

# The Prevent duty

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# Outcomes

- An awareness of the Prevent duty and its requirements of schools/Colleges and governors in particular
- Raise awareness of recent history in the context of policy around extremism, as well as some research findings
- Leave with a more informed understanding of responsibilities under the duty

# What do you know about the Prevent duty?

*The  
Prevent  
Duty*

*Counter-terrorism*

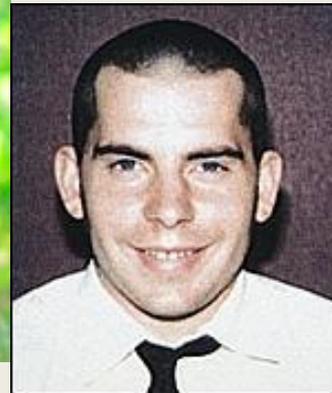
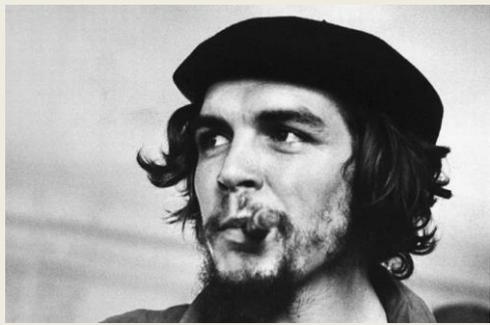
# What is the Prevent duty?

- a duty under section 26 of the Counter-Terrorism and Security Act 2015, schools/Colleges in the exercise of their functions, to have “***due regard to the need to prevent people from being drawn into terrorism***”
- Identify students who may be vulnerable to radicalisation- know what to do when they are identified
- Sits within Safeguarding structures in schools and Colleges
- Covers maintained and independent schools, FE and Sixth Form Colleges
- Promotion of Fundamental British Values [FBV]
- Creation of a safe space in schools to debate controversial issues

**What is 'extremism'?**

**Who is an 'extremist'?**

**What are 'British values'?**



*“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.”* This also includes calls for the death of members of the British armed forces.

**‘Official’ UK Prevent definition of ‘extremism’**

# What might the definition cover?

- White supremacists
- Nazi parties
- Anti-Semitism
- Holocaust Denial
- Race and religious hatred

- Violent animal rights
- Sports hooliganism
- Far Right marches
- Islamism
- Irish extremism
- Homophobia

UK security and counter-terrorism

## Almost 4,000 people referred to UK deradicalisation scheme last year

**Exclusive:** Children aged nine and under were among 3,955 people reported to Channel in 2015, up from 1,681 in 2014



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## More than 400 children under 10 referred for 'deradicalisation'

By Sima Kotecha  
Today programme

🕒 21 January 2016 | [UK](#)

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# Criticisms

- What behaviour amounts to extremism?
- What radical views would be accepted as social norms?
- Definition of extremism is '*subjective, awkward and opaque*' so a need to draw a distinction '*between non violent extremism and activism*' [Lowe, 2016]
- Prevent has become a '*search for religious conservatism*' [Joint Select Committee, 2016]
- Danger of creating a de-politicised 'suspect' community [Awam, 2016]

# Further

- Online Prevent training is ‘too superficial’ and PCO decisions are ‘inconsistent’ [Ofsted, 2016]
- Danger “we cut ourselves off from talking to people whose views we do not like but to whom millions of young people listen” [Sir Ian Blair, Metropolitan Police, 2016]
- A need for cultural and religious awareness training alongside, to ‘localise’ the Duty [Hindle, 2016]

# How can educators contribute?

- Use T&L to help students develop skills to challenge extremist narratives
- Prevent harm to students by groups and individuals who espouse such ideas
- Provide support to vulnerable students
- Increase the resilience of students
- Use T&L styles that allow grievances to be aired

*Source: Report of the Extremist Task Force, 2014*

# Context: Syria, ISIS and the Far Right

- Valdean College; St David's SFC, Cardiff; Connell SFC, Beswick; 'a Lancashire SFC'; Bethnal Green Academy, QK Academy



Daniel Sandford reports on the appeals from relatives for the girls to come home

27 October 2014 Last updated at 14:25



## Teacher Jamshed Javeed admits Syria terror offences



A chemistry teacher has pleaded guilty to two Syria-related terror offences.

