# Understanding the Prevent Duty

## Guidance for Lancashire Schools

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What does Prevent require us to do?

Who is vulnerable ?

Who do I contact ?

What is extremism?

What is terrorism?

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# Contents


Overview of Prevent 4

Terms 5

Myth busting 6

Good Practice 8

Who is vulnerable? 9

Universal Provision 12

Referral Pathways 13

Prevent Duty Expectations 16

Prevent Duty Checklist 17

Prevent Risk Assessment 18

Prevent Resources 23

Useful Contacts 24

‘Safeguarding vulnerable people from radicalisation is no different from safguarding them from other forms of harm.’
Home Office
The Prevent Strategy

# Overview

From July 2015 the Counter Terrorism and Security Act placed a statutory duty on schools, Local Authorities and other specified authorities and institutions, to prevent people being drawn into terrorism and extremism.
Since 2012, it has been required by law for teachers "not to undermine fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs."

The updated Ofsted inspection framework published in January 2018 sets out expectations on preventing extremism. It directs inspectors to examine a school's response to extremist behaviour when considering the behaviour and safety of pupils, as well as the effectiveness of the leadership and management of the school in preventing extremism. The Government has said that it intends to strengthen these provisions in the near future.

Teacher training has always highlighted the vital role teachers have in ensuring the safety and well-being of the students in their care; and adhering to statutory requirements is no different from adhering to the normal safeguarding procedures.

Exposure of children/young people to extremist ideologies can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence. Radicalisation of young people can be compared to grooming for sexual exploitation or gang membership. Therefore, we approach the Prevent strategy in the same manner we would child sexual exploitation or gang membership. If a member of staff is concerned about the safety of a student they should inform the Designated Safeguarding Lead (DSL) in the school. They could also talk to the family (unless the family is implicated in potential extremism). and other professionals working with the young person if appropriate about the concerns and get their views

# Terms

## What is extremism?

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. We also regard calls for the death of members of our Armed forces as extremist.

*Source: Counter Extremism Strategy – October 2015*

## What is terrorism?

Terrorism is defined as action designed to influence the government, intimidate the public. Its purpose is to advance a political, religious or ideological cause, that endangers or causes serious violence or harm to people, property, or seriously disrupts or interferes with an electronic system.

*Source: Terrorism Act 2006*

It is important to note that the Prevent Duty should not limit conversations about these things taking place in the classroom. In fact, effective implementation of the duty should enable discussions about these issues to flourish. By providing a safe space for students to discuss controversial issues, teachers can help them build the resilience and critical thinking skills they need to challenge extremist arguments and see them for what they are: simplistic narratives that don't stand up to close scrutiny.

# Myth Busting

Many people are confused about what the Prevent Duty actually requires schools and teachers to do.

Some teachers have expressed concerns that they have to 'spot the signs of non-violent extremism'.

Prevent does not say that teachers are required to spot signs of extremism. Instead the Prevent Duty acknowledges that, after close family and friends, it's likely that school staff would be in the best position to notice if a child/young person was behaving in manner which implied something was troubling or upsetting them. There is no definite checklist of behaviours or warning signs, just as there isn't for other child protection issues. Children/young people behave in any number of differing ways when something has a profound effect upon them. Think about a young person you know and how they reacted to a difficult situation, and then compare their reactions to someone else who has also been through a similar ordeal.

People often respond differently. What the Prevent Duty acknowledges, is that teachers, as a part of their daily routine, will try to ensure children/young people in their care are kept safe from harm and that teachers are well placed to spot signs of physical and emotional trauma/harm.

If a teacher notices some significant change in the behaviour or temperament of a child/young person, they should do what they always do ie. talk to them to check if everything is alright. If, during the conversation something is disclosed which makes them fear for the safety of the young person, the teacher should do exactly what they would in any other situation - speak to the DSL in the school and explain their concerns.

This should be treated in the same way that teachers have dealt with other safeguarding issues for many years.

# Myth Busting

Teachers are required, and encouraged, to talk about and educate children/young people on the issues concerning sexual relationships, including grooming, consent and the law. However, if a child/young person discloses something during these discussions which makes the teacher concerned that the child/young person is being exploited, the teacher has a legal duty to pass it onto the DSL in the school. This is exactly the same procedure for issues around extremism. An educator's, the first priority should always be to ensure the safety and well-being of children/ young people in their care.

