Prevent Within Schools

The Prevent strategy aims to stop people becoming terrorists or supporting terrorism. 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. 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.

Safeguarding

*Prevent should be seen as part of the existing school or college **safeguarding** framework; a local approach to ensuring the safety and well-being of all children and young people from birth to age 19.*
*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.*

The Prevent strategy identifies that young people are more likely to be vulnerable to violent extremist or terrorist narratives. Schools and colleges have a duty of care to their pupils and staff which includes safeguarding them from the risk of being drawn into terrorism. Being drawn into terrorism 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.

Extremism

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".

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. The 2014 Government extremism task force identified risks around radicalisation within educational institutions and it is important that Prevent is actively supporting these institutions to protect children from harm and ensure that they are taught in a way that is consistent with the law and British values.

British values

All maintained schools must meet the requirements set out in section 78 of the Education Act 2002 and promote the spiritual, moral, social and cultural (SMSC) development of their pupils. 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. The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

To find guidance on British values within schools visit –

https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc

Embedding Prevent

Prevent practitioners have identified that embedding Prevent within schools and colleges is challenging and can often depend on an individual institutions response to delivering the strategy. This document has been produced to help support Prevent delivery in schools and aims to highlight activity and best practice as well as identifying opportunities to manage any potential risks. The tool kit can be used by schools to embed Prevent focusing on key areas such as staff training, partnership working, on line safety and safeguarding policies.

> ### *Ofsted*
>
> *When assessing the effectiveness of schools, Ofsted inspectors already consider a school's approach to keeping pupils safe from the risk of radicalisation and extremism, and review the institute's procedures when it is suspected that pupils are being drawn into extremism or terrorist-related activity.*

How can your school work with the Prevent strategy?

Educational establishments have a clear responsibility to exercise their duty of care and to protect the welfare of students. 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. 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.

> ### *The Counter Terrorism & Security Act 2015*
>
> *The Act places a Prevent duty on specified authorities to have "due regard to the need to prevent people from being drawn into terrorism". The education and childcare specified authorities in Schedule 6 to the Act are as follows:*
>
> - *The proprietors of maintained schools, non-maintained special schools, maintained nursery schools, independent schools (including academies and free schools) and alternative provision academies*
> - *Pupil referral units*
> - *Registered early years childcare providers*
> - *Registered later years childcare providers*
> - *Providers of holiday schemes for disabled children*
> - *Persons exercising local authority functions under a direction of the Secretary of State when the local authority is performing inadequately*
> - *Persons authorised by virtue of an order made under section 70 of the Deregulation and Contracting Out Act 1994 to exercise a function specified in Schedule 36A to the Education Act 1996*

Schools subject to the Prevent Duty will be expected to demonstrate activity in the following areas –
- Assessing the risk of children being drawn into terrorism
- Demonstrate that they are protecting children and young people from being drawn into terrorism by having robust safeguarding policies.
- Ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board.
- 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
- Expected to ensure children are safe from terrorist and extremist material when accessing the internet in school.

The self assessment tool attached at Appendix A can be used as a health check for the Senior Leadership Team within an educational establishment to assess if Prevent has been adopted into their institution's mainstream processes and if their institution requires any advice and support from their local Police Prevent Team or partner agencies to reduce their vulnerability. A School Prevent Duty Action Plan template is attached at Appendix C which may assist the Senior Leadership Team to deliver against the Prevent Duty.

Indicators

The early identification of safeguarding risks and subsequent intervention activity to protect and divert people away from the risks of radicalisation is a key element of the Prevent strategy. Following an assessment of Prevent activity within a school or college key indicators may be identified which will require further intervention activity within the location. Indicators may include things such as racist graffiti or comments being made on school premises, extremist content being shared on social media, terrorist or extremist propaganda being shared with students or vulnerable students being influenced by others with extreme views.

Vulnerable Young People

There is no such thing as a 'typical extremist' and those involved in extremism come from a range of backgrounds and experiences. A list of indicators is attached as Appendix B to provide support for professionals to understand and identify factors that could suggest a child, young person or their family may be vulnerable or involved with extremism. The list of indicators is not exhaustive and all or none may be present in individual cases of concern. Nor does it mean that vulnerable people/ young people experiencing these factors are automatically at risk of exploitation for the purposes of extremism. The accepted view is that a complex relationship between the various aspects of an individual's identity determines their vulnerability to extremism. Over-simplified assessments based upon demographics and poverty indicators have consistently demonstrated to increase victimisation, fail to identify vulnerabilities and, in some cases, increase the ability of extremists to exploit, operate and recruit.

