideology to the extent that they lose their own identity and sense of agency.

15. Them and Us thinking: Some individuals divide the world into an out-group of persecutors and an in-group of persecuted individuals with whom they identify and whose cause they have adopted.

16. Dehumanization of the enemy: Individuals can dehumanize members of the out-group and believes they should be purged or punished.

17. Attitudes that justify offending: This factor applies where individuals hold attitudes or beliefs that support and justify offending on behalf of their group, cause or ideology.

18. Harmful means to an end: Individuals may be prepared to commit serious or significant harm to realize extremist goals.

19. Harmful objectives: Some individuals hold objectives that are inherently harmful.

Capability factors

20. Individual knowledge, skills and competencies: Some individuals have specific knowledge, skills and competencies to contribute to or commit offences that could cause serious and significant harm.

21. Access to networks, funding or equipment for terrorism: Some individuals have access to networks, funding or equipment that can help them support or commit a terrorist offence that could cause serious or significant harm.

22. Criminal capability: Where individuals have a criminal history, which can provide a level of capability for extremist offending.

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

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Radicalization and Extremism Risk assessment:

THE SCHOOL			COMMENTS AND ACTIONS	EVALUATION OF THE RISK
Does the School have a policy?		YES	Policy is located on the school website	
Does the School liaise with external agencies on these issues?		YES	MASH, LADO, Regular contact with the local Counter Terrorism and Extremism Police Officer	
Has the School got a nominated lead for radicalisation and extremism?		YES	Jason Tait (DSL - Director of Pastoral Care)	
Do staff have a process to voice their concerns?		YES	Information sharing protocol, Child Protection Online Management System (CPOMS) and paper reporting form	
Do students have a process to voice their concerns?		YES	Students can share concerns via their homeroom teacher, advisor, house parent, teacher, Tootoot anonymous online reporting system, divisional school counsellors and divisional DSL and the lead DSL in the school	
Are there opportunities for students to learn about radicalisation and extremism?		YES	Through the development of SMSC throughout the school curriculum, related PSHEE lessons, circle time, advisory and in boarding house meetings.	

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			EVALUATION OF THE RISK
Are there any current cases of radicalisation/Extremism?	NO		
Is the School prone to cases of radicalisation and extremism?	NO	The School caters for international students and we need to be aware of current affairs from across the world, not just in the UK. During the last three years we have reported one instance to the Local Authority, which did not meet threshold	
Is the catchment area prone to cases of radicalisation and extremism?	NO	The School caters for international students and we are aware of the need to be looking at current affairs from across the world, not just in the UK.	
THE SCHOOL		**COMMENTS AND ACTIONS**	**EVALUATION OF THE RISK**
Are students aware of radicalisation and extremism?	YES	Delivered as part of PSHEE and through the SMSC development of our students	
Are individual students risk assessed?	YES	Students who are perceived to be vulnerable are identified via the CPOMS reporting system and then risk assessed and reported to the appropriate authorities	
Students at risk	NO	Due to the measures that we have taken and continue to take, risks are controlled.	
THE COMMUNITY AND HOST FAMILIES		**COMMENTS AND ACTIONS**	**EVALUATION OF THE RISK**

Information Sharing Classification: PUBLIC

The Community and host families are a mix of nationalities, a large proportion being American. There are over 45 different nationalities represented throughout the school		The School will liaise with parents, guardians, wider community, and host families with regards to radicalisation and extremism.	

Information Sharing Classification: PUBLIC