Effective Prevent work in schools should encourage discussion in the classroom about controversial issues and children/young people should feel that it is a safe space to discuss things that concern them. Teachers should feel confident about referring on when they feel a child is at risk.

Prevent is about supporting all children/young people and ensuring their safety

# Good Practice

As stated, effective implementation of the Prevent Duty should encourage open and healthy debate about controversial issues in schools. This does not mean that all members of staff are suddenly expected to become experts on terrorism related issues.

Instead, best practice would see schools identifying which members of staff would be most at ease talking about these issues with students should questions arise in the classroom. They might be Citizenship or RE teachers, or even members of staff who have an interest in these topics. Students and staff members would then know who to turn to should some difficult questions arise.

For example, it is perfectly acceptable for a teacher to say to a student who has asked a question about an extremist group 'That's a really interesting question, but unfortunately it's not something I know a huge amount about. I know Miss/ Mr .... is interested in this topic. I'll get them to come and speak to you about it, and if it's ok I'd like to sit in as I'd like to find out more about it myself.'

By getting the other member of staff to speak to the child/young person, it ensures the conversation takes place. By asking to be part of that conversation it demonstrates to the child/young person that you are interested in their views (they probably approached you because they feel more comfortable talking to you than anyone else).

It's essential that members of staff know where they can turn to get additional support. If you feel you want even more specialist discussions, then contact the Local Authority (see Contacts at the back of this booklet).

# Who is vulnerable?

Across the country, we take the view that anyone can become vulnerable to extremist narratives.

There is often a huge discrepancy between what parents and teachers consider to be typical extremist propaganda and what it is that young people might actually be exposed to. Below are two examples of materials put on the internet by extremist groups.

The first is a post by the far-right political party Britain First. They use popular campaigns like this to try to expand their influence. This is despite the British Legion, which runs the Poppy Appeal, saying publicly that it does not authorise the use of the poppy for "political or partisan use".

When people see the poppy, they share it without knowing that the image was put up by a group that is not associated with the campaign. It is 'click-bait'. This means, it's a social media post that is designed to get as many 'likes' and 'shares' as possible. Most of their posts have no mention of their political views, instead they are deliberately chosen to appeal to as many people as possible. Once someone has liked or shared a post like this, it then means that whenever the group posts another item on social media it will automatically reach those people. Their posts will then, become more aggressive in tone, and often become Islamophobic.

The second post is from Daesh (also known as ISIS, ISIL or IS). Most people assume that Daesh propaganda is aimed at inciting ultra-violence when, in fact, it posts more about 'state building' and its 'charity work' than it does about violence.

If a young person finds propaganda online, much of what they see will

appeal to them because it echoes their views on a range of issues and makes them believe they are supporting groups that are doing good and supporting the oppressed.

In short, even intelligent, compassionate and charitable young people can be vulnerable to extremist narratives. If a young person sees posts that talk about the virtues of these groups, if they don't know how to evaluate critically such sources of information and they don't think they can talk to a trusted adult about the views being expressed, they can easily be led into thinking that such groups are virtuous.

# Who is vulnerable?

Identifying those children/young people who may be at risk is difficult, Children/young people today have open and unrestricted access to extensive information so we need to teach skills of critical thinking, and questioning the validity of sources.

We need to ensure that they know they have a voice; that they can have differing beliefs and views to others, that they are valued members of society who can make an impact on society and bring about change for the better.

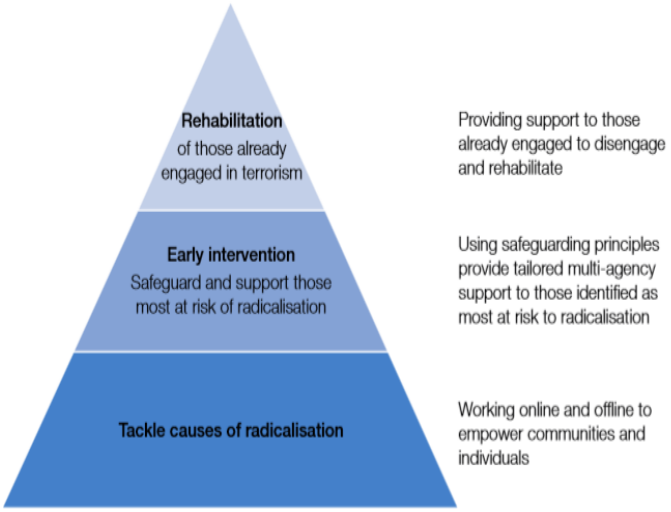
A lot of good work will already take place in your school regarding this.