[Related Stories](#)

# ISIS/Far Right recruitment

- ‘cognitive opening’ required [MI5 source in Burke, 2015]
- Often online and includes marriage proposals
- ISIS have 50, 000 + Twitter accounts [Atwan, 2015]; up to 30 organisations seeking to radicalise [Burke, 2015]
- Recruiters quick to spot vulnerabilities: “the most violent street gang in the world” [Burke, 2015]
- Schools and colleges are ‘places where young people are exposed to new ideas’ [Tinkler, 2016]
- Support for the Far Right increasingly most rapidly amongst 18-25 yr olds [Goodwin, 2017]

# Safeguarding: Who is vulnerable?

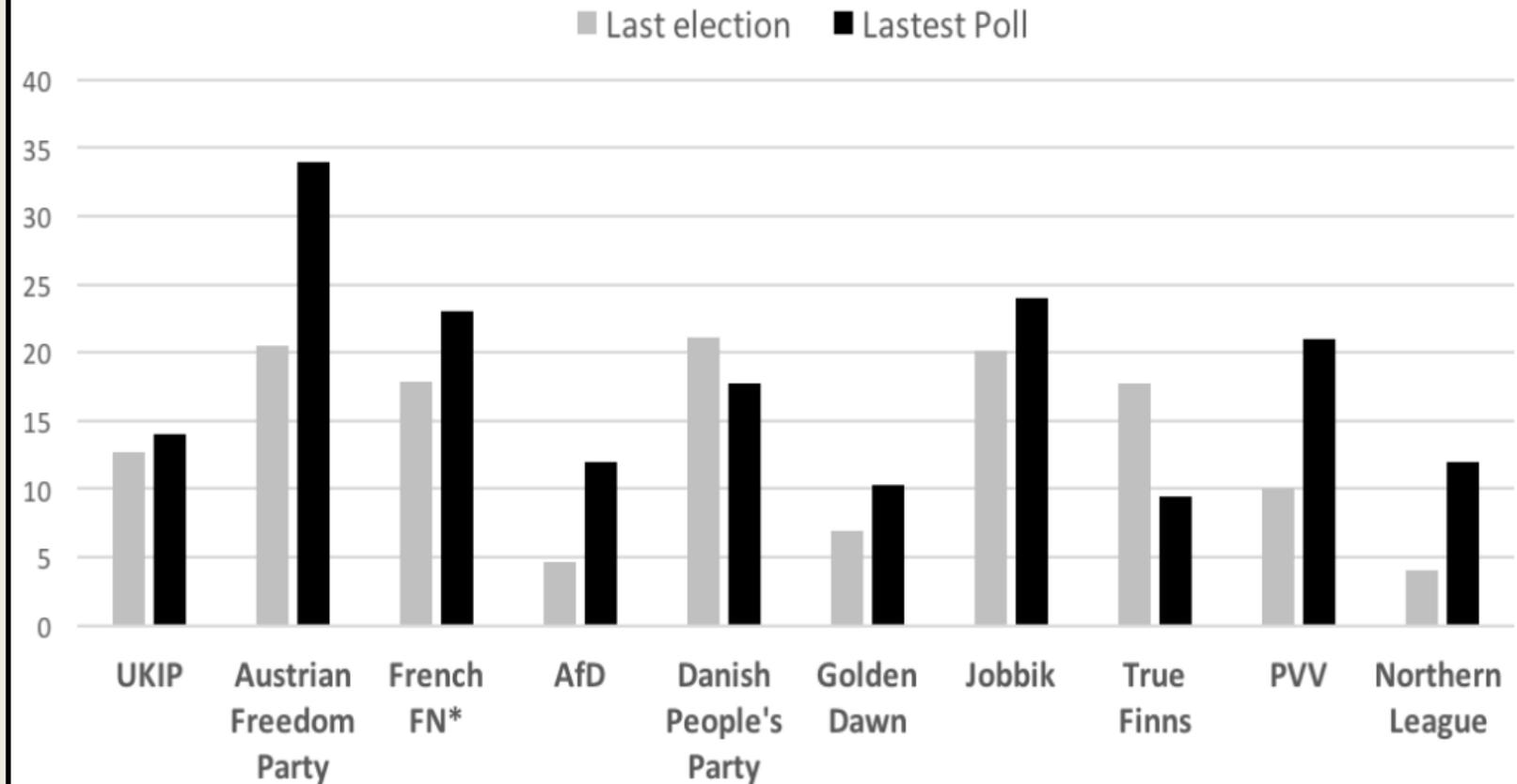
- Those seeking meaning, direction, structure and connection. Lack of 'sense of achievement'
- Attracted by a rhetoric that offers clear rules, unambiguous truths, a righteous affiliation
- Drawn by others, through social networks; often personal 'acceptance of sinning'
- Misunderstanding of facts but lack of outlet for views
- **Changes in dress and attitude visible; signs of conflict with family and peers; underachievement;**

