

PREVENT DUTY

Northern Lights



What is Prevent Duty?

The Prevent Duty requires **all** schools to 'have due regard to the need to prevent people being drawn into terrorism', under the Counter - Terrorism and Security Act 2015. The duty covers all types of extremism, whether political, religious or ideological.

What does it mean for our school?

We need to protect all pupils from the risk of radicalisation, as part of our wider safeguarding duties and our duty to promote the spiritual, moral, social and cultural development of pupils.

To do this we should:

1. Promote fundamental British Values in our Curriculum
2. Make sure our school is a safe space for all pupils to discuss sensitive topics, including terrorism and extremism
3. Ensure we have robust Safeguarding procedures to identify children at risk of being drawn into terrorism in the local area
4. Have measures in place to protect all pupils from harmful online content, including setting up appropriate filtering and monitoring systems, effective IT Policies etc
5. Ensure staff receive training to help them identify pupils at risk, challenge extremist ideas and know how to act if they have a concern
6. Be mindful of existing duties on political impartiality

Best practice for DSLs is to have training, inclusive of reporting to Channel.

What does it mean for our school?

Follow usual safeguarding procedures. Discuss with DSL and decide whether to involve other agencies such as police and Channel.

PREVENT DUTY

Need to know

The Home Office has updated the Prevent Duty Guidance. There are no new legal or additional responsibilities for schools. Some key changes which come into effect on 31st December 23.

Clarification on sharing personal information about **susceptible** pupils

You can share information about someone susceptible to radicalisation without the consent of parents/carers, **if necessary**. More information in **MAKING A REFERRAL TO PREVENT**. You should treat sharing information on Prevent the same as any other safeguarding issue. You still need to comply with data protection laws.

Designate someone to oversee Prevent

Prevent lead should be in a leadership position and should have appropriate Prevent training and induction. For most schools this will be the lead for Safeguarding (DSL).

Terminology Changes and Statutory Changes

OLD	NEW
Vulnerable to extremist ideology and radicalisation	Susceptible to extremist ideology and radicalisation
Children, young people and adult learners	learners

 Changed objective: 'Tackle the ideological causes of terrorism'	 New theme: 'reducing permissive environments'
 Updated on the risk and threat of terrorism	 New section on information sharing
 Updated terminology	 Clarity on training requirements
 Emphasis on proportionality	 Updates on managing external speakers (FE/HE)

Clarification that:

- Risk assessments should take online radicalisation into account, not just offline
- Guidance only applies to non-violent extremism where it can 'reasonably be linked to terrorism'

CONTEST – Counter Terrorism Strategy

The overall aim of the counter-terrorism strategy, **CONTEST**, is to reduce the risk from terrorism to the UK, its citizens and interests overseas, so that people can go about their lives freely and with confidence.

Prevent remains one of the key pillars of CONTEST, alongside the other 'P' work strands:

- **Prevent:** to stop people becoming terrorists or supporting terrorism
- **Pursue:** to stop terrorist attacks
- **Protect:** to strengthen our protection against a terrorist attack
- **Prepare:** to mitigate the impact of a terrorist attack

Prevent's objectives

The objectives of Prevent are to:

- **tackle the ideological causes of terrorism**
- **intervene early to support people susceptible to radicalisation**
- **enable people who have already engaged in terrorism to disengage and rehabilitate**

Ideology

- The first Prevent objective is now to **'tackle the ideological causes of terrorism'**
- The ideological component of terrorism is what sets it apart from other acts of serious violence
- Current threat is from 3 main ideologies:
 1. Islamist
 2. Extreme Right-Wing Terrorism (ERWT)
 3. Left Wing, Anarclist and Single - Issue Terrorism (LASIT)

Risk and Threat

- Islamist terrorism remains the largest concern
- **MUST** take into account **ONLINE RADICALISATION (prime area of risk – Filtering/Monitoring importance)**
- Inclusion of 'conspiracy theories', 'mixed ideology' and 'incel' as a risk area
- **NEW GUIDANCE FOR SCHOOLS** – Understanding and identifying radicalisation risk in your education setting

Risk factors

Push and pull factors can make a learner at risk of extremism or radicalisation. Often there are several risk factors present that, seen together, can cause concern.

Push factors

Push factors may include a learner feeling:

- isolated
- they do not belong
- they have no purpose
- low self-esteem
- their aspirations are unmet
- anger or frustration
- a sense of injustice
- confused about life or the world
- real or perceived personal grievances

Pull factors

Pull factors could include an extremist or terrorist group, organisation or individual:

- offering a sense of community and a support network
- promising fulfilment or excitement
- making the learner feel special and part of a wider mission
- offering a very narrow, manipulated version of an identity that often supports stereotypical gender norms
- offering inaccurate answers or falsehoods to grievances
- encouraging conspiracy theories
- promoting an 'us vs. them' mentality
- blaming specific communities for grievances
- encouraging the use of hatred and violent actions to get justice
- encouraging ideas of supremacy

Proportionality

- Schools as always should use professional judgement and curiosity and take a risk-based approach
- Any prevent activity should be:
 1. Proportionate to the local risk, setting and provision
 2. Tailored to reflect the phase of education, type of setting etc

Concerns about radicalisation should be referred

Reducing permissive environments

- A permissive environment is one that enables ideologies which are used to radicalise people to flourish
- Radicalisers might do this online
- Radicalisers might create their own permissive environments or take advantage of others'
- **SCHOOLS SHOULD HELP IN REDUCING EXPOSURE TO PERMISSIVE ENVIRONMENTS** – Ensure IT policies make reference to PREVENT and reducing permissive environments

Things to consider – Ensure/Assure

1. As a school do you have due regard to Prevent? – Policies, Training, DSLs knowledge and understanding – LGB Training
2. If asked how would you communicate that as a leader you have assessed the risks to pupils and how you have planned to mitigate risks?
3. Has the assessed risk impacted on staff training, curriculum, IT policies, Filtering and Monitoring?
4. How as a leader do you reduce permissive environments through the curriculum, policies, filtering and monitoring etc?
5. Have you got clear, robust procedures for referral that follow National Guidance?

If in doubt make a referral but also use the risk assessment framework as a tool