Most Prevent work happens in the universal provision tier. For example, if schools have debate clubs, good SMSC and RE, safe spaces for debate, mentors, school councils, good ICT e-safety classes etc they can demonstrate that all children are listened to, valued and given the opportunity to become critical thinkers who will be resilient to extremist narratives.

# Universal Provision

As previously stated, all educational professionals are now required by law to refer any concern they have regarding young people being drawn into violent extremism.

For school staff, the main message is to inform the (DSL) of your concern. They will use their expertise and experience to decide if it needs to be referred further. Vulnerable children can sometimes be drawn into a range of risky or extreme situations which may include drug or alcohol abuse, offending, exploitation by others or becoming victims or perpetrators of violent behaviour. Often, we have no way of knowing what risks they may be vulnerable to or could come across, so it is important we deal with their needs holistically to protect them, make them more resilient and provide them with skills and positive avenues of support to enable them to deal with these hazards and resist negative influences.




Concerns about an individual child or group of children becoming violent, or being drawn into violent extremism, or being drawn into this in the future should be treated initially using the same procedures as we would for all vulnerable children. Sometimes the support may be similar to that provided to other vulnerable children and sometimes more specifically, focussed interventions may be appropriate.

# Referral Pathways

If you are concerned that a child or young person be at risk of being involved in or being drawn into violent extremism in the future:

1. Consider a phone call to the Police Prevent team for initial advice. Talk to the family if appropriate or other professionals who may be involved with or working with the child/young person/family about your concerns and seek their views.
2. Seek consent to complete an early intervention assessment (CAF) to get an holistic perspective of the situation and determine if there are additional needs and how these could be met.
3. Contact other relevant agencies and seek to engage them in a Team around the Family (TAF) approach to support the child/young person and their family. Always make sure the Police Prevent team are updated with actions taken.
4. If your concerns continue and the TAF approach does not appear to be achieving positive outcomes and meeting the desired goals, use the Prevent referral form and inform the Police Prevent team that a referral is being made and forward to concern@lancashire.pnn.police.uk

If you have evidence or reason to believe that a child or young person may already be engaged in or drawn towards violence or violent extremism or in contact with others who engage in or promote violence, make the Prevent referral immediately on the Referral form to the police and notify Police Prevent team by phone of the referral being made. In considering such cases the Channel Panel discussion will include representatives from appropriate agencies eg Children's Social Care, Education, Police, Local Authority who will all contribute advice and guidance.

You can make a referral without the parent's consent eg where you believe the child/young person or others are at serious risk of harm or in order to prevent serious crime where sharing information may be counter-productive to managing a situation.

# Prevent Referral Form

**Information will be kept secure and confidential and will only be disclosed to those parties who have a legal and legitimate need to know.**