# But

- No 'conveyor belt' from religious conservatism to violent extremism [Richards, 2015]
- Lone wolves are rarely lone actors [Burke, 2016]
- Often a result of complex social networks [Burke, 2016]
- What about foreign policy? [Sabir, 2015]
- Change their job... [Bhui et al, 2012]



# Support for the Populist Right Last election vs Latest polls



Source: Goodwin, 2017

## Those with less education say increasing diversity makes their country a worse place to live

*An increasing number of people of many different races, ethnic groups and nationalities in our country makes this country a worse place to live*

	<b>Less education</b>	<b>More education</b>	<b>Diff</b>
	%	%	
Netherlands	43	22	-21
UK	37	17	-20
Spain	26	12	-14
Sweden	30	17	-13
Germany	39	27	-12
France	27	17	-10

Note: Only statistically significant differences shown. For the purpose of comparing educational groups across countries, we standardize education levels based on the UN's International Standard Classification of Education (ISCED). The lower education category is secondary education or below and the higher category is postsecondary or above.

Source: Spring 2016 Global Attitudes Survey. Q44.

PEW RESEARCH CENTER

Source: Goodwin, 2017

- Police data on 148 offenders of “anti-foreigner” violence in Germany found most were men, 90% were under 20 years old, low education, more likely to have experienced unemployment and to have history of criminality, and divided into “four” types
- Hangers on: no knowledge of right-wing extremist ideology, driven more by group influences than prejudice or ideological understanding
- Criminal youth: older, history of criminality, pre-existing inclination towards violence, but no detailed and wider ideological worldview
- Xenophobes: overtly anti-foreigner, concerned mainly about “threats” from minorities, but again lacked worldview that put this into ideological blueprint
- Ideologically-committed: active in wider scene, viewed violence as by-product of their ideological worldview rather than end in itself, the “true believers”

Source: Goodwin, 2017

**Case Studies- have a go**

# Council admits racially discriminating against two boys over Prevent toy gun referral

Education authority agrees to pay damages after school calls police over fears two brothers could be at risk of radicalisation



**Esther Addley and Alexandra Topping**

Friday 27 January 2017 07.00 GMT

A local education authority has admitted racially discriminating against two young boys and breaching their human rights when a school called the police after one of them told his teacher he had been given a toy gun as a present.

