The Prevent duty

Departmental advice for schools and childcare providers

June 2015

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About this departmental advice

This is departmental advice from the Department for Education. This advice is non-statutory, and has been produced to help recipients understand the implications of the Prevent duty. The Prevent duty is the duty in 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.

Expiry or review date

This advice will next be reviewed before September 2016.

Who is this advice for?

This advice is for:

- Governing bodies, school leaders and school staff in maintained schools (including nursery schools), non-maintained special schools, proprietors of independent schools (including academies and free schools), alternative provision academies and 16-19 academies

- Management committees and staff in pupil referral units

- Proprietors and managers and staff in registered childcare settings

It will be of particular interest to safeguarding leads.

Main points

The main points of this advice are to:

- explain what the Prevent duty means for schools and childcare providers;

- make clear what schools and childcare providers should do to demonstrate compliance with the duty; and

- inform schools and childcare providers about other sources of information, advice and support.

Introduction

From 1 July 2015 all schools[1], registered early years childcare providers[2] and registered later years childcare providers[3] (referred to in this advice as 'childcare providers') are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to the statutory guidance. Paragraphs 57-76 of the guidance are concerned specifically with schools and childcare providers.

This advice complements the statutory guidance and refers to other relevant guidance and advice. It is intended to help schools and childcare providers think about what they can do to protect children from the risk of radicalisation[4] and suggests how they can access support to do this. It reflects actions that many schools and childcare providers will already be taking to protect children from this risk.

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[1] Including early years and later years childcare provision in schools that is exempt from registration under the Childcare Act 2006.

[2] Those registered under Chapter 2 or 2A of Part 3 of the Childcare Act 2006, including childminders.

[3] Those registered under Chapter 3 or 3A of Part 3 of the Childcare Act 2006, including childminders.

[4] "Radicalisation" refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. During that process it is possible to intervene to prevent vulnerable people being drawn into terrorist-related activity.

The Prevent duty: what it means for schools and childcare providers

In order for schools and childcare providers to fulfil the Prevent duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of schools' and childcare providers' wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

Schools and childcare providers can also build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist[5] views. It is important to emphasise that the Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, schools should provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. For early years childcare providers, the statutory framework for the Early Years Foundation Stage sets standards for learning, development and care for children from 0-5, thereby assisting their personal, social and emotional development and understanding of the world.

The Prevent duty is entirely consistent with schools' and childcare providers' existing responsibilities and should not be burdensome. Ofsted's revised common inspection framework for education, skills and early years, which comes into effect from 1 September 2015, makes specific reference to the need to have safeguarding arrangements to promote pupils' welfare and prevent radicalisation and extremism. The associated handbooks for inspectors set out the expectations for different settings. The common inspection framework and handbooks are available on GOV.UK.

The statutory guidance on the Prevent duty summarises the requirements on schools and childcare providers in terms of four general themes: risk assessment, working in partnership, staff training and IT policies. This advice focuses on those four themes.

Risk assessment

The statutory guidance makes clear that schools and childcare providers are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a

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[5] "Extremism" is 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, whether in this country or overseas. Terrorist groups very often draw on extremist ideas developed by extremist organisations.

specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.

The general risks affecting children and young people may vary from area to area, and according to their age. Schools and childcare providers are in an important position to identify risks within a given local context. It is important that schools and childcare providers understand these risks so that they can respond in an appropriate and proportionate way. At the same time schools and childcare providers should be aware of the increased risk of online radicalisation, as terrorist organisations such as ISIL seek to radicalise young people through the use of social media and the internet. The local authority and local police will be able to provide contextual information to help schools and childcare providers understand the risks in their areas.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. The Prevent duty does not require teachers or childcare providers to carry out unnecessary intrusion into family life but as with any other safeguarding risk, they must take action when they observe behaviour of concern.

Schools and childcare providers should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools and childcare settings to have distinct policies on implementing the Prevent duty. General safeguarding principles apply to keeping children safe from the risk of radicalisation as set out in the relevant statutory guidance, Working together to safeguard children and Keeping children safe in education.

School staff and childcare providers should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. Detailed guidance on Channel is available.

An online general awareness training module on Channel is available. The module is suitable for school staff and other front-line workers. It provides an introduction to the topics covered by this advice, including how to identify factors that can make people

vulnerable to radicalisation, and case studies illustrating the types of intervention that may be appropriate, in addition to Channel.

Working in partnership

The Prevent duty builds on existing local partnership arrangements. Local Safeguarding Children Boards (LSCBs) are responsible for co-ordinating what is done by local agencies for the purposes of safeguarding and promoting the welfare of children in their local area. Safeguarding arrangements should already take into account the policies and procedures of the LSCB. For example, LSCBs publish threshold guidance indicating when a child or young person might be referred for support.

