

Information Sheet

PREVENT

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PREVENT is part of the Government Contest Strategy to counter Violent Extremism.

What is 'PREVENT'?

- > protect children from maltreatment;
- > prevent impairment of children's health and development;
- > take action to enable all children to have the best outcomes; and
- > ensure that children grow up in circumstances consistent with the provision of safe and effective care.

The PREVENT strategy:

- > responds to the ideological challenge we face from terrorism and aspects of extremism, and the threat we face from those who promote these views;
- > provides practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support;
- > prevents people from becoming terrorists or supporting terrorism; and
- > provides early intervention to protect and divert people away from being drawn into terrorist activity.

PREVENT works with a wide range of sectors (including education, criminal justice, faith, charities, online and health) where there are risks of radicalisation that we need to deal with.

There are four elements to Contest:

Pursue	Reduce threats from Violent Extremism
Prepare	Reduce threats from Violent Extremism
Protect	Reduce vulnerability
Prevent	Reduce vulnerability

PREVENT addresses all forms of terrorism, but continues to ensure resources and effort are allocated on the basis of threats to our national security.

PREVENT supports and promotes fundamental British values.

These are defined by Ofsted in the School Inspection Handbook 2015:

- > Democracy
- > The rule of law
- > Individual liberty
- > Mutual respect and tolerance of those with different faiths and beliefs and, for those without faith.

What do we need to do?

All staff need to be aware.

To be in the best position to protect children, you need to be aware of the factors that may make them more vulnerable.

These include:

- > struggling with their sense of identity;
- > difficult circumstances such as family tensions, low self-esteem or experiencing a traumatic event;
- > troubling external factors such as community tensions, events affecting their region of origin, or having friends or family who have joined extremist groups abroad; and
- > involvement with criminal groups, experiences of imprisonment and/or poor reintegration into society.

Safeguarding Children 2016

Whilst local authorities play the lead role, safeguarding children and protecting them from harm is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

Leaders

Senior leadership teams, safeguarding leads, designated and deputy designated teachers for child protection should be encouraged to attend PREVENT Awareness training in order to disseminate and share with staff and volunteers.

Review your ICT policy and practice to ensure that hardware and software systems used in the school are accredited. These require providers to block illegal content and at least 90% of inappropriate content. (The definition of illegal content includes racist and hate material, and material that promotes violence or attack on individuals or institutions on the basis of religious, racial or gender grounds).

It is expected that those in leadership positions:

- > identify the threats in relation to the summary of local risk;
- > decide who might be harmed and how;
- > evaluate the risks and decide on precautions; and
- > record any significant findings.

What will Ofsted look for?

- > Leadership and governance – clarity of the safeguarding policy along with practice in school.
- > Training – has it taken place, is it ongoing, is it making an impact? Are teachers confident and competent to manage emerging issues?
- > Policies – no separate policy is required, PREVENT should be embedded in all Policies.
- > Curriculum – how is PREVENT taught both formally and informally?
- > Knowledge and awareness of referral routes – do all staff know and are aware of reporting protocols?

In schools

Schools are required by law to teach a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils, preparing them for the opportunities, responsibilities and experiences of life. They must also promote community cohesion and promote fundamental British values.

Teachers and Support Staff

All staff are entitled to be trained to recognise vulnerability to being drawn into terrorism and be made aware of the available programmes to deal with this issue.

Schools and childcare providers should make sure that staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups. They should know where and how to refer children and young people for further help. PREVENT awareness training will be a key part of this.

Possible warning signs of radicalisation include:

- > changes in attitudes and opinions, including a susceptibility to conspiracy theories, argumentativeness or aggression, and a refusal to engage with peers who are different to themselves;
- > changes in behaviour and peer group, including distancing themselves from friends, conversion to a new religion, a significant change of appearance and rejecting activities they used to enjoy;

- > secretive behaviour, including changes in online identity; and
- > support for extremist ideologies and groups.

behaviour by other adults in the child's life.

Early years providers already focus on children's personal, social and emotional development. The Early Years Foundation Stage framework supports early years providers to do this in an age-appropriate way, through ensuring children:

- > learn right from wrong;
- > mix and share with other children and value other's views;
- > know about similarities and differences between themselves and others; and
- > challenge negative attitudes and stereotypes.

In Early Years

The Early Years Foundation Stage (EYFS) places clear duties on providers to keep children safe and promote their welfare. In order to do this, providers must be alert to any safeguarding and child protection issues in the child's life at home or elsewhere. They must also be alert to harmful

Channel

Channel is a multi-agency approach to protecting people at risk from radicalisation. The Channel process uses existing collaboration between local authorities, statutory partners (such as education and health organisations, social services, children's and youth services and offender management services), the police and the local community to:

- > identify people at risk of being drawn into terrorism;
- > assess the nature and extent of that risk; and
- > develop the most appropriate support plan for the individuals concerned.

The Channel process 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 a crime occurs.

Prior to making a referral, you may want to consider the assessment framework involved which considers three dimensions: engagement, intent and capability, which are assessed separately to decide if an individual is at risk and in need of support. It should not be assumed that the characteristics set out below necessarily indicate that a person is either committed to terrorism or may become a terrorist.

Engagement with a group, cause or ideology Engagement include needs, susceptibilities, motivations and contextual influences and together map the individual pathway into terrorism.	Intent to cause harm Intent factors describe the mindset that is associated with a readiness to use violence and address what the individual would do and to what end.	Capability to cause harm What the individual is capable of is a key consideration when assessing risk of harm to the public.
<ul style="list-style-type: none"> > Feelings of grievance and injustice > Feeling under threat > A need for identity, meaning and belonging > A desire for status > A desire for excitement and 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. 	<ul style="list-style-type: none"> > 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. 	<ul style="list-style-type: none"> > Individual knowledge, skills and competencies > Access to networks, funding or equipment > Criminal Capability.

IT

Many extremist groups who advocate violence use the internet as a means of either inciting violence against specific groups or providing information on preparing explosives or carrying out terrorist acts. Because of their personal circumstances, some young people may be susceptible to these influences.

Staff need to be aware of those students who are being targeted by or exposed to harmful influences from violent extremists via the internet. Students and staff should be warned of the risks of becoming involved in such groups and informed that accessing such websites is against school policies.

All incidents should be dealt with as a breach of the acceptable use policies and the school's behaviour and staff disciplinary procedures should be used as appropriate.

The e-safety officer and the designated child protection officer should record and review all incidents in order to establish whether there are any patterns of extremist groups targeting the school and whether current school procedures are robust enough to deal with the issue.

The **full guidance** to PREVENT can be found here:
<https://www.gov.uk/government/publications/prevent-duty-guidance>

This guidance should be read in conjunction with other relevant guidance. In England, this includes Working Together to Safeguard Children, Keeping Children Safe in Education and Information Sharing: Her Majesty's Government advice for professionals providing safeguarding services to children, young people, parents and carers.

Key information

- > <https://www.gov.uk/government/publications/working-together-to-safeguard-children>
- > <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- > https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf
- > <https://www.gov.uk/government/publications/prevent-duty-guidance>

Other useful websites

- > <https://www.safeguardingschools.co.uk/prevent/>
- > educateagainsthate.com/schools/prevent_duty
- > <http://www.preventforschools.org/>
- > 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
- > <https://www.childline.org.uk/info-advice/your-feelings/anxiety-stress-panic/worries-about-the-world/>

Mapping the curriculum, resources and Inset materials

- > <https://since911.com/guidance-teachers/confidence-controversy-webinar-series/safeguarding-against-radicalisation>