**What are the requirements of  
Governors under Prevent?**

# Prevent duty requirements

- Review of policies, notably around premises, external speakers and events, complaints & whistleblowing, IT and Safeguarding
- Risk assessments
- Clear procedures to refer information in house
- **Training for governors, leaders & managers, practitioners and support staff**
- Schools and Colleges to identify risks within a local context
- Referral to **Prevent Co-ordinator**; possibility of further referral to **Channel**
- Promotion of British Values

# Board Responsibility for Prevent

- Responsibility for setting the **Prevent Duty strategy** rests with the Board
- Responsibility for **scrutinising the implementation** of the Prevent Duty lies with the Board
- The provider should see the Prevent Duty as part of the safeguarding duty
- **Safeguarding officer** should lead in this area and – in larger institutions- there should be co-ordination across curriculum areas
- The Board is expected to ensure that there **are robust procedures both internally and externally** for sharing information about vulnerable individuals, including information sharing agreements

# Governors: Policy review

- Risk assessments: external speakers and events/use of premises
- complaints & whistleblowing
- IT [including access to sites to research extremism]
- Safeguarding
- Promotion of FBV
- Pastoral
- Charity and fundraising
- Have you seen an updated Safeguarding policy and a Prevent action plan?

# Partnership working

- Online radicalisation increasingly likely
- Local Safeguarding Children Boards [LSCBs]- produce threshold guidance on when to refer
- Engagement with the family
- With community and youth organisations, such as the local Council of Mosques
- Workshop to Raise Awareness of Prevent [WRAP] funded via the Home Office
- Encouragement of terrorism and inviting support for terrorist organisations are criminal offences



PROJECT  
**GRIFFIN**

**Protect**

**Prepare**



**Our Manchester**



**RADEQUAL**

CHALLENGE · CONNECT · CHAMPION

**Building Community Resilience**  
**March 2018**

**#RADEQUALMCR**



# British Values

- Tolerance and mutual respect of different faiths and beliefs
- Democracy
- The rule of law
- Individual liberty
- Responsibilities under the Equality Act [2010]

All staff, including governors and board members to exemplify these in their conduct and behaviour

How might Governors be able to confirm institutions are meeting their responsibilities with respect to FBV?

*“How British Values are taught is one of the most important things we are doing at the moment”*

**Sir Michael Wilshaw, January 2015**



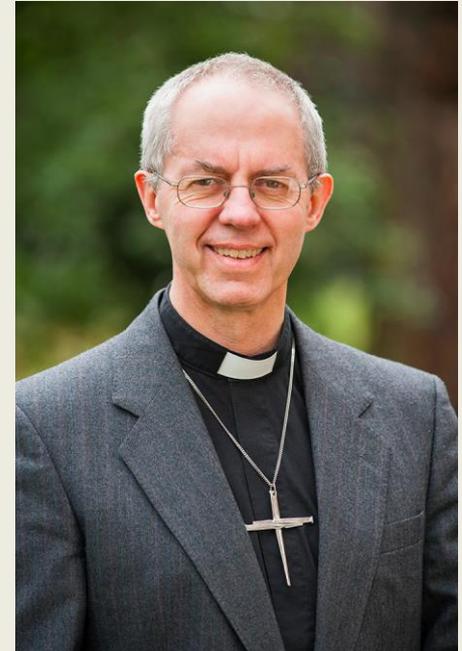
# Marks out of Ten?

- '*vacuous nonsense*' *Daily Telegraph*
- '*squlechy and foggy*', Peter Hitchens, *Mail on Sunday*
- '*parochial, patronising and arrogant*', Michael Rosen, *The Guardian*
- '*meaningless at best, dangerous at worst and a perversion of British history in any case*', Owen Jones, *The Guardian*

**Source:** Richardson (2015)

*“We believe that there is a need for an important public debate about the values underpinning our education system, and how our society engages with dissenting voices”*

**Church of England, 2014**





**EXCLUSIVE** SECRET DOCUMENTS ALLEGE EXTREMIST CONSPIRACY

# 'JIHADIST PLOT TO TAKE OVER CITY SCHOOLS'

Explosive claim of dirty tricks campaign **TROJAN**

## FOUR SCHOOLS NAMED IN THE BIRMINGHAM BLUEPRINT



Resigned: Tina Ireland

*At least four Birmingham schools are named in the documents. Several have been mired in controversy over the past year and, in at least two cases, their headteachers have left:*

### SALTLEY SCHOOL

THE papers claimed Balwant Bains, the respected head of Saltley School, a comprehensive, would 'soon be sacked'. In fact, he resigned from the school late last year after an Ofsted report criticised his 'dysfunctional' relationship with governors.