**Please note completed forms will be at OFFICIAL SENSITIVE Level.**

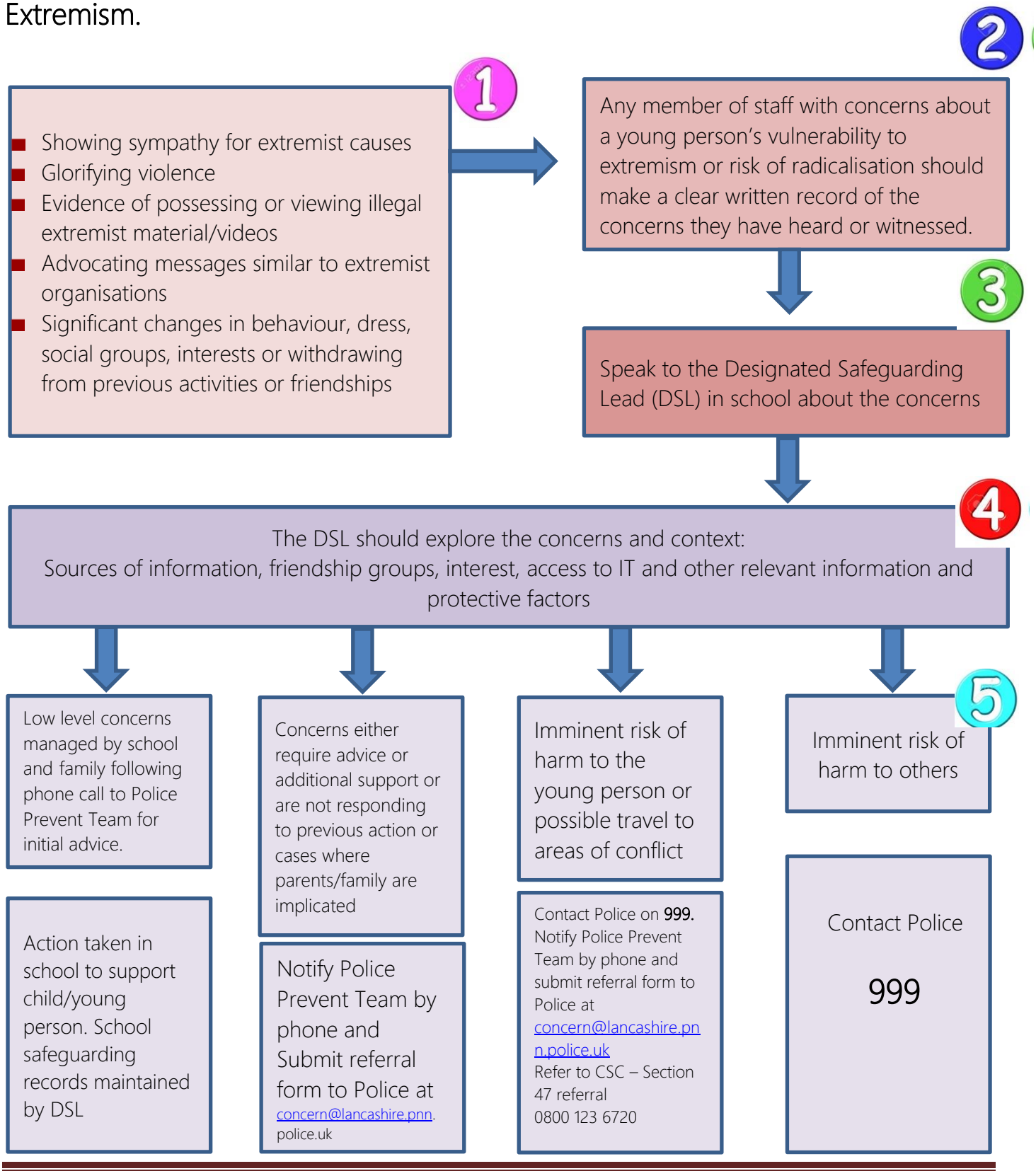
| **Please complete the below details and email this form to:** **concern@lancashire.pnn.police.uk** | | | |
|---|---|---|---|
| ***Please complete all details to the best of your knowledge. Leave blank if unknown.*** **Your details:** | | | |
| **Date of referral** | | | |
| **Surname** | | | |
| **Forenames** | | **Relationship to individual** | |
| **Contact no.** | | | |
| **Email** | | | |
| **Professional role (if applicable)** | | | |
| **Address** | | | |

| **Person or Place of Concern** **Please include as much detail as possible.** | | | |
|---|---|---|---|
| **IDEOLOGY CT/DE** (Please select one of the boxes opposite) ****See below for guidance on these options** | ☐ Anti-Islamic ☐ Anti- Semitic ☐ Islamist ☐ XRW ☐ Kurdish ☐ XLW ☐ Loyalist ☐ Republican ☐ Sikh ☐ Tamil ☐ Animal rights ☐ Environmental ☐ Other (Please specify below) | | |
| **Institution/Sector (only app if place of concern)** | | | |
| **Surname** | | **D.O.B** | |
| **Forenames** | | **Gender** | |
| **Contact no.** | | | |
| **email** | | | |
| **Social Media Username** | | | |
| **Ethnicity** | | **Nationality** | |
| **Religion** | | **Place of Birth** | |
| **Address** | | | |

# Referral Pathways

Do all staff know how to identify when a child/young person may be at risk of engaging in extremism and how to respond?

Referral Routes for Safeguarding concerns related to Radicalisation and/or Extremism.



