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Approved		
Approving Body	Education (Pastoral) Committee	
Regulatory References	Revised Prevent Duty Guidance	July 2015, Paras. 57-76
	Counter-Terrorism and Security Act 2015 KCSIE 2020, pp. 84-84; Part One, pp. 23-24.	Sections 26 & 29
New Review	July 2021	

The Counter-Terrorism and Security Act 2015 (Section 26) places a duty on education and other children’s services to have “due regard to the need to prevent people from being drawn into terrorism”. The duty is known as the **Prevent Duty**.

All Stowe staff should read this policy in conjunction with our Safeguarding and Child Protection Policy, our Digital policy and our Equality Policy. All staff should be alert to pupils attempting to access online and via ‘apps’ material that could be used in an attempt to radicalise children or having extreme views, contrary to British values (see below).

The following guidance is written with regard to Section 26 of the Counter-Terrorism and Security Act 2015; which defines extremism as: **‘the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the 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, whether in this country or overseas’**.

Radicalisation **‘refers to the process by which a person comes to support terrorism and extremist ideologies associated with terror groups’**.

The most significant threats are currently ***from terrorist organisations in Syria and Iraq, and Al-Qaeda associated groups***. However, terrorists associated with the ***extreme right*** in UK, Europe and North America also pose a continued and growing threat.

There is no place for extremist views of any kind in our School. Our pupils see our School as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this. As a School, we recognise that extremism and exposure to extremist views can lead to poor outcomes for children and so should be addressed as a safeguarding concern. We also recognise that if we fail to challenge extremist views we are failing to protect our pupils. All visiting speakers have to be approved by management and meet the Visiting Speakers’ Policy.

Any concerns about a child suspected of involvement in extremist groups, terrorism or who could be vulnerable to radicalisation must be reported to the DSL (Designated Safeguarding



Lead). The DSL is aware of their duty to report such concerns to 'Channel' under the Prevent Strategy and to Social Services.

Preventing Radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat **must** be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Contact details:

In an emergency call 999 and Social Services First Response Team and Police (MASH)

Tel: 0845 4600 001 or 01296 383962 or email secure-cypfirstresponse@buckscc.gcsx.gov.uk

Police (Thames Valley): Preventreferrals@thamesvalley.pnn.police.uk

Out of Hours Service: Tel: 0800 999 7677

For non-emergency advice and support phone: 0207 340 7264

E-mail: counter-extremism@education.gsi.gov.uk

Stowe School

DSL: Mike Rickner 01280 818108; mrickner@stowe.co.uk; 07467 949767

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Identifying pupils at risk of Radicalisation: There is no single way of identifying who is likely to be vulnerable to being drawn into terrorism. Factors that may have a bearing on someone becoming vulnerable may include: peer pressure, influence from other people or via the internet. Bullying, crime against them or their involvement in crime, anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity and personal or political grievances. Examples of influences that make individuals **vulnerable** to engagement with an extremist group, cause or ideology include:

- feelings of grievance and injustice
- feeling under threat
- a need for identity, meaning and belonging
- a desire for status

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- a desire for excitement adventure
- a need to dominate and control others
- susceptibility to indoctrination
- a desire for political or moral change
- opportunistic involvement
- family or friends involvement in extremism
- being at a transitional time of life
- being influenced or controlled by a group
- relevant mental health issues

Example indicators that an individual *is* engaged with an extremist group, cause or ideology include:

- spending increasing time in the company of the suspected extremists
- changing their style of dress or personal appearance to accord with the group
- their day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause
- loss of interest in other friends and activities not associated with the extremist ideology, group or cause
- possession of material or symbols associated with an extremist cause (e.g. swastika for neo-Nazi groups)
- attempts to recruit others to the group/cause/ideology

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

Example indicators that an individual has an ***intention to use violence*** or other illegal means include:

- clearly identifying another group as threatening, in what they stand for and blaming that group for all social or political ills
- using insulting or derogatory names or labels for another group
- speaking about the imminence of harm from the other group and the importance of action how
- expressing attitudes that justify offending on behalf of the group, cause or ideology



- condoning or supporting violence or harm towards others
- plotting or conspiring with others.

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.

Example indicators that an individual is capable of directly or indirectly causing harm include:

- having a history of violence
- being criminally versatile and using criminal networks to support extremist goals
- having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology or construction)
- having technical expertise that can be deployed (e.g. IT skills, knowledge of chemicals, military training or survival skills)

Warning signs and indicators that radicalisation may be about to take place, and/or contact with extremist groups have already taken place, can be found on the Safeguarding section of the VLE.

The Department has published advice for schools on the **Prevent Duty**. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

Educate Against Hate, a website launched by the Her Majesty's Government, has been developed to support and equip school and college leaders, teachers, and parents with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people. The platform provides information on and access to training resources for teachers, staff and school and college leaders, some of which are free such as Prevent e-learning, via the Prevent Training catalogue.

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

Guidance on Channel is available at: [Channel guidance](#).

Training

Free training is offered to Stowe Staff via the Educare Programme – Prevent (October 2018) and all new staff are required to complete and pass it before the first Exeat of the Michaelmas term.



The School's Designated Safeguarding Lead (and any deputies) should be aware of local procedures for making a Channel referral. As a Channel partner, the School may be asked to attend a Channel panel to discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. If this is the case the member of staff attending the conference will conduct training prior to attendance.

Further Information

[Prevent duty guidance](#)- Home Office guidance. The Home Office has developed three e-learning modules:

- [Prevent awareness e-learning](#) offers an introduction to the Prevent duty.
- [Prevent referrals e-learning](#) supports staff to make Prevent referrals that are **robust, informed and with good intention**.
- [Channel awareness e-learning](#) is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.
- [Educate Against Hate](#), is a government website designed to support school teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help school staff identify and address the risks, as well as build resilience to radicalisation.
- [Prevent duty: additional advice for schools](#) and childcare providers - DfE advice
- [Educate Against Hate website](#) - DfE and Home Office advice
- [Prevent for FE and Training](#) - Education and Training Foundation (ETF). The ETF Online Learning environment provides online training modules for practitioners, leaders and managers, support staff and governors/Board members outlining their roles and responsibilities under the duty.

Michael Rickner (DSL)
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