In a departing letter to parents, Mr Bains said: 'I have concluded that I cannot carry out my roles

and responsibilities as head teacher here.' The school has strongly denied any suggestion that Mr Bains was forced out by pressure from Muslim extremists.

### REGENTS PARK PRIMARY

THE papers detail an alleged plot to oust Tina Ireland from Regents Park by 'planting the seed' of exam cheating allegations.

The long-serving headmistress resigned last October after exam watchdogs annulled the school's SAT results because of 'doubt over the validity of results'.

### PARK VIEW ACADEMY

A THIRD school named in the docu-

ments – Park View in Alum Rock – was visited by Ofsted this week in a surprise inspection.

A former employee at the academy is understood to have claimed that non-Muslim staff were being treated unfairly and that it was trying to teach Islamic studies.

### ADDERLEY PRIMARY

FOUR staff told police in January last year that some employee resignation letters were faked.

The probe was later shelved but West Midlands Police has reopened the investigation because of 'new information'.

The school's head, Rizvana Darr, said she could not comment.



© Matt Whittle

A tour de force. Brilliant! ~ SIMON SEBAG MONTEFIORE

# MICHAEL GOVE CELSIUS 7/7

HOW THE WEST'S POLICY OF APPEASEMENT  
HAS PROVOKED YET MORE FUNDAMENTALIST  
TERROR – AND WHAT HAS TO BE DONE NOW



# Louise Casey Review [2016]

- Racial segregation in the UK at harmful levels
- Public bodies ignore or condone divisive practices for fear of being branded 'racist'
- **Schoolchildren should be taught British Values**; immigrants should take an oath of allegiance to the UK
- Plight of Muslim women of particular significance due to 'regressive practices'

# Recommendations- Casey Review

- Projects to boost cohesion, such as local IT courses and sport activities for children
- Councils should regularly collect statistics on hate crime or deficiencies in English
- **Schools should promote British values to help build integration, tolerance and citizenship**
- A review of the "rights and obligations" of immigrants likely to settle in the UK
- **Funding for school projects that encourage children of different backgrounds to mix**
- More funding for local English language classes and a review of whether courses are reaching people who need them
- Councils should investigate whether their housing policies help or hinder integration
- **New oath for public office-holders pledging "tolerance of those with different faiths and beliefs"**

# Ofsted 'inadequate' grading

## Inadequate (4)

**Leadership and management are likely to be inadequate if one or more of the following**

- The unbalanced and poorly taught curriculum fails to meet the needs of pupils or particular groups of pupils.
- The range of subjects is narrow and does not prepare pupils for the opportunities, responsibilities and experiences of life in modern Britain.
- Leaders are not taking effective steps to secure good behaviour from pupils and a consistent approach to discipline.
- Leaders and governors, through their words, actions or influence, directly and/or indirectly, undermine or fail to promote equality of opportunity. They do not prevent discriminatory behaviour and prejudiced actions and views.
- Safeguarding is ineffective. The school's arrangements for safeguarding pupils do not meet statutory requirements, or they give serious cause for concern or insufficient action is taken to remedy weaknesses following a serious incident.
- Leaders and governors are not protecting pupils from radicalisation and extremist views when pupils are vulnerable to these. Policy and practice are poor, which means pupils are at risk.