# Prevent Duty Expectations

| Area | Duties as set out in statutory guidance for Schools and Early Years provision |
|---|---|
| Risk Assessment | Schools and Early Years providers are expected to assess the risk of children being drawn into terrorism, including support for 'extremist ideas that are part of a terrorist ideology'. Statutory guidance states that this should be based on an understanding, shared with local partners, of the potential risk in the area. Schools are expected to refer pupils who show early signs of being influenced by extremist narratives. |
| Safeguarding policies and procedures | Schools and Early Years providers will need to evidence that they are protecting children from being drawn into terrorism by having safeguarding policies in place to identify children at risk and intervene as appropriate. Policies should include clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised. |
| 'Safe Spaces' for discussion | The guidance highlights the role of schools as safe spaces where children can understand and discuss sensitive topics, including terrorism, extremist ideas and how to challenge these ideas. However, the guidance also highlights existing duties on schools to forbid political indoctrination and secure a balanced presentation of political issues. |
| Curriculum | The statutory guidance re-states the requirement on publicly funded schools to teach a broad and balanced curriculum. It confirms that independent schools, academies and free schools must comply with Independent School Standards, which include the requirement to promote fundamental British values (defined in the guidance as democracy, the rule of law, individual liberty, and mutual respect and tolerance for those with different faiths and beliefs). |

# Prevent Duty Checklist

| | yes | no | Comments/evidence | Further action | date |
|---|---|---|---|---|---|
| Does your safeguarding policy make explicit that the school sees protection from extremism & radicalisation as a safeguarding issue? | | | | | |
| Are the lead responsibilities for Prevent clearly identified in the policy?<br>• Prevent Safeguarding Lead?<br>• Prevent Governor Lead?<br>• Prevent Curriculum Lead?<br>• Responsibility for checking visitors to school?<br>• Responsibilities for checking premises use by external agencies?<br>• Responsibility for ensuring commissioned services are complying with the Prevent Duty?<br>• Responsibility for record keeping to demonstrate compliance with the Prevent Duty? | | | | | |
| Have all school staff received training on Prevent? | | | | | |
| Has the Designated Safeguarding Leads and Back Ups been trained? | | | | | |
| Have Governors received training on Prevent? | | | | | |
| Does your induction programme cover Prevent issues? | | | | | |
| Does your safeguarding policy make explicit how Prevent concerns should be reported within school? | | | | | |
| Have you checked that all staff know what they should do if they have a Prevent concern and who it should be reported to? | | | | | |
| Do you have a clear statement about how the Prevent agenda is addressed preventatively through the curriculum and other activities? | | | | | |
| Have the Prevent curriculum interventions been mapped across the age range and subject areas? | | | | | |
| Is there a clear statement about the range of interventions the school can offer individuals at risk? | | | | | |
| Is there a clear understanding of information sharing and when cases should be referred to the police/MASH? | | | | | |
| Has the school ensured its internet security systems prevent access to unauthorised or extremist websites? | | | | | |
| Is there a clear vetting policy on the use of school premises and facilities by external agencies/ groups? | | | | | |
| Is there a clear visitor's policy that ensures visitors are vetted and adhere to the school value's and promote community cohesion? | | | | | |
| Are you sure your commissioned services are aware and adhering to the Prevent Duty? | | | | | |
| Do you keep appropriate records to enable you to demonstrate your compliance with the Prevent Duty? | | | | | |

# Prevent Risk Assessment Template

| | | | |
|---|---|---|---|
| Location | | Assessment Number | |
| Lead Officer | | Distribution | |
| Date of Assessment | | Review Date | |

'Radicalisation' is defined as the process by which people come to support/promote extremism or terrorism or and in some cases, to then participate in terrorist activity.

'Extremism' is vocal or active opposition to fundamental British Values including Democracy, Rule of Law, Individual Liberty and Mutual Respect and Tolerance of those with different faiths or beliefs. This also includes calling for the death of our Armed Forces.

Since the publication of the 'Prevent Strategy', there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have attempts to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a narrow and rigid ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Keeping children safe from these risks is a safeguarding matter and is approached in the same way as safeguarding children and young people from any other risks. Children and young people should be protected from messages of all violent extremism including but not restricted to eg those linked to extreme Islamist ideology or to Far Right/White Supremacist Ideology, Irish Nationalist and Loyalist Paramilitary groups and extremist Animal Rights groups.

