

Prevent duty

What are the aims of the session?

- To inform all staff about what they can do to protect children from the risk of radicalisation and suggest how they can access support to do this.

What is Prevent Duty

- The Prevent duty is the Counter-Terrorism and Security Act 2015 on specified authorities, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism

What are British values

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;

What are British values

- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;

What are British values

- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combating discrimination.

What is extremism?

- We define '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 death of members of our armed forces, whether in this country or overseas**

What is understood by extremist behaviour?

- Racial Hatred
- Religious hatred
- Hatred on the basis of sexual orientation

The Terrorist threat to the UK

- **The terrorist threat level is ‘severe’** – meaning that an attack in this country is ‘highly likely;’
- **But the threats we face have changed:** ISIL is much larger and better resourced than AQ and is trying to create and establish a state;
- **Unlike AQ, ISIL is also trying to radicalise large numbers of people here and in other western countries and has attracted far more foreign fighters and supporters;** social media propaganda is intense;
- Foreign fighters and supporters are encouraged either to travel or to conduct simple but effective terrorist attacks here;
- In recent polling 10% of UK Muslims polled (aged 18-34) were sympathetic to people leaving to ‘join fighters in Syria’.

The threat in schools/nurseries

- **Young people are at risk of travelling to Syria:** as overall numbers of travellers continues to fall the percentage of young people (and women) is increasing.
- **Recent high profile cases include:**
 - ❖ The travel of four young women from Bethnal Green Academy in **Tower Hamlets**;
 - ❖ the recent suicide bombing in Iraq by Talha Asmal, who was a pupil at Mirfield Free Grammar School in **Kirklees** when he travelled to Syria in March 2015;
 - ❖ three sisters from **Bradford** who took their nine children to join ISIL.

Prevent duty first principles

- **Prevent Strategy (2011)** is part of our counter terrorism strategy, CONTEST. Its aim – “*to stop people becoming terrorists or supporting terrorism*” through:
 - ***Countering ideology***: taking down harmful internet content; supporting organisations to develop effective responses;
 - ***Supporting individuals who are at risk of radicalisation*** notably (but not only) through Channel;
 - ***Working with sectors and institutions where there are risks of radicalisation and opportunities for countering radicalisation***: education, health, local authorities, policing, prisons, charities, faith based organisations etc.

Prevent duty: implementation in schools

Statutory Guidance sets out what is expected of schools including to:

- **Assess the risk** of children being drawn into terrorism;
- Improve the **resilience** of the institutions in the education system to extremist and radicalising influences, giving people the knowledge, responsibility and power to act.
- Ensure **robust safeguarding policies** are in place;
- Work in **partnership with local authority** safeguarding teams;
- Ensure **all staff are** appropriately trained; and
- Put in place effective **IT policies**.

National offer of support being developed with DfE including training and sector specific information.

The role of the education and childcare sectors...

- A safe space to understand risk, debate sensitive issues, and challenge extremist arguments.
- Promoting Fundamental British Values
- Local authority safeguarding responsibilities for all children in the local area.
- Working in partnership – builds on existing arrangements.
- Ofsted – assess against inspection framework

Factors which draw vulnerable people into supporting terrorism include:

- Peer pressure
- Influence from other people
- The internet
- Bullying
- Crime and anti-social behaviour
- Family tensions
- Race and hate crime
- Lack of self esteem or identity
- Personal and political grievances

What are the indicators for radicalised behaviour?

- Spending increasing time in the company of other suspected extremists.
- Changing their style of dress or personal appearance to accord with the group.
- Day-to-day behaviour becoming increasingly centered on 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 materials or symbols associated with an extremist cause.

What are the indicators for radicalised behaviour?

- Attempts to recruit others to the group/cause.
- Communications with others that suggests identification with a group, cause or ideology.
- Using insulting to derogatory names for another group.
- Increase in prejudice-related incidents committed by that person – these may include;
 - physical or verbal assault
 - provocative behaviour
 - damage to property
 - derogatory name calling
 - possession of prejudice-related materials o prejudice related ridicule or name calling of inappropriate forms of address
 - refusal to co-operate
 - attempts to recruit to prejudice-related organisations
 - condoning or supporting violence towards others.

What do we do?

Notice - Check - Address

Check and address...

Who would feel comfortable to 'CHECK' with?

What about the 'ADDRESS'
stage?

Referrals and Interventions (CHANNEL)

How do we make a referral?

- All incidents of prejudicial behaviour will be reported directly to the Safeguarding lead or the Head Teacher.
- All incidents will be fully investigated and recorded in line with the Behaviour Policy and records will be kept in line with procedures for any other safeguarding incident.
- Parents/carers will be contacted and the incident discussed in detail, aiming to identify motivating factors, any changes in circumstances at home, parental views of the incident and to assess whether the incident is serious enough to warrant a further referral. A note of this meeting is kept alongside the initial referral in the Safeguarding folder.

How do we make a referral?

- The SLT follow-up any referrals for a period of four weeks after the incident to assess whether there is a change in behaviour and/or attitude. A further meeting with parents would be held if there is not a significant positive change in behaviour.
- If deemed necessary, serious incidents will be discussed and referred to:

MASH, Juniper House, 221 Hoe Street, Walthamstow, E17 9PH

Tel: 0208 496 2310

Fax : 0208 496 2313

Email: cscreferrals@walthamforest.gov.uk

Or

CTU hotline 0845 678 123

What happens once a referral has been made?

- A governmental organisation called 'Channel' will identify each referral on a case to case basis and offer support to affected families where needed.

Ofsted outstanding grade descriptor

- Leaders' work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staff's vigilance, confidence and competency to challenge pupils' views and encourage debate.