Supportive Interventions

Prevent Interventions may take many forms. Police activity can be utilised when delivering intervention activity but more often it is partner agency activity that can be the most effective form of intervention. Individuals who are identified as being vulnerable to being drawn into any form of extremism that could lead to terrorist related activity may be referred into Prevent for appropriate support.

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

Channel vulnerability assessment - Publications - GOV.UK

There is an online training package that covers Prevent and Channel (approx completion time is 20 minutes) –

http://course.ncalt.com/Channel_General_Awareness

Reporting Concerns

Should concerns require support from other agencies there are a number of ways that issues relating to terrorism and extremism can be reported. These include the following –

- Dept for Education Due Diligence & Counter Extremism Group: **020 7340 7264**

- Anti Terrorist Hotline: **0800 789 321**

- Crime stoppers: **0800 555 111**

- Relevant Police force: **101**

- www.gov.uk/report-suspicious-activity-to-mi5

- www.gov.uk/report-terrorism

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.

To report any online terrorist related online material visit:
www.gov.uk/report-terrorism

Resources and Training

In addition to the Channel training package mentioned above there are a range of training materials available.

In support of the Prevent Duty the Home Office will be making training materials available.

The National Prevent Delivery Unit has created a 'Prevent Cloud' containing a number of Prevent awareness products which can be accessed via Google Drive. For further details contact your local Police Prevent Officer.

Find out more

The following resources are available to find out more about the Prevent strategy:

The Prevent strategy:

www.gov.uk/government/policies/protecting-the-uk-against-terrorism/supporting-pages/prevent

www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf

The Prevent Duty:

Prevent duty guidance - Publications - GOV.UK

Prevent & Safeguarding Self Assessment

Introduction

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 in a position 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.

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?			
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?			
2.2	Is Prevent included within the Institution's Safeguarding Policy?			
2.3	Is Prevent included the within the Institution's Safer Recruitment Policy?			
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?			
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?			
2.6	Is Prevent included within the Institution's Contractors Policy? 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?			
2.7	Is Prevent an agenda item of relevant meetings / planning processes?			
2.8	Is there a clear referral route for vulnerable individuals to receive support through the Channel process?			
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?			

Working In Partnership

No		Owner	Evidence	RAG
3.1	Does the Institution have engagement with wider Prevent work through their local Prevent Partnership?			
3.2	Is Prevent included within Information sharing protocols / MOU?			
3.3	Is the Institution included in an agreed Prevent Partnership Communication Policy?			
3.4	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)?			
3.5	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?			

Staff Training

No		Owner	Evidence	RAG
4.1	Does the Institution have an annual policy and training review process in place?			
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 legitimise terrorism and are shared by terrorist groups?			
4.3	Are staff members aware of Prevent issues and the referrals process into the Channel process?			

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?			
5.2	What processes and procedures are in place to ensure children use the internet responsibly?			
5.3	Do staff, pupils and carers receive any Internet Safety awareness training?			