Local authorities are vital to all aspects of Prevent work. In some priority local authority areas, Home Office fund dedicated Prevent co-ordinators to work with communities and organisations, including schools. Other partners, in particular the police and also civil society organisations, may be able to provide advice and support to schools on implementing the duty.

Effective engagement with parents / the family is also important as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms.

Staff training

The statutory guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. The Home Office has developed a core training product for this purpose – Workshop to Raise Awareness of Prevent (WRAP). There are a number of professionals – particularly in safeguarding roles - working within Local Authorities, the Police, Health and Higher and Further Education who are accredited WRAP trained facilitators. We are working to build capacity within the system to deliver training.

Individual schools and childcare providers are best placed to assess their training needs in the light of their assessment of the risk. As a minimum, however, schools should ensure that the Designated Safeguarding Lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation. We recognise that it can be more difficult for many childcare providers, such as childminders, to attend training and we are considering other ways in which they can increase their awareness and be able to demonstrate that. This advice is one way of raising childcare providers' awareness.

IT policies

The statutory guidance makes clear the need for schools to ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place.

More generally, schools have an important role to play in equipping children and young people to stay safe online, both in school and outside. Internet safety will usually be integral to a school's ICT curriculum and can also be embedded in PSHE and SRE. General advice and resources for schools on internet safety are available on the UK Safer Internet Centre website.

As with other online risks of harm, every teacher needs to be aware of the risks posed by the online activity of extremist and terrorist groups.

Building children's resilience to radicalisation

As explained above, schools can build pupils' resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making. Schools are already expected to promote the spiritual, moral, social and cultural development of pupils and, within this, fundamental British values. Advice on promoting fundamental British values in schools is available.

Personal, Social and Health Education (PSHE) can be an effective way of providing pupils with time to explore sensitive or controversial issues, and equipping them with the knowledge and skills to understand and manage difficult situations. The subject can be used to teach pupils to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing. They can also develop effective ways of resisting pressures, including knowing when, where and how to get help. Schools can encourage pupils to develop positive character traits through PSHE, such as resilience, determination, self-esteem, and confidence.

Citizenship helps to provide pupils with the knowledge, skills and understanding to prepare them to play a full and active part in society. It should equip pupils to explore political and social issues critically, to weigh evidence, to debate, and to make reasoned arguments. In Citizenship, pupils learn about democracy, government and how laws are made and upheld. Pupils are also taught about the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding. A number of resources are available to support schools in this work. These include products aimed at giving teachers the confidence to manage debates about contentious issues and to help them develop their pupils' critical thinking skills. Local authorities and the local police may be able to advise on the resources which are available. In some cases these resources may be charged for, particularly where they are

delivered by external facilitators. As with any other resources for use in the classroom, schools should satisfy themselves that they are suitable for pupils (for example in terms of their age appropriateness) and that staff have the knowledge and confidence to use the resources effectively. For childcare providers our strategic partner, 4Children, have published the following good practice examples demonstrating what promoting fundamental British Values means in the early years.

The Department will be providing further advice on resources for schools.

What to do if you have a concern

As explained above, if a member of staff in a school has a concern about a particular pupil they should follow the school's normal safeguarding procedures, including discussing with the school's designated safeguarding lead, and where deemed necessary, with children's social care. In Prevent priority areas, the local authority will have a Prevent lead who can also provide support.

You can also contact your local police force or dial 101 (the non-emergency number). They can talk to you in confidence about your concerns and help you gain access to support and advice.

The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk. Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

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HOW SOCIAL MEDIA IS USED TO ENCOURAGE TRAVEL TO SYRIA AND IRAQ
BRIEFING NOTE FOR SCHOOLS

Terrorist organisations, such as ISIL, are trying to radicalise and recruit young people through an extensive use of social media and the internet. Young people, some as young as 14, have tried to leave the UK to travel to join ISIL and other terrorist groups in Syria and Iraq.

As with other online harms, every teacher needs to be aware of the risks posed by the online activity of extremist and terrorist groups. This briefing note is aimed at head teachers, teachers and safeguarding leads and provides advice about online terrorist and extremist material. It includes a short summary of some of the main ISIL propaganda claims and identifies social media sites which ISIL is using.

<u>What action do schools and teachers need to take?</u>

Schools have a vital role to play in protecting pupils from the risks of extremism and radicalisation. Keeping children safe from risks posed by terrorist exploitation of social media should be approached in the same way as safeguarding children from any other online abuse.