'Prevent' in the context of counter terrorism is intervention before any criminal offence has been committed and is with the intention of preventing individuals or groups from committing crimes

| No | Risk Title | Summary | Existing Controls | Actions Required | Owner | RAG |
|---|---|---|---|---|---|---|
| 1 | Leadership | i) Leaders within the organisation do not understand the requirements of the Prevent Statutory Duty or the risks faced by the organisation and the Duty is not managed or enabled at a sufficiently senior level<br><br>. | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | Ii) The organisation does not attach sufficient priority to Prevent Action plans (or does not have one) and therefore action to mitigate risks and meet the requirements of the Duty are not effective. | | | | |
| 2 | Staff Training and Awareness | i) Staff are not aware of the factors that make people vulnerable to radicalisation and terrorism and are unable to recognise the signs of vulnerability and therefore are unable or unwilling to refer concerns.<br><br>ii) Leaders and staff feel unable or unwilling to challenge extremist narratives or exemplify British Values throughout the organisation.<br><br>iii) Staff are unclear on how to deal with or refer concerns resulting in individuals not being supported and potentially radicalisation remaining unchecked | | | | |
| 3 | Partnerships | i) The organisation does not establish effective partnerships with organisations such as the Local Authority Prevent Coordinator and Education Officer, Police Prevent Team, DfE Regional Coordinator and others.<br><br>ii) The result is that the organisation is not fully appraised of national and local risks and does not have access to developing good practice advice or supportive peer networks. | | | | |
| 4 | Visiting | i) Young people are exposed to | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | Speakers | messages supportive of extremism or terrorism which contradicts British Values because the organisation has ineffective processes in the place for vetting contractors or external speakers .<br><br>ii) Inappropriate or extremist materials are shared with young people (face to face or via weblinks) because insufficient checks are made of external speakers and materials that they promote or share.<br><br>iii) The organisations premises are used to host events supportive of extremism or which popularise hatred and intolerance of those with particular protected characteristics | | | | |
| 5 | British Values in the Curriculum | i) The organisation does not have a culture and ethos where British Values are celebrated, which leads to a culture of disrespect and intolerance and where tensions are allowed to flourish.<br><br>ii) Staff and young people do not understand British Values (or feel confident about) and extremist views and narratives are allowed to flourish unchallenged | | | | |
| 6 | Welfare and Pastoral Support | i) The organisation does not provide effective welfare and pastoral support which results in young people (and staff) being unsupported and the risk of vulnerabilities being exploited. | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | ii) Staff or other contracted providers (regular supply or agency staff) are not aware of the organisation's procedure for handling concerns and do not feel comfortable sharing information internally<br><br>iii) Young people are radicalised by factors internal or external to the school | | | | |
| 7 | Online Safeguarding | i) Extremist organisations are able to radicalise young people online via the organisation's network and encourage them to commit acts of violence or incite others to commit acts of violence as 'lone actors'.<br><br>ii) Young people (and staff) are able to access unlawful radicalising material in the organisation's setting which promotes proscribed terrorist groups.<br><br>iii) Online social media communications feature the organisation's branding | | | | |
| 8 | Campus Security | i) The organisation does not have sufficient security of it's premises and young people are targeted by individuals or groups seeking to share their extremist views or endanger their personal safety.<br><br>ii) Charities are allowed on campus without effective checks or charitable | | | | |

