



Prevent Duty

With reference to -

Counter-Terrorism and Security Act 2015

Channel Duty Guidance Protecting vulnerable people from being drawn into terrorism
(HM Government: 2015)

Prevent Duty Guidance: for England and Wales (HMG 2015)

The Prevent Duty: Departmental Advice for Schools and Childcare Providers (DfE 2015)

Aim

From the 1st of July 2015, the government brought into force the 'Prevent Duty' which has subsequently been rolled out across all registered educational settings. In light of this, the school has been reviewing its curriculum and policies to ensure that it adheres to these regulations. Please find attached, publically available documentation on the Prevent Duty and please see below for a summary of what this new law means for educational settings.

What is the Prevent strategy?

Section 26 of the Counter-Terrorism and Security Act 2015 (the Act) places a duty on certain bodies (“specified authorities” listed in Schedule 6 to the Act), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”.

How does the Prevent strategy apply to schools?

Schools and early years providers have a critical part to play. Early years providers serve arguably the most vulnerable and impressionable members of society. In England, the Early Years Foundation Stage (EYFS) along with the DfE’s independent school standards places clear duties on providers to keep children safe and promote



their welfare. It makes clear that to protect children in their care, providers must be alert to any safeguarding and child protection issues in the child's life at home or elsewhere (paragraph 3.4 EYFS).

On 1 July 2015 the Prevent duty (section 26) of The Counter-Terrorism and Security Act 2015 came into force. This duty places the responsibility on schools to have due regard to the need to prevent people from being drawn into terrorism.

This means we have a responsibility to protect children from extremist and violent views the same way we protect them from drugs or gang violence. We can provide a safe place for pupils to discuss these issues so they better understand how to protect themselves and equip them with values and attitudes that will help prevent them being drawn into danger.

Vulnerable Children

Concerns about an individual child or group of children being drawn into extreme violence or being vulnerable to this in future should be treated initially using the same procedures we use for all vulnerable children

What is “Violent Extremism”?

One outcome that we want to avoid is children becoming involved in violent extremism. This is any situation in which views are translated into violent action.

Currently, people will often assume this means a terrorist threat linked to religious fanaticism and ISIS associated extremists in particular. But this is far wider than one particular issue and it is nothing new: throughout history religious or political extremism has led some people to take violent action to harm or kill others in pursuit of furthering their beliefs. Another example of violent extremism is people who have strong views on particular issues, such as abortion or harming animals for scientific investigation but who also feel this gives them the right to act violently against those who do not share their views. Some people may believe their perspective entitles them to seek by violent force to control or restrict the behaviour of others such as in



homophobic attacks or “honour killings”.

Having extreme or strongly held views is not in itself necessarily a bad thing: the views of the Suffragettes, which, at the time, some thought were “extreme”, eventually led to votes for women. It is preventing the translation of strongly held views into deliberate violence against others that is the concern of this document.

What does this mean in practice?

Schools and Early Years Providers subject to the 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 Board.
- make sure that staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism
- Expected to ensure children are safe from terrorist and extremist material when accessing the internet

The Ofsted Common Inspection Framework includes reference to “providers promoting children’s welfare and preventing radicalisation and extremism”.

Much of the work all schools will already be doing already will help contribute to the goal of preventing violence. For example, schools can build on work they already do in:



- promoting the Every Child Matters (ECM) outcomes for all pupils
- promoting pupil wellbeing, equalities and community cohesion
- building the resilience of the school, working with partners, to prevent pupils becoming the victims or causes of harm
- working with other agencies and parents to build community networks of support for the school
- Exploring other cultures and religions and promoting diversity
- Challenging prejudices and racist comments
- Learning how to resolve conflict peacefully, for example with a mediated discussion
- Developing thinking skills and a strong, positive self-identity
- Building confidence and the ability to form their own opinions
- Giving children the opportunity to discuss controversial issues in a safe environment
- Promoting the spiritual, moral, social and cultural development of pupils
- Establishing a culture based on our School Values
- Learning about how to stay safe online and what to do if you come across something you don't like
- Teaching and promoting the four 'British Values': Democracy, The rule of law, Individual liberty and Mutual respect and tolerance of different faiths and beliefs

Isn't my child too young to learn about extremism?

The Prevent strategy is not just about discussing extremism itself, which may not be appropriate for young children. It is also about teaching children values such as



tolerance and mutual respect. The school will make sure any discussions are suitable for the age and maturity of the children involved.

KEY TERMS

Extremism – vocal or active opposition to fundamental British values

Ideology – a set of beliefs

Terrorism – a violent action against people or property, designed to create fear and advance a political, religious or ideological cause

Radicalisation – the process by which a person comes to support an extremist viewpoint

Procedures

See Prevent Duty Record and Report Poster

This policy was adopted at a meeting at Alamiyah School



Held on:

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Signed on behalf of the Alamiyah School:

Date of Next Review: July 2019