• In the same way that teachers are vigilant about signs of possible physical or emotional abuse in any of their pupils, if you have a concern for the safety of a specific young person at risk of radicalisation, **you should follow your school's safeguarding procedures**, including discussing with your school's designated safeguarding lead, and where deemed necessary, with children's social care. If you are in a 'Prevent' priority area, your local authority will have a 'Prevent' lead who can also provide support.

• **You can also contact your local police force or dial 101** (the non-emergency number). They can talk to you in confidence about your concerns and help you gain access to support and advice.

• **The local authority or police might suggest a referral to the 'Channel' programme.** 'Channel' is a voluntary Government funded programme which aims to safeguard children and adults from being drawn into terrorist activity. 'Channel' can provide a support plan and specific interventions to protect people at risk, including mentoring support or an ideological or theological intervention. If you want to find out more about 'Channel' click here or call 101 to discuss your concerns.

If you are concerned that a child's life is in immediate danger, or that they may be imminently planning to travel to Syria or Iraq dial 999 or call the confidential Anti-Terrorist Hotline on 0800 789 321.

For further background information on the roles of schools and teachers in safeguarding children, and preventing pupils from the risks of terrorism and extremism the following documents will be of use:

• Keeping children safe in education: statutory guidance for schools and colleges

• Prevent Duty Guidance: for specified authorities in England and Wales on the duty in the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism.

PROPAGANDA THEMES

ISIL, also sometimes referred to as ISIS, is a violent terrorist group which has caused huge suffering to people in both Syria and Iraq in the name of an Islamist extremist ideology. They are a brutal group that wants to impose rule on people and has used violence and extortion. ISIL's claim to have established an 'Islamic State' or 'caliphate' in the region has no theological credibility.
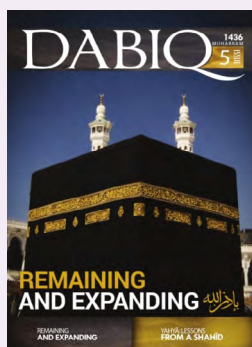
ISIL propaganda includes images and videos that present the group as an exciting alternative to life in the West. This media presents ISIL as the powerful creators of a new state, to which all Muslims (male and female) have a duty to travel. The propaganda continuously ignores the fact that ISIL is a terrorist organisation engaged in killing innocent men, women and children. When ISIL's official media groups release material online the group encourages supporters on social media to share the material – this is what gives ISIL its large reach, particularly to young people.
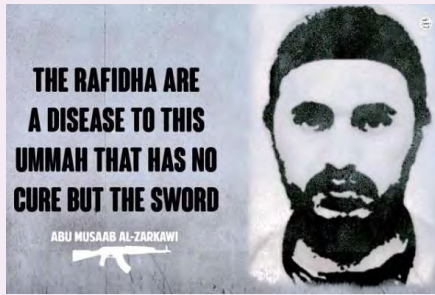
ISIL propaganda uses **four main themes** to encourage young people to travel to Syria and Iraq. These themes are used to recruit both men and women, and are also widely used in discussions on social media around ISIL.

ISIL celebrates and promotes an **image of success** online in order to attract young people – it tells them that ISIL are the winning side and can offer them an exciting life. The ISIL slogan 'Baqiyah wa-Tatamaddad' (remaining and expanding) presents the group as one that consistently achieves success. ISIL propaganda ignores the reality that ISIL are not winning and are opposed by the majority of people in Syria and Iraq.

ISIL portray their 'Caliphate' as an ideal, utopian state where Muslims will find **status and belonging**. ISIL propaganda claims that it is the duty of Muslim men and women in the West to travel there and regularly states that all foreigners are welcome in its ranks, so long as they are Sunni Muslims. In reality the claimed Caliphate has been rejected by the overwhelming majority of Islamic scholars around the world. ISIL abuse of women and children and killing of innocent civilians has been well documented.

THE RAFIDHA ARE A DISEASE TO THIS UMMAH THAT HAS NO CURE BUT THE SWORD

ABU MUSAAB AL-ZARKAWI

#IS distributing winter clothes & other school supplies to students in Mosul schools. May Allah strengthen them.

The propaganda output of ISIL insists that it is the **personal duty** of Muslims to support them and travel to the 'Caliphate'. Islamic scholars have clearly dismissed this and have made clear there is no such obligation. ISIL wants to portray itself as the only group able to **defend Sunnis** from the Assad regime, the Iraqi army or the threat of the West. ISIL communications also show the group providing food and services to people in Syria and Iraq. In reality most Sunnis fear and oppose ISIL and recognise that they are a threat to their lives and security.

SOCIAL MEDIA PLATFORMS

Social media has become an essential and exciting part of how we live. Millions of young people use these platforms daily to share content. But there are a small minority of users who exploit social media to radicalise and recruit vulnerable people.