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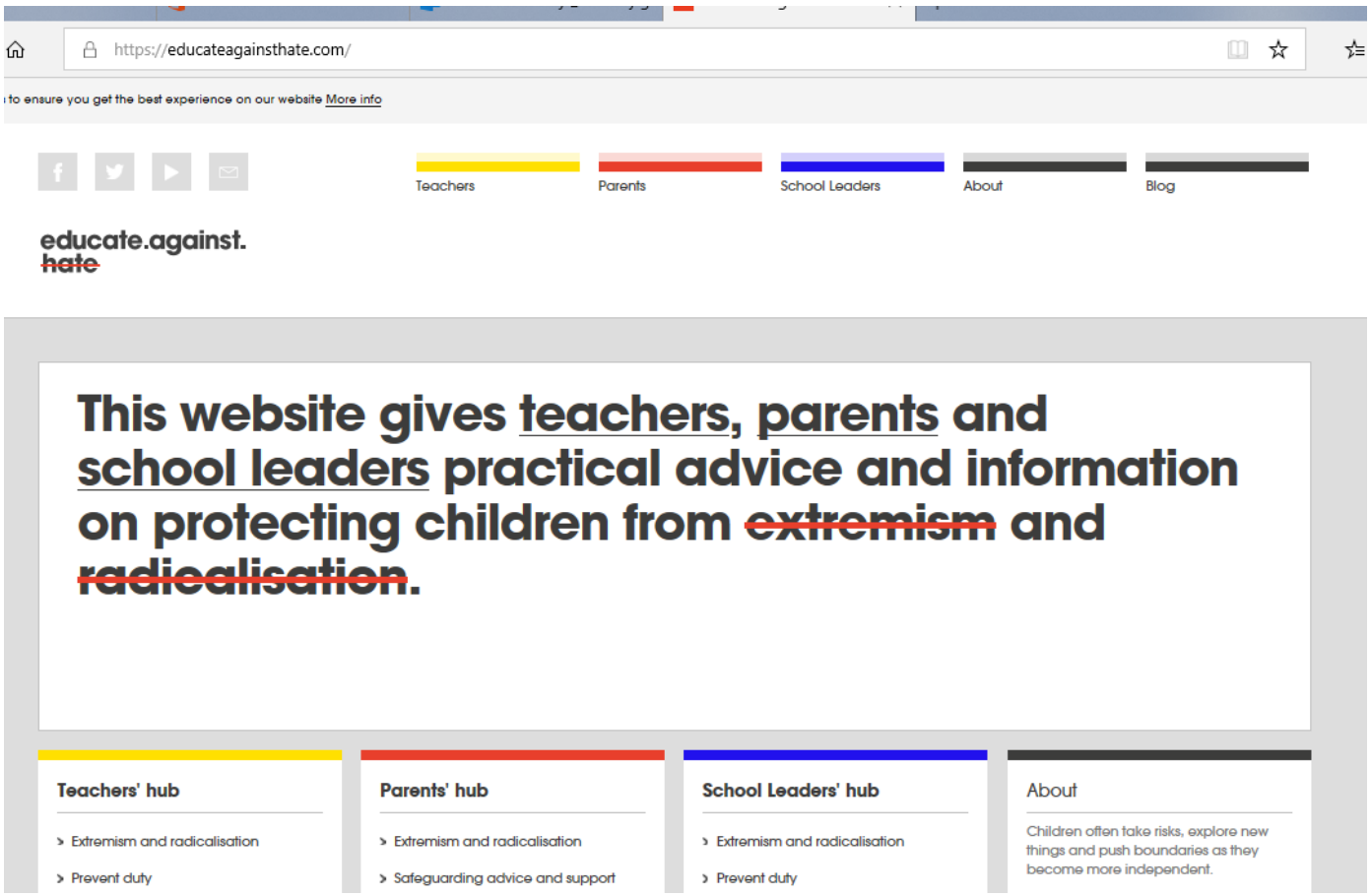
|---|---|---|---|---|---|---|
| | | collections are inadvertently diverted to inappropriate or unlawful causes.<br><br>iii) On site dangerous or hazardous substances are not kept secure and are allowed into the possession of individuals or groups seeking to use them unlawfully. | | | | |
| 9 | Prayer and Faith Facilities | i) Requirements of young people (or staff) requiring faith support or the use of facilities are not met by the organisation resulting in individuals seeking external support of unknown suitability.<br><br>ii) Facilities (either prayer rooms or quiet space type facilities) provided are not effectively managed or supervised and become ungoverned spaces where radicalising, inappropriate or dangerous activities can take place. | | | | |

# Prevent Resources

For a range of resources available to teachers/leaders/parents, please visit the website

www.educateagainsthate.com



# Useful links and contacts

| | |
|---|---|
| The Prevent duty Departmental advice for schools and childcare providers | https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf |
| | |
| The Prevent Duty Guidance | https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance__England_Wales_V2-Interactive.pdf |
| | |
| Promoting fundamental British values as part of SMSC in schools | https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf |
| | |
| Educate against Hate | www.educateagainsthate.com |
| | |
| Prevent awareness e-learning | http://www.elearning.prevent.homeoffice.gov.uk |
| | |
| Prevent Referrals e-learning | https://www.elearning.prevent.homeoffice.gov.uk/preventreferrals |
| | |
| Channel Awareness e-learning | https://www.elearning.prevent.homeoffice.gov.uk/channelawareness |
| | |
| Lancashire CSC Care Connect | 0300 123 6720 |
| | |
| Burnley Prevent Education Officer | 07970 819719 |
| | |
| Police Prevent Team | 01282 472329<br>concern@lancashire.pnn.police.uk |