<u>Indicators</u>

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

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

School Prevent Duty Action Plan Template

Area of responsibility	Actions to be taken	Outcome	Deadline	Update
Leadership and values	• Creation of a 'Statement of Values' that respects learner and staff diversity, encourages freedom and openness and promotes learner voice • Development of rigorous recruitment policies which include core School values • Key individuals are appointed amongst governors, managers and staff with responsibility for safeguarding and understand the risk of extremism/radicalisation • Inclusion of radicalisation or extremism within the corporate risk register and the maintenance of an up to date risk assessment	• A safe learning environment is created across the School, behaviours which harm the ability of different individuals and groups to work together are challenged • All new staff are aware of the School's expectations and subscribe to its values • The School leadership takes ownership of extremism and radicalisation concerns and appropriate oversight is provided • Extremism/radicalisation is considered as a risk at a leadership level within the organisation with concerns relating to hate crime/harassment, extremism and radicalisation being reported promptly to SLT		
Partnership	• Creation of a single point of contact for radicalisation and extremism enquiries internally and arrangements to coordinate information sharing between different departments and curriculum areas • Development of links with other Schools on the agenda • Development of links between key School staff/governors and external partners, including the Local Authority and Police	• School communications and the sharing of concerns relating to extremism or radicalisation are coordinated effectively • The School is able to benefit from existing best practice and resources • The School shares information and is able to access statutory assistance where necessary to support vulnerable individuals		
Safeguarding and pastoral care	• Inclusion of radicalisation and extremism within safeguarding policy and procedure including a reference to the Channel process • Development and implementation of rolling cross-organisation training plan to increase organisational awareness • Consideration of a School safeguarding panel to assess and manage concerns relating to	• All are aware of the safeguarding procedure and that radicalisation is included within it • All understand what is meant by the terms radicalisation and extremism and are comfortable sharing concerns about radicalisation and extremism • A whole School approach is taken to the support of learners who may be vulnerable to violent extremist radicalisation		

Area of responsibility	Actions to be taken	Outcome	Deadline	Update
	extremism and radicalisation • Inclusion of a whistle blowing mechanism within the safeguarding procedures • Inclusion of sub-contracted education providers within the safeguarding procedures	• Staff feel confident and protected in raising any concerns which may place the safety of learners at risk • Learners are protected whilst they are studying or working externally to the School		
Student and learner resilience	• Include activities within existing lesson structure to enhance student and learner resilience for example, internet safety sessions and activities to improve critical thinking skills • Raise awareness and confidence amongst tutors and enrichment colleagues about the importance of critical thinking skills • Raise awareness of all colleagues and students or learners about their personal responsibility in the online space, particularly around freedom of speech • All staff receive appropriate training to educate and challenge on the principals of mutual respect and tolerance and encourage democratic participation • Opportunities to promote values are identified and utilised within the curriculum and within enrichment activities	• Students and learners have good critical engagement skills and understand how to verify information online and the reasons why they should • Students and learners feel comfortable sharing any concerns they have about behaviour or information in the online space with colleagues at the School • All are aware of their individual responsibilities in the online space, especially regarding freedom of speech • All learners are encouraged to respect others with particular regard to protected characteristics and are educated in the options for civic engagement • Learners understand what the School values mean in practice		
Internet safety	• Inclusion of reference to terrorist and/or extremist material within ICT code of conduct, together with protections for legitimate study of this material • Deliver awareness raising training to library and ICT colleagues about what terrorist and extremist material looks like • Raise awareness of colleagues and students or learners about updated code of conduct, reasons why and an explanation of how the policy was developed • Appropriate filtering is in place to ensure that learners are unable to access terrorist and extremist material online through School servers	• Colleagues understand what terrorist/extremist material looks like and are confident to share concerns through the appropriate processes if they do encounter access to this material • Learner study of extremist and terrorist material for legitimate purposes is protected • Students and learners understand the risks attached to accessing terrorist and extremist material online and understand the institution's duty and process in these areas • Learners are safe from accessing extremist or terrorist materials whilst using School servers		

Area of responsibility	Actions to be taken	Outcome	Deadline	Update
Reputation and brand	• Development of policies which outline when the School's branding can be used and the responsibilities which come with its use • Development of a protocol for monitoring the School's online presence which includes reference to terrorism and extremism • Delivery of awareness raising training to communications colleagues • Delivery of awareness raising to all administration, teachers and students or learners advising of responsibility in the online space	• Any references to the School online are picked up quickly and referred for action if they have links to terrorist/extremist material • School administration, tutors and learners are aware of their responsibility in the online space regarding the School's brand and reputation		
School Environment	• Development of policies governing events organised by staff, learners or visitors on School premises • Creation of a code of conduct policy and communication plan for setting expectations on learner behaviour • Development of a policy governing the display of materials internally at the School • Development of a protocol to manage the layout, access and use of any space provided for the purposes of prayer and contemplation including an oversight committee or similar	• The School does not host events or speakers supportive of, or conducive to, terrorism • Learners are aware of the conduct expected by the School in creating a safe space for all groups on site • A safe learning space is created, avoiding the display of inappropriate materials • Prayer and contemplation space is accessible to all learners on an equal basis and the School is aware of and able to manage any risks associated with the space		