# OFSTED [new framework 09/15]



## Leadership & Management: Colleges must...

- actively promote equality and diversity and ***fundamental British values***, tackle bullying and discrimination and narrow any gaps in achievement between different groups of children and learners
- make sure that arrangements to protect children, young people and learners meet all statutory requirements and promote their welfare

# OFSTED [09/15]



## Teaching, learning and assessment:

- equality of opportunity and recognition of diversity are promoted through teaching and learning

## **Personal development, behaviour & welfare:**

- *understanding of how to keep themselves safe from relevant risks such as exploitation and extremism, including when using the internet and social media*
- personal, social, moral, cultural and spiritual development, *including through access to cultural experiences and work experience so that they are well prepared to respect others and contribute to wider society and life in Britain today*

# Recent [Primary] Ofsted reports

## **The behaviour and safety of pupils** are good

- A well-planned programme of assemblies enables pupils to reflect on different values. Good links are established with churches and charities. Tolerance of other faiths is encouraged and good relations are fostered. They understand the importance of the point of view of others. As a result of all this, pupils are well prepared for life in modern Britain.
- Pupils' spiritual, moral, social and cultural development is good. Lunchtimes and regular events give good opportunities for pupils to socialise in 'house families'. The academy links with contrasting schools nationally and internationally so that pupils can compare their experiences with those of others of a similar age elsewhere.
- Staff prepare pupils well for life in modern Britain. They make sure pupils understand the democratic process through their involvement in the academy council. The academy gives pupils good opportunities to express their views about areas of academy life that are of importance to them and affect them directly. Pupils learn the importance of values that underpin the British way of life, such as 'respect' and 'tolerance'.

**Inspection dates**

7–8 July 2015

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected	
	This inspection:	<b>Outstanding</b>	<b>1</b>
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Early years provision		Outstanding	1

**Summary of key findings for parents and pupils**

- Pupils' learning is directly linked to the British values of democracy, the rule of law, individual liberty, mutual respect and the tolerance of different faiths and beliefs, and these values are taught well across the school, both in and out of the classroom. Displays around the school exemplify the link between Muslim and British values, and also celebrate life and culture in different parts of the world such as Africa, Australia and America. Pupils speak confidently about the school's values and understand them. School councillors were elected by their classmates through a secret ballot in a democratic election. Pupils also have a say on what is taught and help to shape the curriculum on offer. Experiences such as these ensure that pupils are well prepared for life in modern Britain.

# Advice for governors

- Make sure you are aware of reporting procedures
- Is the institution compliant?
- You should have already completed training
- Identify sources of information in the town/city/catchment area
- Are you receiving regular reports from the Safeguarding lead?

# Further thoughts on Prevent

- A need for community led approaches to counter-terrorism [Huq, 2016]
- Clear definition of extremism required
- Greater consistency in referrals, but how?
- First legal case against a LA for an incorrect referral [Luton]

<https://www.elearning.prevent.homeoffice.gov.uk/screen2a>

# INTRODUCTION TO PREVENT E-LEARNING PACKAGE



Please select your role

PRIMARY SCHOOL TEACHER

SECONDARY SCHOOL TEACHER

TEACHING ASSISTANT

ADMINISTRATIVE OR OTHER NON-TEACHING STAFF (SCHOOLS)

SCHOOL LEADERSHIP (EXEC, DEP AND ASSISTANT HEADTEACHER)

GOVERNOR

EARLY YEARS PROVIDER (LEADERSHIP)

EARLY YEARS PROVIDER (SUPPORT STAFF AND OTHER)

CHILDREN'S HOME

SPECIAL SCHOOL (FOR CHILDREN WITH SPECIAL NEEDS)

# Prevent resources

## Prevent for Schools

- [http://www.preventforschools.org/index.php?category\\_id=83](http://www.preventforschools.org/index.php?category_id=83)

## Prevent for FE and training

<http://www.preventforfeandtraining.org.uk/>

## Families Against Stress and Trauma-

<http://familiesmatter.org.uk/our-campaign/>

## Educate Against Hate-

<http://educateagainsthate.com/teachers/what-is-extremism-teachers/>

Prevent Watch- [www.preventwatch.org](http://www.preventwatch.org)