The Duston School
Prevent Awareness Strategy

The National Prevent Awareness 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 and extremist influences or prejudiced views. As with other forms of safeguarding strategies, early intervention is always preferable. Schools, working with other partners, families and communities, play a key role in ensuring young people and their communities are safe from the threat of terrorism.

*Prevent should be seen as part of the existing school 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 effective care; and taking action to enable children in need to have optimum life chances.*

The Prevent Awareness Strategy identifies that young people are more likely to be vulnerable to violent extremist terrorist narratives. Schools have a duty of care to 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 Government's **Prevent Awareness Strategy** defines extremism as; "Vocal or active opposition to **Fundament British Values**, including democracy, the rule of law, individual liberty, 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 Taskforce 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 **Fundamental British Values**.

***Fundamental 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 that they are actively promoting **Fundamental British Values.** Actively promoting the values means challenging opinions or behaviours in schools 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 **Fundamental 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 Awareness** within schools is challenging and can often depend on an individual school's response to delivering the strategy. This document has been produced to help support **Prevent Awareness** delivery in the school and aims to highlight activity and best practice as well as identify opportunities to manage any potential risks. The purpose of the strategy is to embed **Prevent Awareness** by 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 school's procedures when it is suspected that pupils are being drawn into extremism by terrorist-related activity.

Working With the Prevent Awareness 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 Awareness** must be considered in light of local circumstances. **Prevent Awareness** support can be adapted to ensure activity is both appropriate and proportionate. As the national strategy identifies, **Prevent Awareness** can work with both violent and non–violent extremism arenas and can include topics such as hate crime, racism, bulling online safety and extreme political views. This means that the strategy can be delivered in a variety of ways depending on the school, its requirements and 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 include the following:

The proprietors of maintained schools, non-maintained special schools, maintained nursery schools, independent schools (__including academies and free schools)__ and alternative provisions.

Schools subject to **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's Board
- Make sure that staff have training that gives them the knowledge and confidence to identify pupils at risk of being drawn into terrorism, and to challenge ideas which can be used to legitimise terrorism
- Ensure that pupils are safe from terrorist and extremist material when accessing the internet in school

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, key indicators may be identified which will require further intervention activity within the school. Indicators may include such things as racist graffiti or comments being made on school premises, extremist content being shared on social media, terrorist or extremist propaganda being shared with pupils or vulnerable pupils 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 available in the school's risk assessment 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 the vulnerability to extremism. Over simplified assessments based upon demographic 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 takes many forms. Police activity can be utilised when delivering intervention but more often it is a partner agency 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 to **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 and partners (such as the education and health sectors, social services, children 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 effective support for the individual 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 operation employed by **Prevent** and has recently been placed on a statutory footing.

Further information regarding the **Channel Programme** can be found by opening the following links**:**

www.gov.uk/government/publications/channel-guidance

Channel vulnerability assessment – Publications – GOV.UK

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:

Anti-Terrorist Hotline: 0800 789 321

Crimestoppers: 0800 555 111

Relevant Police force: 101

www.gov.uk/report-terrorism

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

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 a part in this process.

To report any online terrorist related online material visit:

www.gov.uk/report-terrorism

Resources and Training – there is a range of training materials available and in support of the **Prevent Duty** the Home Office will be making further 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**.

The following resources are available to find out more about **Channel** *and the* **Prevent Strategy:**

http.//course.ncalt.com/Channel General Awareness

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

Prevent duty guidance – Publications – GOV.UK

Preventing violent extremism – Risk Assessment

The Duston School is required to carry out a risk assessment of where and how our pupils are at risk of being drawn into violent extremism. This includes exposure to an environment of non-violent extremism that may foster acceptance or encouragement of violent extremism.

To carry out the Risk Assessment the following will be considered:-

- School policies
- Policies and procedures regarding the safety of the school site and student welfare; including equality and diversity and the safety and welfare of pupils and staff
- IT policies
- Policies and procedures concerning the physical management of the school site including policies and procedures for events held by staff, pupils or visitors and relationships with external bodies and community groups

Key indicators which may require further intervention activities

Vulnerability

- Identity Crisis – distance from cultural/religious heritage and uncomfortable with their place in 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 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 persona; 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 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 peer, political or religious influence on the child/young person from within or outside the 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 differentiate them from those that sympathise with or support extremist activity.
- Has the child/young person come into conflict with family over religious beliefs/lifestyle/dress choices?
- Has there been a significant shift in the child/young person's behaviour or outwards appearance that suggests that a new social/political or religious influence?
- 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 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 to cover or 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 views 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 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