The government and police work closely with the communications industry to remove extremist and terrorist content from the internet. Since February 2010, over 95,000 pieces of terrorist content have been removed from the internet and the companies' below continue to work with us to limit the abuse of their platforms by terrorists and their supporters. However, more content is uploaded all the time by people from this country and elsewhere who have joined ISIL in Syria and Iraq. Many of these people have an established online identity using platforms described below.

Many community based organisations respond to ISIL propaganda and debunk its messages. For example, London-based group Families Against Stress and Trauma (FAST) have designed an online guide for parents on the dangers of radicalisation, as well as producing a YouTube film with testimonies from parents whose children have travelled to Syria. They are currently sharing their knowledge in a series of parenting workshops.

FACEBOOK

ISIL supporters use Facebook to share content, such as news stories and YouTube videos, among their peer groups.

TWITTER

Twitter is another popular social media platform for pro-ISIL accounts and those sharing ISIL propaganda. It is easy to establish an account, stay relatively anonymous and share material with large numbers of people.

I might be only 18 but I know coming to shaam the best decision staying in the UK completely diminishes your islam

YouTube YOUTUBE

YouTube is also used to host videos, both of official ISIL output and videos created by users themselves. Multiple 'dummy' accounts will be set up so that when videos are taken down they can be reposted quickly.

Users will post YouTube links across their own social media platforms in order to disseminate material, particularly Twitter and Facebook.

ASK.FM

People considering travel to Syria or Iraq sometimes use Ask.fm to ask British jihadis and female ISIL supporters about travel, living standards, recruitment, fighting and broader ideology.
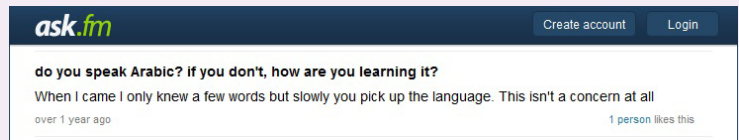
The answers given by ISIL supporters are encouraging, saying all their difficulties will be solved if they travel to the region.

INSTAGRAM

Instagram is used by fighters and ISIL supporters to share the photosets frequently produced by various ISIL media organisations.

ISIL supporters also use Instagram to share pictures of their life in Syria, often showing landscapes and images suggesting they are living a full and happy life.

TUMBLR

Tumblr, the blogging site, is exploited by fighters to promote longer, theological arguments for travel.

Tumblr is popular with female ISIL supporters, who have written blogs addressing the concerns girls have about travelling to the region, such as leaving their families behind and living standards in Syria.

PRIVATE MESSAGING

On social media, ISIL supporters frequently encourage others to message them on closed peer-to-peer networks when asked for sensitive information, such as on how to travel to the region, what to pack and who to contact when they arrive.

Popular private messaging apps include WhatsApp, Kik, SureSpot and Viber.

LANGUAGE USED BY ISIL

ISIL relies heavily on Islamic terminology, and often twists its meaning, to reinforce the impression that it is fighting for a religious cause and has established a truly Islamic state.

Terms used in ISIL propaganda and by supporters on social media include:

Dawla/Dawlah - A term used to describe ISIL by its supporters, an alternative to 'Islamic State.'

Caliphate - A Caliphate (or Khilafah) is a form of government used by early Muslims, under a single leader, or Caliph. ISIL supporters describe the territory the group controls in Iraq and Syria as the 'Caliphate'.

Jihad - Literally meaning 'struggle,' jihad can also refer to violence. Extremists may claim that undertaking violent jihad is obligatory for Muslims.

Mujahid - Someone who fights jihad, the plural of which is mujahideen.

Hijrah - Referring originally to the journey made by the Prophet Muhammad and his followers from Mecca to Medina, today hijrah is used by many to mean moving from a non-Muslim country to a Muslim country. ISIL uses this term to reinforce the idea that there is a religious obligation to travel to their so called Caliphate.

Shahada - This can refer both to the Islamic declaration of faith (the first of the five pillars of Islam) and to someone considered to have achieved martyrdom. In this case they will be referred to as a 'Shaheed'.

Kaffir/kuffar - A pejorative term used to describe non-Muslims, on the basis that they reject the tenets of Islam.

Ummah - This is the concept of the world community of Muslims, who are bound by common faith. ISIL regularly makes claims to be representing the 'one true Ummah' and that it is building a community for them.

Rafidha - The Arabic word for 'rejecters' or 'those who refuse', it is a term used to describe those believed to reject Islamic authority and leadership. 'Rafidha' is often used by ISIL supporters as a pejorative or sectarian term against Shia Muslims.

Sham - A classical Arabic term used to describe the region of the Levant, largely focused on Syria.